

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

**Kindergarten and First-Grade National Data Collection and
Transfer School Recruitment**

OMB# 1850-0750 v.29

5th Grade Teacher Child-Level

Spring 2022 Teacher Child-Level

Web Gi fj Ym

**National 5th Grade Teacher Child-Level
U.S. Department of Education**

**October 2022
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revised October 2023**

Note: Some items in this survey are copyright protected and as such are redacted in public review copies.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section INC [Introduction]

Sequence: 0

Grid Spec

[(all sections)]

Round: Spring Kindergarten National

QUESTION STEMS ON LARGE AND SMALL BROWSERS:

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

ON LARGE FORMAT DISPLAYS, QUESTIONS IN A GRID ARE SKIPPED AS A GROUP WHEN THE NEXT BUTTON IS USED. GRIDS HAVE BEEN DIVIDED IN THE SPECIFICATIONS BELOW SO THAT ONLY 4 OR 5 ITEMS ARE SHOWN ON A SCREEN FOR MOST GRIDS (SOME GRIDS HAVE MORE ITEMS). ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THE "SAVE AND EXIT" BUTTON IS USED IN THE MIDDLE OF GRID QUESTIONS, AND SOME OF THE GRID QUESTIONS HAVE BEEN ANSWERED, THE REMAINING QUESTIONS IN A GRID WILL BE ASSIGNED SK. FOR GRIDS THAT HAVE BEEN DIVIDED INTO SMALLER GROUPS OF ITEMS, THIS SK ASSIGNMENT TO THE REMAINING QUESTIONS IN A GRID WILL ONLY APPLY TO THE DEFINED GRID SET IN THE SMALLER GROUP. ELSE, IF THERE IS A BREAK OFF OR TIMEOUT IN THE MIDDLE OF GRID QUESTIONS, NO ANSWERS IN THE GRID WILL BE SAVED OR AUTOMATICALLY ASSIGNED SK.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE TOP ALIGNED.

Spec Skip

|(all sections)

Round: Spring Kindergarten National

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND TEACHER SURVEY PROBE:

IF "TEACHER SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON'T KNOW AND REFUSED: "It looks like you haven't answered the question yet. Please consider providing an answer to continue."

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

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON'T KNOW OPTION AS A RESPONSE CATEGORY: SIC150a-c, SIC200, SIC300, and SIC340.

Soft Edit

|(all sections)

Round: Spring Kindergarten National

SPECIFICATION FOR SOFT EDIT MESSAGES:

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

OS Spec

|(all sections)

Round: Spring Kindergarten National

SPECIFICATION FOR OTHER SPECIFY:

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

Child Name

Round: Spring Kindergarten National

SPECIFICATION FOR CHILD’S NAME:

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

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

Footer

|Footer for First Question in the Survey

Round: Spring Kindergarten National

SPECIFICATION FOR FOOTER FOR FIRST QUESTION IN THE SURVEY:

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:
"Click "Save and Exit" if you need to take a break. When you've completed the survey, click "Finish" on the last screen. You will be taken back to MyECLS. Exit MyECLS by selecting "Logout" and closing ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the website, make sure no Chrome or Safari windows or screens are open after you end the session. Not closing all browsers may allow someone else to see your responses."

INCooo

Copyright: No

Round: Spring Kindergarten National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY A BLUE ICON AFTER THE WORD "ICON" IN THE FIFTH BULLET BELOW.

QUESTION TEXT:

Question "Thank you for launching the ECLS survey about {CHILD}!"

Here are some tips to keep in mind when completing the survey:

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.

• If you need to stop the survey before finishing and return at a later time, please select "Save and Exit."

When you return to the survey, you will be taken where you left off.

- To protect your privacy, you will be logged off if you are idle for 10 minutes.
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.
- You may skip any questions that you do not want to answer.

Please click on the "Next" button below to start the survey."

Box 1

Round: Spring Kindergarten National

GO TO SECTION ARC (Academic Rating Scale).

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section ARC [Academic Rating Scale]

Sequence: 1

ARCo01a

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "current" IN UNDERLINED TEXT.

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

QUESTION TEXT:

Question "Please rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}. If you are not the primary teacher in any of these areas, you may want to consult with the person most familiar with {CHILD}'s progress in the area when completing the scales.

- This is NOT a test and should NOT be administered directly to the child.
- Each skill, knowledge, or behavior is listed in bold, and there are often examples to help illustrate what is intended. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. Use the examples as a guide to the level of proficiency a child should have reached in order to receive the highest rating.

Please press the Next button to continue."

ARCo01b

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "please rate {CHILD} compared to other children of the same age level" AND "five-point scale" AND "Not yet" AND "Beginning" AND "In progress" AND "Intermediate" AND "Proficient" AND "Not applicable or Skill not yet taught" AND "If {CHILD} has limited English proficiency or is an English language learner" AND "If {CHILD} has a disability" IN BOLD TEXT.

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

QUESTION TEXT:

Question "For each question, please rate {CHILD} compared to other children of the same age level using the following five-point scale that reflects the degree to which a child has acquired and demonstrated the identified skills, knowledge, and behaviors. Please review the definitions before navigating to the next page. These definitions are also available next to each question via clicking the blue "i" icon.

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

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

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

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

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

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

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

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

Please press the Next button to continue."

ARC010a

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY “Contributes relevant information to classroom discussions” IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

{CHILD}...”

Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.”

