

## Early Childhood Longitudinal Study Data Collection and Transfer Schedule

This file contains a listing of every Kindergarten Class of 2023-24 (EC wording is provided, along with the question in Part C of this OMB survey)

Each worksheet in this file pertains to the instrument to which the worksheet corresponds. Attachments C1 - C8, Attachment

### **Worksheet Name**

Fall K Parent

Spring K parent

Spring 1 parent

Teacher-level fall K

Teacher-level spring K

Teacher-level spring 1

Special ed teacher-level spring K

Special ed teacher-level spring 1

Child-level teacher fall K

Child-level teacher spring K

Child-level teacher spring 1

Spec ed child-lvl teach sp K

Spec ed child-lvl teach sp 1

School admin spring K

School admin spring 1

ly, Kindergarten Class of 2023-24 (ECLS-K:2024) Kindergarten and First-Grade National  
ool Recruitment (OMB#1850-0750 v.27)

r question that will be asked of respondents in the Early Childhood Longitudinal Study,  
CLS-K:2024) kindergarten and first grade national study. For each question, the question  
he item section and number, the construct the item measures, and the specific research  
bmission for which the item is intended to provide information.

ns to one data collection instrument. Below is a list of the worksheet name and the  
et pertains. The instruments themselves are provided in Attachments B1 - B3,  
s D1 - D8, and Attachments E1 - E3 of this submission.

**ECLS-K:2023 Kindergarten - First Grade National Data Collection Instrument**

Fall Kindergarten Parent Survey

Spring Kindergarten Parent Survey

Spring First Grade Parent Survey

Fall Kindergarten Teacher-Level Teacher Survey

Spring Kindergarten Teacher-Level Teacher Survey

Spring First-Grade Teacher-Level Teacher Survey

Spring Kindergarten Teacher-Level Special Education Teacher Survey

Spring First-Grade Teacher-Level Special Education Teacher Survey

Fall Kindergarten Child-Level Teacher Survey

Spring Kindergarten Child-Level Teacher Survey

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

Instrument Attachment Identifier

B-1

B-2 & B-2b

B-3

C-1 & C-2

C-3 & C-4

C-5

C-6 & C-7

C-8

D-1 & D-2

D-3 & D-4

D-5

D-6 & D-7

D-8

E-1 & E-2

E-3

Section	Item #	Item Wording National
INQ	INQ001	<p>Question "Thank you for launching the ECLS survey about (CHILD)! We would like to collect some information about {CHILD}'s school and home experiences.</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> <li>•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.</li> <li>•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.</li> <li>•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.</li> <li>•To protect your privacy, you will be logged off if you are idle for 10 minutes.</li> <li>•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.</li> <li>•You may skip any questions that you do not want to answer.</li> </ul> <p>Please click on the "Next" button below to start the survey."</p>
INQ	INQ002	<p>Question "Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health.</li> <li>3. No, {CHILD} does not live in this household.</li> </ol>
INQ	INQ005a	<p>Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person {, in this household,} so that we can contact him, her, or them for the survey.</p> <p>First Name: "</p>
INQ	INQ005b	<p>Question "Last Name:"</p>
INQ	INQ005c	<p>Question "Email Address:"</p> <p>Watermark: "name@domain.com"</p>
INQ	INQ005d	<p>Question "Mobile Number:"</p> <p>"This person doesn't have a mobile phone."</p>

INQ	INQ005e	Question "Landline Number:" "This person doesn't have a landline phone."
INQ	INQ005f1	Question "Please {confirm/enter} the mailing address." Address Line 1:"
INQ	INQ005f2	Question "Address Line 2:" Watermark "Apartment number"
INQ	INQ005f3	Question "City:"
INQ	INQ005f4	Question "State:" InstResp "Please select a state, district, or territory." Watermark "Select a state"
INQ	INQ005f5	Question "ZIP code:"
INQ	INQ005g	Question "What is your relationship to {CHILD}?" ---- 1. Biological parent 2. Adoptive parent 3. Step parent 4. Foster parent 5. Sibling 6. Grandparent 7. Other relative 8. Other nonrelative 91. Other parent or guardian {{Please specify):/(Please specify on next screen.)}}
INQ	INQ005gOS	
INQ	INQ005j	Question "What is your name?" We ask for first names so that we can ask questions about each person in the survey. First Name:"
INQ	INQ005k	Question "Please enter or confirm your last name." Last Name:"