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K -
Form TQCSK :: ARC

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10b

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Engages in higher-level thinking and reasoning during classroom discussions" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC010C

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "Uses morphemes to figure out the meanings of words" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First...LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10d

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Uses complex sentence structures" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC010e

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Understands and interprets a story or other text read to {him/her}" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

FOR LARGE BROWSERS, IF ALL ITEMS IN THE GRID ARE EMPTY (ARCo10c, ARCo10d, ARCo10e), DISPLAY “You didn’t select any response. Please try to answer as many questions as you can.” AS A SOFT EDIT CHECK. FOR SMALL BROWSERS, IF ITEMS ARCo10c, ARCo10d, AND ARCo10e ARE EMPTY, DISPLAY “Please try to answer as many questions as you can.” AS A SOFT EDIT CHECK.

ARCo10f

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Easily and quickly names all upper- and lower-case letters of the alphabet" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}...

Easily and quickly names all upper- and lower-case letters of the alphabet."

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K -
Form TQCSK :: ARC

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10g

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Predicts what will happen next in stories" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... .LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10h

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Reads simple books independently" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... .LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10i

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Demonstrates early writing behaviors" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10j

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Composes simple stories" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC010k

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Composes informative/explanatory text" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First...LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC010I

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Demonstrates an understanding of some of the conventions of print" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First...LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo10m

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "Finds meaningful units in words such as prefixes, suffixes, and base words." IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First... LITERACY." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo10a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo10 (ARCo10a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC015a

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Uses {his/her} senses to explore and observe" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15b

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Forms explanations based on observations and explorations" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC015c

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Classifies and compares living and non-living things in different ways" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15d

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "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" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K -
Form TQCSK :: ARC

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15e

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Makes logical predictions when pursuing scientific investigations" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15f

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Communicates scientific information" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC015g

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "Shows curiosity about the world by asking how and why things happen" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15h

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "Generates different strategies to solve a problem" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo15i

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "Shows an understanding of cause and effect" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next... SCIENCE." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo15a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo15 (ARCo15a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo20a

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Counts forward beginning from a given number within the known sequence, instead of having to begin at 1" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo2ob

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Orders a group of objects" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC020c

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Shows an understanding of the relationship between quantities" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC020a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC020a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC020 (ARC020a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

Question "Shows an understanding of the relationship between quantities – for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks."

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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ARCo2od

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Demonstrates consistent understanding of one-to-one correspondence" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo2oa-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo2oa-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo2o (ARCo2oa) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo2oe

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "For any number from 1 to 9, finds the number that makes 10 when added to the given number" and "and records the answer with a drawing or equation" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

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HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC020f

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Uses place value to compose and decompose numbers from 11 to 19 into tens and ones" and "and records each composition or decomposition by a drawing or equation" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC020a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC020a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC020 (ARC020a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo2og

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Solves problems involving numbers using concrete objects" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.

{CHILD}...

Solves problems involving numbers using concrete objects – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K -
Form TQCSK :: ARC

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo2oh

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Demonstrates an understanding of graphing activities" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARCo20i

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Measures length to the nearest whole number using common objects" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo20a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARCo20a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARCo20 (ARCo20a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

ARC020j

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size." IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC020a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now... THINKING." AND "{CHILD}..." AT THE TOP OF THE FIRST GRID (ARC020a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC020 (ARC020a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}..." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

HELP FOR CODE 1: Not yet = Has not yet demonstrated.

HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.

HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.

Box 1

Round: Spring Kindergarten National

GO TO SECTION ELC (Early Language Skills).

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section ELC [Early Language Skills] Sequence: 2

ELC010

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory (ALI). Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Question stem is new (focus on English language), but incorporates wording from the ALI. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.

Recalls and communicates personal experiences {he/she} has had to peers in a logical way."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC020

Copyright: No

Round: Spring Kindergarten National

Source: New, based on CRP comments, and adapted from TROLL, Dickinson, D.K., Sprague, K., McCabe, A. (2003). Teacher rating of oral language and literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56(6): 554-564.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Uses a varied vocabulary in spoken language."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELCo30

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELCo40, ELC050-ELCo80, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELCo10-ELCo40) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELCo40

Copyright: No

Round: Spring Kindergarten National

Source: New, based on CRP comments. The help text definition for "academic language" was adapted from <https://www.edglossary.org/academic-language/>.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE "early English language skills" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Uses academic language learned in the classroom when speaking."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Academic language is the language needed by students to do work and learn effectively in schools. In contrast to "conversational" or "social" language that might be used on the playground, academic language is the language used in classroom lessons, books, tests, and assignments.

ELC050

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “This child’s ability to use language to initiate appropriate interactions with other children is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY “(Continued)”.

QUESTION TEXT:

Question “{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.

Uses language effectively to initiate appropriate interactions with other children.”

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELCo60

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Original: caregivers; "by teachers" deleted to match preschool parent; "Will try" changed to "Tries" to match preschool parent. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE "early English language skills" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Tries repeatedly to communicate information which has not been understood."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELCo70

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Asks questions about information which is unclear to {him/her}."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELCo8o

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “This child's ability to use language to initiate appropriate interactions with adults is:”. The question wording was adapted to work with the response options used. The original response options are “more than 1 year behind other children his or her age,” “6-12 months behind other children his or her age,” “about average,” “6-12 months ahead of other children his or her age,” and “more than 1 year ahead of other children his or her age.”

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Uses language effectively to initiate appropriate interactions with adults."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC090

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY “(Continued)”.

QUESTION TEXT:

Question “{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.

Relates and communicates personal experiences in a logical way or “in a way that makes sense.””

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC100

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC110

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY “For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY “Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.” AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE “early English language skills” IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC120

Copyright: No

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC010-ELC040, ELC050-ELC080, AND ELC090-ELC120 ON SEPARATE SCREENS IN 3 GRIDS. DISPLAY "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE FIRST GRID (ELC010-ELC040) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ELC (ELC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

UNDERLINE "early English language skills" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."

CODES

- | | |
|---|------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Often |
| 5 | Very often |

ELC200

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from Diamond (2019). Diamond A., Lee C., Senften P., Lam A., and Abbott, D. (2019) Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. PLOS ONE 14(9): e0222447. <https://doi.org/10.1371/journal.pone.0222447>. Retrieved May 1, 2020. Original item asked teachers to rate all children in their class on this scale. Instructions were adapted. Original scale used only through kindergarten and the highest skill listed was "Write 2 or more consecutive full sentences composed by child with invented spelling with most sounds represented." Original item "Write simple 2-4 letter words with invented spelling on own" was changed to "Write simple 2-4 letter words with invented spelling." Original item "Write multi-syllabic words with intended spellings with most sounds represented" was changed to "Write multi-syllabic words with invented spelling with most sounds represented."

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES ON ONE PAGE.

DISPLAY "ordered below from lowest to highest" AND "highest level" IN UNDERLINED TEXT.

DISPLAY "Not able to rate:" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?"

InstResp "Select only one."

CODES

- | | |
|----|--|
| 1 | Scribbling |
| 2 | Drawing a picture |
| 3 | Can copy {his/her} name |
| 4 | Can copy sentences from the board |
| 5 | Write {his/her} name without copying |
| 6 | Can write most letters when asked to write the letter |
| 7 | Write initial sounds for many words |
| 8 | Write simple 2-4 letter words with invented spelling |
| 9 | Write multi-syllabic words with invented spelling with most sounds represented |
| 10 | Compose and write a complete sentence with invented spelling with most sounds represented |
| 11 | Compose and write 2 or more consecutive complete sentences with invented spelling with most sounds represented |
| 12 | Compose and write 5 or more consecutive complete sentences with invented spelling with most sounds represented |
| 13 | Compose and write a paragraph (5 complete sentences) about a topic with invented spelling with most sounds represented |

- 14 Compose and write a paragraph (5 complete sentences) about a topic with proper spelling, grammar, and punctuation
- 15 Compose and write 2 paragraphs (5 complete sentences each) about a topic with proper spelling, grammar, and punctuation
- 16 Compose and write a story with a clear beginning, middle, and end with proper spelling, grammar, and punctuation
- 17 I have not had enough experience with this child to evaluate this skill.
- 18 I am not able to rate this item because the child does not write or has limited writing experience due to a disability.

PROGRAMMER INSTRUCTIONS:

DISPLAY CODES 17 AND 18 UNDER A HEADER "Not able to rate:".

ELC210

Copyright: No

Round: Spring Kindergarten National

Source: New, based on CRP comments.

QUESTION TEXT:

Question "How much does {CHILD} enjoy writing?"

CODES

- 1 Not at all
- 2 A little bit
- 3 Somewhat
- 4 Quite a bit
- 5 Very much

Box 1

Round: Spring Kindergarten National

GO TO SECTION BRC (Classroom Behavioral Regulation).

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section BRC [Classroom Behavioral Regulation] Sequence: 3

BRC010

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described.

Observes rules and follows directions without requiring repeated reminders.”

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC020

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC030

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Completes tasks successfully."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC040

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Attempts new challenging tasks."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC050

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Concentrates when working on a task; is not easily distracted by surrounding activities."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC060

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about...described.” AT THE TOP OF THE GRID.

IF BROWSER SIZE IS LARGE, DISPLAY “(Continued)”.

QUESTION TEXT:

Question “{(Continued) }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.

Responds to instructions and then begins an appropriate task without being reminded.”

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC070

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Takes time to do {his/her} best on a task."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC080

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Finds and organizes materials and works in an appropriate place when activities are initiated."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC090

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Sees own errors in a task and corrects them."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

BRC100

Copyright: No, but other special handling

Round: Spring Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC010-BRC050, BRC060-BRC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Returns to unfinished tasks after interruption."

CODES

- | | |
|---|--------------------|
| 1 | Never |
| 2 | Rarely |
| 3 | Sometimes |
| 4 | Frequently/Usually |
| 5 | Always |

Box 1

Round: Spring Kindergarten National

GO TO SECTION STC (Student Teacher Relationship).

Section STC: Student Teacher Relationship

Teachers rate 15 items from the *Student-Teacher Relationship Scale* (STRS) to measure the teacher's perception of the closeness and conflict in his/her relationship with the student. The items from the STRS are not listed because the scale is copyright protected.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section STC [Student Teacher Relationship] Sequence: 4

STC010

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458. Same as ECLS-K:2011, spring kindergarten.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC010-STC050, STC060-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STC010-STC050) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "Now we would like to ask about your relationship with {CHILD}. For each statement, please select the category that most applies to your relationship with {CHILD}.