INQ	INQ010a	<p>Question "We need your permission before we can include {CHILD} in the study activities. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study. We would like to collect your survey responses, even if you do not permit {CHILD} to take part in study activities.</p> <p>Do you give your permission for {CHILD} to participate in the ECLS?"</p> <p>----</p> <p>1. Yes, I give permission for {CHILD} to participate in the ECLS. 2. No, I do not give permission for {CHILD} to participate.</p>
INQ	INQ010b	<p>Question "Please enter or confirm your name from the previous question.</p> <p>First Name: "</p>
INQ	INQ010c	<p>Question "Last Name:"</p>
INQ	INQ020a	<p>Question "Now we would like to ask some questions about {CHILD}. Our records show that {CHILD}'s FIRST, MIDDLE, AND LAST NAME is {CHILD}'s full name. Is that correct?"</p> <p>----</p> <p>1. Yes 2. No</p>
INQ	INQ020b	<p>Question "{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here.</p> <p>First Name:"</p>
INQ	INQ020c	<p>Question "Middle name:"</p> <p>InstResp: "If there is no middle name, please skip this."</p>
INQ	INQ020d	<p>Question "Last Name:"</p>
INQ	INQ050b	<p>Question "What is {CHILD}'s gender?"</p> <p>----</p> <p>1. Male 2. Female 3. Another gender</p>

INQ	INQ060b	<p>Question "What is {CHILD}'s date of birth?"</p> <p>InstResp "Please enter the two-digit month, two-digit day, and four-digit year (for example, 04/04/2017)."</p> <p>Watermark "MM/DD/YYYY"</p> <p>"Don't know"</p> <p>"Rather not answer"</p>
INQ	INQ080	<p>Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} years old. Is that correct?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
INQ	INQ090	<p>Question "How old is {CHILD}?"</p> <p>Pre-unit "Years:"</p> <p>Watermark "Enter age"</p>
PIQ	PIQ020a	<p>Question "Now we have some questions about {CHILD}'s school. Did {CHILD}'s school or teacher send home information about any of the following when {CHILD} started kindergarten this year?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. How to prepare {CHILD} for kindergarten</li> <li>2. Topics or skills that are part of the kindergarten program</li> <li>3. What to do if {CHILD} will be late or absent from school</li> <li>4. How to get in touch with a teacher or school staff to discuss any concerns or questions about {CHILD}</li> <li>5. None of the above</li> </ol>
PIQ	PIQ051	<p>Question "Was {CHILD} being able to go to {his/her/their} school..."</p> <p>InstResp: "Choosing where to live" means moving to or staying in a particular neighborhood so that the child can go to the school that is assigned to that neighborhood."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. A primary factor</li> <li>2. One of several factors</li> <li>3. Not a factor in choosing where you live?</li> </ol>

PIQ	PIQ060	<p>Question: "Which of the following best describes the school that {CHILD} is attending?"</p> <p>InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. {CHILD} is attending the regularly-assigned school for our home.</li> <li>2. {CHILD} is attending the regularly-assigned school for our home that is also the school we would choose for {him/her/them}.</li> <li>3. {CHILD} is attending a school we chose that is not the assigned school for our home.</li> <li>4. {CHILD} is homeschooled but also attends a school for some instruction.</li> <li>5. {CHILD} is homeschooled.</li> </ol>
PIQ	PIQ066	<p>Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities."</p> <p>Watermark "Hours per week"</p>
PIQ	PIQ070	<p>Question "Most schools have guidelines about when a child can start school based on his or her birth date.</p> <p>When did {CHILD} start kindergarten?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Before {he/she/they} reached the minimum age in the school guideline</li> <li>2. At the age of the school guideline</li> <li>3. A year or more after the age in the school guideline</li> </ol>
PIQ	PIQ075	<p>Question "Why did you wait at least a year from the school guidance to enroll {CHILD} in kindergarten?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. To follow recommendation by teacher/early care provider</li> <li>2. To help {him/her/them} be more academically ready for kindergarten</li> <li>3. To help {him/her/them} be more socially ready for kindergarten</li> <li>4. Concern that schools were not doing enough to prevent coronavirus from spreading</li> <li>5. Concern about education quality during or as a result of the coronavirus pandemic</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>