CODES

- 1 Definitely does not apply
- 2 Not really
- 3 Neutral, not sure
- 4 Applies sometimes
- 5 Definitely applies

STC020

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC010-STC050, STC060-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STC010-STC050) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC030

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC010-STC050, STC060-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STC010-STC050) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STCo40

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC050

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC010-STC050, STC060-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STC010-STC050) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "their" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

QUESTION TEXT:

Question "████████████████████"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STCo60

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

IF THE CHILD IS MALE IN THE PRELOAD, DISPLAY "he beams". IF THE CHILD IS FEMALE IN THE PRELOAD, DISPLAY "she beams". IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "they beam".

QUESTION TEXT:

Question "{(Continued) }Please select the category that most applies to your relationship with {CHILD}.

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STCo8o

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC090

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STC010-STC050, STC060-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STC010-STC050) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STC010) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC100

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC110

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please select the category that most applies to your relationship with {CHILD}.

"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC120

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC130

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC140

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

STC150

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., and Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS STCo10-STCo50, STCo60-STC100, AND STC110-STC150 ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now we would... with {CHILD}." AT THE TOP OF THE FIRST GRID (STCo10-STCo50) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF STC (STCo10) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS.

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "their" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

Box 1

Round: Spring Kindergarten National

GO TO SECTION SLC (School Liking and Avoidance).

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section SLC [School Liking and Avoidance]

Sequence: 5

SLC040

Copyright: No, but other special handling

Round: Spring Kindergarten National

Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in the child-level teacher questionnaire in the ECLS-K:2011 (grades 4 and 5).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY SLC040 IN ONE GRID. DISPLAY "Please indicate how often this applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEM IS DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

QUESTION TEXT:

Question "Please indicate how often this applies to {CHILD}.

Likes being in school."

CODES

- | | |
|---|---|
| 1 | Doesn't apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

Box 1

Round: Spring Kindergarten National

GO TO SECTION SPC (Strategic Planning).

Section SPC: Strategic Planning

Teachers rate 10 items that were adapted from the *Learning-to-Learn Scales* (McDermott 2018) to measure strategic planning. The items from this scale are not listed because the scale is copyright protected.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section SPC [Strategic Planning]

Sequence: 6

SPC010

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169; Instruction modified. Original instruction: "Please read the statements below to describe the child's behaviors observed across the past month."

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

_____”
_____”

CODES

- 1 Does not apply
- 2 Sometimes applies
- 3 Consistently applies

SPC020

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPC030

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPC040

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "_____"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPC050

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "_____"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPCo60

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPCo10-SPCo50 AND SPCo60-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

_____”

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPCo70

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPCo10-SPCo50 AND SPCo60-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question “_____”

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPCo8o

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPCo10-SPCo5o AND SPCo6o-SPC1oo ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPCo9o

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPCo10-SPCo5o AND SPCo6o-SPC1oo ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read...month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

SPC100

Copyright: Yes

Round: Spring Kindergarten National

Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read... month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|----------------------|
| 1 | Does not apply |
| 2 | Sometimes applies |
| 3 | Consistently applies |

Box 1

Round: Spring Kindergarten National

GO TO SECTION PRC (Peer Relationships).

Section PRC: Peer Relationships

Teachers rate 9 items from the *Child Behavior Scale* (Ladd 2010) to measure peer relationships. The items from this scale are not listed because the scale is copyright protected.

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section PRC [Peer Relationships]

Sequence: 7

PRC010

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

QUESTION TEXT:

Question “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo20

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRCo10-PRCo50 AND PRCo60-PRCo90 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---|
| 1 | Doesn't apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo30

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

QUESTION TEXT:

Question "██████████"

CODES

- | | |
|---|---|
| 1 | Doesn't apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo40

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

QUESTION TEXT:

Question “XXXXXXXXXX”

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo50

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRCo50 AND PRC060-PRCo90 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

QUESTION TEXT:

Question “ [REDACTED] ”

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo6o

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

IF BROWSER SIZE IS LARGE, DISPLAY “(Continued)”.

QUESTION TEXT:

Question “{(Continued) }Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.

_____”

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo70

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

QUESTION TEXT:

Question "[REDACTED]"

CODES

- | | |
|---|---|
| 1 | Doesn't apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo8o

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

QUESTION TEXT:

Question “XXXXXXXXXX”

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

PRCo90

Copyright: Yes

Round: Spring Kindergarten National

Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.” AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Doesn’t apply.” “Seldom displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Seldom displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Doesn’t apply.”

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Sometimes applies.” “Occasionally displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Occasionally displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Sometimes applies.”

DISPLAY FOR CODE 3: BOLD “Certainly applies” AND DISPLAY “Often displays this behavior” WITH NO BOLD AND ON A LINE BELOW “Certainly applies.” “Often displays this behavior” SHOULD WRAP SUCH THAT “this behavior” IS DISPLAYED ON A THIRD LINE UNDER “Often displays” AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER “Certainly applies.”

QUESTION TEXT:

Question “ [REDACTED] ”

CODES

- | | |
|---|---|
| 1 | Doesn’t apply Seldom displays this behavior |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior |

Box 1

Round: Spring Kindergarten National

GO TO SECTION SIC (Student Information).

Early Childhood Longitudinal Study Teacher Survey (Child-level) Spring K - Form TQCSK

Section SIC [Student Information]

Sequence: 8

SIC015

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q1)

DISPLAY INSTRUCTIONS:

DISPLAY THE INSTRUCTION TO RESPONDENT IN A BULLETED LIST WITH THIS SENTENCE “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.” FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE “A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten.” THE SECOND BULLET SHOULD INCLUDE “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.”

QUESTION TEXT:

Question “In which grade is {CHILD} enrolled?”

InstResp “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.”

CODES

1	Kindergarten (Full-day program)	SIC017
2	Kindergarten (Part-day program)	SIC017
3	First grade	SIC025
4	Second grade	SIC025
5	The child is ungraded/in an ungraded classroom.	SIC025

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

SIC017

Copyright: No

Round: Spring Kindergarten National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY THE INSTRUCTION TO RESPONDENT IN A BULLETED LIST WITH THIS SENTENCE “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.” FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE “A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten.” THE SECOND BULLET SHOULD INCLUDE “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.”

QUESTION TEXT:

Question “Which best describes the type of kindergarten in which {CHILD} is enrolled?”

InstResp “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.”

CODES

- | | |
|---|--|
| 1 | Regular kindergarten |
| 2 | Transitional kindergarten |
| 3 | Transitional first (or pre-first) grade |
| 4 | Kindergarten equivalent but is ungraded or has multiple grades |

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

SIC020

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q2) (Updated for ECLS-K:2024, 'Third year in kindergarten' response option added.).

DISPLAY INSTRUCTIONS:

DISPLAY THE HELP FOR STEM IN A BULLETED LIST WITH THIS SENTENCE "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." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "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."

QUESTION TEXT:

Question "Is the 2023-24 school year {CHILD}'s ...?"

CODES

- | | |
|---|------------------------------------|
| 1 | First year in kindergarten |
| 2 | Second year in kindergarten |
| 3 | Third year or more in kindergarten |

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

HELP FOR STEM: 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.

SIC025

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Questionnaire (Student Information Q2).

QUESTION TEXT:

Question "How long has {CHILD} been in your classroom this school year?"

CODES

- | | |
|---|---|
| 1 | Entire school year |
| 2 | More than one semester but less than the entire school year |
| 3 | More than one quarter but less than one semester |
| 4 | Less than one quarter of the school year |

SICo30

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information, Q3).

QUESTION TEXT:

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"

CODES

- | | |
|---|---------|
| 1 | Never |
| 2 | Seldom |
| 3 | Usually |
| 4 | Always |

SICo40

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (D16).

DISPLAY INSTRUCTIONS:

DISPLAY "reading" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"

CODES

- | | | |
|---|---|--------|
| 1 | I do not use instructional groups for reading | SICo60 |
| 2 | Two | |
| 3 | Three | |
| 4 | Four | |
| 5 | Five or more | |

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SICo60.

SIC050

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (Student Information, D17).

QUESTION TEXT:

Question "In which reading instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

ENTER NUMBER

Range

1 to 10

PROGRAMMER INSTRUCTIONS:

SOFT RANGE: IF (SIC040 = 2 and SIC050 > 2) OR (SIC040 = 3 and SIC050 > 3) OR (SIC040 = 4 and SIC050 > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC050}, but reported only {DISPLAY RESPONSE AT SIC040} instructional groups. Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

SIC060

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A9).

DISPLAY INSTRUCTIONS:

DISPLAY "mathematics" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"

CODES

- | | | |
|---|---|--------|
| 1 | I do not use instructional groups for mathematics | SIC080 |
| 2 | Two | |
| 3 | Three | |
| 4 | Four | |
| 5 | Five or more | |

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SIC080.

SICo7o

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A1o).

QUESTION TEXT:

Question "In which mathematics instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

ENTER NUMBER

Range

1 to 10

PROGRAMMER INSTRUCTIONS:

SOFT RANGE: IF (SICo6o = 2 and SICo7o > 2) OR (SICo6o = 3 and SICo7o > 3) OR (SICo6o = 4 and SICo7o > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SICo7o}, but reported only {DISPLAY RESPONSE AT SICo6o} instructional groups. Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

SICo8o

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Third Grade Classroom Teacher, Child-level Questionnaire (Q E22).

QUESTION TEXT:

Question "Are you {CHILD}'s primary teacher in the following subject areas?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|-----------------------|
| 1 | Reading/Language Arts |
| 2 | Mathematics |
| 3 | Science |
| 4 | Social Studies |

PROGRAMMER INSTRUCTIONS:

HELP TEXT FOR STEM: A primary teacher is the teacher who is responsible for all learning in that subject area. The primary teacher writes all lesson plans and handles all activities and assessments in that subject area. If you co-teach a subject area with another teacher but think you could report about {CHILD}, please report that you are {his/her} primary teacher for that subject area.

SIC100

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring 2016 Reading Teacher Questionnaire Child-level Survey (D3) (Replaced 'reading/language arts class' with 'your class').

QUESTION TEXT:

Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"

CODES

1	No absences
2	1 to 4 absences
3	5 to 7 absences
4	8 to 10 absences
5	11 to 19 absences
6	20 to 35 absences
7	36 to 80 absences
8	81 to 89 absences
9	90 or more absences

SIC110

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring First Grade Teacher Child-level Survey (below grade) (Student Information Q4).

QUESTION TEXT:

Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"

InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"

CODES

1	Yes	
2	No	SIC130
3	Not applicable	SIC130

PROGRAMMER INSTRUCTIONS:

SK skips to SIC0130.

SIC120

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q5) (Separated 'Emotional/family Problems' response choice into two response choices as follows, 'Emotional problems' and 'Family problems').

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "Why has {CHILD} fallen behind in school work?"

InstResp "Select all that apply."