PIQ	PIQ0750S	
PIQ	PIQ080	<p>Question "Is this {CHILD}'s first or second year of kindergarten?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. First</li> <li>2. Second</li> <li>3. Third or more</li> </ol>
PIQ	PIQ085	<p>Question "Is {CHILD} in a transitional kindergarten program (also known as TK)?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
PIQ	PIQ086	<p>Question "For what reason(s) is {CHILD} enrolled in a transitional kindergarten (TK) program?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. {CHILD} was not the minimum age in the school guideline for kindergarten in my state.</li> <li>2. Teacher/early care provider recommended {CHILD} attend TK.</li> <li>3. {CHILD} can enroll in kindergarten based on age but TK can help {him/her/them} to be more academically ready for kindergarten.</li> <li>4. {CHILD} can enroll in kindergarten based on age but TK can help {him/her/them} to be more socially ready for kindergarten.</li> <li>5. It is school policy for children to attend TK.</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>
PIQ	PIQ086os	

PIQ	PIQ090a	<p>Question "Children sometimes have problems adjusting to kindergarten. On average, during the first two months of this school year, how often:</p> <p>Did {CHILD} complain about school?"</p> <p>InstResp "If {CHILD} has been in school for less than two months, answer for the time since the beginning of the school year."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. More than once a week</li> <li>2. Once a week or less</li> <li>3. Not at all</li> </ol>
PIQ	PIQ090b	<p>Question "Was {CHILD} upset or reluctant to go to school?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. More than once a week</li> <li>2. Once a week or less</li> <li>3. Not at all</li> </ol>
PIQ	PIQ090c	<p>Question "Did {CHILD} pretend to be sick to stay home from school?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. More than once a week</li> <li>2. Once a week or less</li> <li>3. Not at all</li> </ol>
PIQ	PIQ090d	<p>Question "Did {CHILD} say {he/she/they} liked {his/her/their} teacher?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. More than once a week</li> <li>2. Once a week or less</li> <li>3. Not at all</li> </ol>
PIQ	PIQ090e	<p>Question "Did {CHILD} look forward to going to school?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. More than once a week</li> <li>2. Once a week or less</li> <li>3. Not at all</li> </ol>

PIQ	PIQ120	<p>Question "How far in school do you expect {CHILD} to go?"</p> <p>Do you expect {him/her/them} ..."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. To receive less than a high school diploma,</li> <li>2. To graduate from high school,</li> <li>3. To attend a vocational or technical school after high school,</li> <li>4. To attend two or more years of college,</li> <li>5. To finish a four- or five-year college degree,</li> <li>6. To earn a master's degree or equivalent, or</li> <li>7. To finish a Ph.D., MD, or other advanced degree?</li> </ol>
KSQ	KSQ020	<p>Question "How did you learn about the school where {CHILD} is attending kindergarten?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. It is the assigned school for our neighborhood</li> <li>2. Word of mouth/recommendation from family, friends, etc.</li> <li>3. District/school website</li> <li>4. Looked at the school's profile online</li> <li>5. Looked at school ratings from other parents online</li> <li>6. School is part of our church, mosque, synagogue, or other place of worship</li> <li>7. I or a member of {CHILD}'s family teach(es)/work(s) at the school</li> <li>8. I or a member of {CHILD}'s family attended this school.</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>
KSQ	KSQ020os	