CODES	Code All That Apply
1	A health problem
2	A disciplinary problem
3	Lack of effort
4	Disorganized
5	Lacks prerequisite skills
6	Frequent absences
7	Emotional problems
8	Family problems
9	Homelessness
91	Some other reason {(Please specify):/(Please specify on next screen.)}

Box 1

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION SIC120 = 91, GO TO QUESTION SIC120OS. ELSE GO TO SIC130.

SIC120OS

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

100

SIC130

Copyright: No

Round: Spring Kindergarten National

Source: New item created by Westat.

QUESTION TEXT:

Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"

ENTER NUMBER

Range

0 to 1000

Soft Range

0 to 19

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT ITEM#}. Please confirm. If this is correct, select Next to continue."

SIC140

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q6) (Previously formatted as yes or no on each row)

QUESTION TEXT:

Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|--|
| 1 | Individual tutoring remedial program in reading/language arts |
| 2 | Individual tutoring remedial program in mathematics |
| 3 | Pull-out (that is, out of classroom) small group remedial program in reading/language arts |
| 4 | Pull-out (that is, out of classroom) small group remedial program in mathematics |
| 5 | Gifted and talented program in reading/language arts |
| 6 | Gifted and talented program in mathematics |
| 7 | None of the above |

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

HELP FOR CODE 5: Gifted and talented programs include enrichment and accelerated program.

HELP FOR CODE 6: Gifted and talented programs include enrichment and accelerated program.

SIC150a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school “ IN UNDERLINED TEXT.

DISPLAY “outside of the regular school day “ IN UNDERLINED TEXT.

QUESTION TEXT:

Question “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?

Instruction or services before school”

CODES

- | | |
|---|-------------|
| 1 | Yes |
| 2 | No |
| 3 | Not offered |
| 4 | Don't know |

SIC150b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school “ IN UNDERLINED TEXT.

DISPLAY “outside of the regular school day “ IN UNDERLINED TEXT.

QUESTION TEXT:

Question “Instruction or services after school”

CODES

- | | |
|---|-------------|
| 1 | Yes |
| 2 | No |
| 3 | Not offered |
| 4 | Don't know |

SIC150c

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY “During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?” AT THE TOP OF THE GRID.

DISPLAY “in your school“ IN UNDERLINED TEXT.

DISPLAY “outside of the regular school day“ IN UNDERLINED TEXT.

QUESTION TEXT:

Question “Instruction or services on weekends”

CODES

- | | |
|---|-------------|
| 1 | Yes |
| 2 | No |
| 3 | Not offered |
| 4 | Don't know |

SIC160

Copyright: No

Round: Spring Kindergarten National

Source: New.

QUESTION TEXT:

Question “The next few questions are about transition to kindergarten.

Did {CHILD} participate in early education activities or programs (for example preschool, Head Start, or prekindergarten) during last school year (2022-23)?”

InstResp: If the child was in a type of kindergarten last year, please consider their 2022-23 kindergarten experience as last school year’s early education program.

CODES

- | | | |
|---|---|--------|
| 1 | Yes | |
| 2 | No | SIC200 |
| 3 | I do not know whether {CHILD} was in early education activities or programs last school year. | SIC200 |

SIC165

Copyright: No

Round: Spring Kindergarten National

Source: New.

QUESTION TEXT:

Question “Did you provide education activities or programs to {CHILD} last school year (2022-23)?”

InstResp: If the child was in a type of kindergarten last year, please consider their 2022-23 kindergarten experience as last school year’s early education program.

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | SIC200 |
| 2 | No | |

SIC170

Copyright: No

Round: Spring Kindergarten National

Source: NEW, modified from questions supplied by HHS/ACYF.

QUESTION TEXT:

Question "To what extent were you involved in planning {CHILD}'s transition from last school year's early education activities or programs to this school year's program?"

InstResp: If the child was in a type of kindergarten last year, please consider their 2022-23 kindergarten experience as last school year's early education program.

CODES

- | | |
|---|-------------|
| 1 | Not at all |
| 2 | Somewhat |
| 3 | Extensively |

SIC180

Copyright: No

Round: Spring Kindergarten National

Source: NEW, modified from questions supplied by HHS/ACYF.

QUESTION TEXT:

Question "To what extent did you communicate with the person(s) who provided early education activities or programs to {CHILD} last school year?"

InstResp: If the child was in a type of kindergarten last year, please consider their 2022-23 kindergarten experience as last school year's early education program.

CODES

- | | |
|---|-------------|
| 1 | Not at all |
| 2 | Somewhat |
| 3 | Extensively |

SIC190

Copyright: No

Round: Spring Kindergarten National

Source: NEW, modified from questions supplied by HHS/ACYF.

QUESTION TEXT:

Question "Have you reviewed {CHILD}'s records from any early education activities or programs that {CHILD} participated in before this school year?"

InstResp: If the child was in a type of kindergarten last year, please consider their 2022-23 kindergarten experience as last school year's early education program.

CODES

- | | |
|---|--|
| 1 | Yes |
| 2 | No, I don't have access to the records. |
| 3 | No, I have access to the records but have not reviewed them. |

SIC200

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q8).

QUESTION TEXT:

Question "Is English {CHILD}'s native language?"

CODES

- | | | |
|---|------------|--------|
| 1 | Yes | SIC260 |
| 2 | No | |
| 3 | Don't know | |

PROGRAMMER INSTRUCTIONS:

SK AND DON'T KNOW GO TO NEXT QUESTION (SIC210)

SIC210

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q9).

QUESTION TEXT:

Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"

CODES

1	Yes	
2	No	SIC260

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC260.

SIC220

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D7).

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY “solely in English” IN UNDERLINED TEXT

DISPLAY “(Please specify):” FOR LARGE BROWSERS. ELSE DISPLAY “(Please specify on next screen.)” FOR SMALL BROWSERS.

QUESTION TEXT:

Question “Would you say the specialized language instruction {CHILD} receives is primarily a/an...?”

CODES

- | | | |
|----|---|--------|
| 1 | Program that focuses on developing students' literacy in two languages | |
| 2 | Program that focuses on developing students' literacy solely in English | |
| 3 | No specialized language program is provided to this child | SIC250 |
| 91 | Other program {(Please specify);(Please specify on next screen.)} | |

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC250.

DISPLAY CODE 91 BEFORE CODE 3.

HELP FOR CODE 1: For example:

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

HELP FOR CODE 2: For example:

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

Box 2

Round: Spring Kindergarten National

IF SIC220 = 91, go to question SIC220OS

SIC220OS

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

100

SIC230a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8a).

DISPLAY INSTRUCTIONS:

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “How often does {CHILD} usually receive specialized language instruction of the following program types?”

Program that focuses on developing students’ literacy in two languages”

CODES

- | | |
|---|-----------------------|
| 1 | Not applicable/Never |
| 2 | Less than once a week |
| 3 | 1 day a week |
| 4 | 2 days a week |
| 5 | 3 days a week |
| 6 | 4 days a week |
| 7 | 5 days a week or more |

SIC230b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8b).

DISPLAY INSTRUCTIONS:

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “Program that focuses on developing students’ literacy solely in English”

CODES

1	Not applicable/Never
2	Less than once a week
3	1 day a week
4	2 days a week
5	3 days a week
6	4 days a week
7	5 days a week or more

SIC230c

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8c).

DISPLAY INSTRUCTIONS:

DISPLAY “often” IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE SAME SCREEN IN A GRID. DISPLAY “How often does {CHILD} usually receive specialized language instruction of the following program types?” AT THE TOP OF THE GRID. IF SIC220 = 91 AND TYPED RESPONSE IN SIC220OS IS NOT BLANK, DISPLAY “Other program you specified: {SIC220OS}”; ELSE DISPLAY “Other program” IN THE QUESTION TEXT.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “{Other program you specified: {SIC220OS}/Other program}”

CODES

- | | |
|---|-----------------------|
| 1 | Not applicable/Never |
| 2 | Less than once a week |
| 3 | 1 day a week |
| 4 | 2 days a week |
| 5 | 3 days a week |
| 6 | 4 days a week |
| 7 | 5 days a week or more |

SIC240a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9a).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?”

Program that focuses on developing students’ literacy in two languages”

CODES

- | | |
|---|----------------------------|
| 1 | Not applicable/Never |
| 2 | Less than ½ hour |
| 3 | ½ hour to less than 1 hour |
| 4 | 1 to less than 1 ½ hours |
| 5 | 1 ½ to less than 2 hours |
| 6 | 2 to less than 2 ½ hours |
| 7 | 2 ½ to less than 3 hours |
| 8 | 3 hours or more |

SIC240b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9b).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “Program that focuses on developing students’ literacy solely in English”

CODES

1	Not applicable/Never
2	Less than ½ hour
3	½ hour to less than 1 hour
4	1 to less than 1 ½ hours
5	1 ½ to less than 2 hours
6	2 to less than 2 ½ hours
7	2 ½ to less than 3 hours
8	3 hours or more

SIC240c

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9c).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE SAME SCREEN IN A GRID. DISPLAY “On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?” AT THE TOP OF THE GRID. IF SIC220 = 91 AND TYPED RESPONSE IN SIC220OS IS NOT BLANK, DISPLAY “Other program you specified: {SIC220OS}”; ELSE DISPLAY “Other program” IN THE QUESTION TEXT.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, “Not Applicable/Never” SHOULD WRAP SO THAT “Never” APPEARS ON A SEPARATE LINE.

QUESTION TEXT:

Question “{Other program you specified: {SIC220OS}/Other program}”

CODES

1	Not applicable/Never
2	Less than ½ hour
3	½ hour to less than 1 hour
4	1 to less than 1 ½ hours
5	1 ½ to less than 2 hours
6	2 to less than 2 ½ hours
7	2 ½ to less than 3 hours
8	3 hours or more

SIC250

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D10) (replaced 'reading instruction' with 'academic instruction').

DISPLAY INSTRUCTIONS:

DISPLAY "academic instruction" IN UNDERLINED TEXT

QUESTION TEXT:

Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?"

CODES

- | | |
|---|----------------------------|
| 1 | None of the time |
| 2 | Less than half of the time |
| 3 | Half of the time |
| 4 | More than half of the time |
| 5 | Almost all the time |

SIC260

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q13) (Rephrased question, dropping the phrase 'on record with the school' from the end of the question.).

QUESTION TEXT:

Question "Does {CHILD} have an IEP/IFSP?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

HELP FOR STEM: Individual Family Service Place (IFSP): A plan developed to support children and families involved in early intervention (birth to age 3).

SIC270

Copyright: No

Round: Spring Kindergarten National

Source: New item created by Westat.

QUESTION TEXT:

Question "Does {CHILD} have a 504 plan?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: 504 Plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

SIC280

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q14); Restructured as a "select all that apply" rather than yes/no for each type of program.

QUESTION TEXT:

Question "Does {CHILD} receive instruction in any of the following types of programs in your school?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|--|
| 1 | Speech-language therapy for children with speech or language disorders/impairments |
| 2 | Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting |
| 3 | None of the above |

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 3, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

SIC290

Copyright: No

Round: Spring Kindergarten National

Source: New item created by Westat based on support services identified in the U.S. Department of Education Pre-Elementary Education Longitudinal Study (PEELS).

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "During this school year, has {CHILD} received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel):"

InstResp "Select all that apply."

CODES	Code All That Apply
1	Social work services
2	Mental health services (for example, personal/group counseling, therapy, or psychiatric care)
3	Behavior management program
4	Service coordination/case management services
5	Training/counseling for their family and/or caregivers
6	None of the above
91	Other {(Please specify):/(Please specify on next screen.)}

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

Box 3

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION SIC290 = 91, GO TO QUESTION SIC290OS. ELSE GO TO SIC300.

SIC290OS

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

ENTER TEXT

Length

100

SIC300

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q15).

QUESTION TEXT:

Question "Does {CHILD} receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?"

CODES

- | | |
|---|---|
| 1 | Yes |
| 2 | No |
| 3 | Don't know |
| 4 | Child does not participate in the school's testing or assessment program. |
| 5 | There is no testing or assessment program at this grade level. |

SIC310a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q16).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY SIC310a and SIC310b ON SAME SCREEN IN A GRID.

DISPLAY “structured” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”

CODES

- | | |
|---|--------------------------------|
| 1 | A lot less active than most |
| 2 | A little less active than most |
| 3 | About the same as most |
| 4 | A little more active than most |
| 5 | A lot more active than most |

SIC310b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q17).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY SIC310a and SIC310b ON SAME SCREEN IN A GRID.

DISPLAY “unstructured” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”

CODES

- | | |
|---|--------------------------------|
| 1 | A lot less active than most |
| 2 | A little less active than most |
| 3 | About the same as most |
| 4 | A little more active than most |
| 5 | A lot more active than most |

SIC320a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY “Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?

Reading”

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC320b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY “Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Writing”

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC320c

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?" AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Oral language"

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC320d

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?" AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Math"

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC320e

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY “Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Science”

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC320f

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY “Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Social studies”

CODES

- | | |
|---|----------------------|
| 1 | Below grade level |
| 2 | About on grade level |
| 3 | Above grade level |

SIC330a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC330a-e ON SAME SCREEN IN A GRID. DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “During this school year, have {CHILD}'s parents/guardians participated in the following activities?”

Attended regularly-scheduled conferences at your school”

CODES

- | | |
|---|----------------------------|
| 1 | Yes |
| 2 | No |
| 3 | Not applicable/Not offered |

SIC330b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC330a-e ON SAME SCREEN IN A GRID. DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress”

CODES

- | | |
|---|----------------------------|
| 1 | Yes |
| 2 | No |
| 3 | Not applicable/Not offered |

SIC330c

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC330a-e ON SAME SCREEN IN A GRID. DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Returned your telephone calls or emails”

CODES

- | | |
|---|----------------------------|
| 1 | Yes |
| 2 | No |
| 3 | Not applicable/Not offered |

SIC330d

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC330a-e ON SAME SCREEN IN A GRID. DISPLAY “During this school year, have {CHILD}'s parents/guardians participated in the following activities?” AT THE TOP OF THE GRID.

QUESTION TEXT:

Question “Initiated contact with you”

CODES

- | | |
|---|----------------------------|
| 1 | Yes |
| 2 | No |
| 3 | Not applicable/Not offered |

SIC330e

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC330a-e ON SAME SCREEN IN A GRID. DISPLAY "During this school year, have {CHILD}'s parents/guardians participated in the following activities?" AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Volunteered to help you in your classroom or school"

CODES

- | | |
|---|----------------------------|
| 1 | Yes |
| 2 | No |
| 3 | Not applicable/Not offered |

SIC340

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q25); Added "Overly involved."

QUESTION TEXT:

Question "How involved at the school would you say {CHILD}'s parents/guardians are?"

CODES

- | | |
|---|---------------------|
| 1 | Not involved at all |
| 2 | Somewhat involved |
| 3 | Very involved |
| 4 | Overly involved |
| 5 | Don't know |

SIC350

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from the ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q27) by eliminating the gate question and making it a select all that apply.

QUESTION TEXT:

Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?"

InstResp "Select all that apply."

CODES

Code All That Apply

- | | |
|---|--|
| 1 | Behavior problems the child was having in school |
| 2 | Any problems the child was having with school work |
| 3 | Anything the child was doing particularly well in or better in at school |
| 4 | None of the above |

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 4, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

SIC600

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY “NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.” IN BOLD TEXT.

DISPLAY “Child Behavior Rating Scale” IN ITALICS.

DISPLAY “School Psychology Review, 33” IN ITALICS.

DISPLAY “School Liking and Avoidance Questionnaire” IN ITALICS.

DISPLAY “Child Behavior Scale” IN ITALICS.

QUESTION TEXT:

Question “Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select “Finish” to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.

- 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.
- Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3): 444-458. Used with permission.
- School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission.
- Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission.”

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

Box 4

Round: Spring Kindergarten National

CASE WITH COMPLETED TEACHER SURVEY SHOULD ROUTE BACK TO MANAGEMENT SYSTEM SO THAT THE TEACHER MAY SELECT ANOTHER CHILD SURVEY ASSIGNED TO HIM/HER, IF APPLICABLE.