KSQ	KSQ025	<p>Question "Even though many factors matter when choosing a kindergarten, please choose the THREE factors that were the MOST IMPORTANT to you."  -----</p> <ol style="list-style-type: none"> <li>1. Offered convenient hours (for example, was a full-day kindergarten program, or offered before- or after-school care).</li> <li>2. Offered services for children with special needs.</li> <li>3. Taught children how to get along well with others.</li> <li>4. Was in a convenient location (close to your home, work, or public transportation).</li> <li>5. Had a warm and nurturing teacher(s).</li> <li>6. Provided a safe and clean environment.</li> <li>7. Provided transportation.</li> <li>8. Was free or was the least expensive option.</li> <li>9. Accepted payment from a tuition assistance/voucher program in my state.</li> <li>10. Also served my other children (for example, the program was located in a school where an older sibling was enrolled).</li> <li>11. Offered specialized programs or curriculum (for example, drama, arts, foreign languages, Montessori, modified calendar, etc.).</li> <li>12. Was in an elementary school that fed into a desired middle or high school.</li> <li>13. Had a good reputation or high rating (for example, heard good things about the school from friends, family, neighbors, etc.).</li> <li>14. Very good value.</li> <li>15. Promoted racial/cultural inclusivity.</li> <li>16. A language other than English was used as the teaching language.</li> <li>17. Was the assigned public school for the neighborhood.</li> </ol>
KSQ	KSQ030	<p>Question "Does {CHILD} go to a public or private school for kindergarten?"  -----</p> <ol style="list-style-type: none"> <li>1. Public</li> <li>2. Private</li> </ol>
KSQ	KSQ075	<p>Question "Is there a charge or tuition for {CHILD}'s school? Do not count money for school supplies, extra activities, or food."  -----</p> <p>InstResp "This question is about whether there is a charge or tuition to attend the school, regardless of who pays for it. If a charge or tuition is paid for by a scholarship or voucher provided by the government, please answer "yes" to this question."  -----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>

KSQ	KSQ080	<p>Question "Did you use a voucher provided by the government to attend this school? "</p> <p>SaVisible "True"</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
FSQ	FSQ005a	<p>Question "Now we would like to know a bit about {CHILD}'s household to better understand how children's home experiences may relate to early learning.</p> <p>In addition to you and {CHILD}, how many other people or family members live in the household?</p> <p>InstResp "Total number of household members. Include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else."</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p> <p>{CHILD}: 1</p> <p>You: 1</p> <p>Number of other household members age 18 and older:"</p>
FSQ	FSQ005b	<p>Question "Number of other household members age 17 and younger:"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>

FSQ	FSQ005c	<p>Question "Total number of household members, including {CHILD} and you:"</p> <p>InstResp "If the total is correct, please select the Next button. Otherwise, change the numbers of household members who are 18 and older or 17 and younger until the total is correct."</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>
FSQ	FSQ010	<p>Question "Please complete this table about you and any {other} parents/guardians of {CHILD} who may live in this household. {Add initials rather than a first name.} We will be asking about some of these people later in the survey to better understand {CHILD}'s home experiences that may relate to learning.</p> <p>{1. Add your age and gender to the row with your {initials/name}.  2. Use the "Add a person" button to add all of {CHILD}'s {other} parents or guardians who live in this household.  3. If you have a partner living in the household, be sure that person is listed (using the "Add a person" button), even if your partner is not {CHILD}'s parent or guardian.  4. If any {other} parents/guardians are listed, and they have spouses or partners in the household, be sure those spouses/partners are added, even if they are not {CHILD}'s parent or guardian.  5. Complete all rows that you added.  6. Do not add any other household members who are not parents or guardians.  7. When you are finished adding, select "Next" to move to the next question.}"</p> <p>"{1. Add your age and gender on the first screen.  2. Use the "Add a person" button on the screens that follow to add all of {CHILD}'s {other} parents or guardians who live in this household.  3. If you have a partner living in the household, be sure that person is listed (using the "Add a person" button on the screens that follow), even if your partner is not {CHILD}'s parent or guardian.  4. If any {other} parents/guardians are listed, and they have spouses or partners in the household, be sure those spouses/partners are added, even if they are not {CHILD}'s parent or guardian.  5. Do not add any other household members who are not parents or guardians.  6. When you are finished adding parents or guardians, select "Next" to move to the next question.}"</p> <p>"{If a person was added in error, select the "Remove this person" button and the person will be removed after any other button is selected.}"</p>
FSQ	FSQ030	<p>Question "Age"</p> <p>Watermark "Enter age"</p>

FSQ	FSQ040	<p>Question "Gender"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Male</li> <li>2. Female</li> <li>3. Another gender</li> </ol>
FSQ	FSQ050	<p>Question "Please confirm the {initials/first names}, ages, and genders of yourself, parents/guardians, and spouse/partners in {CHILD}'s household. Is this information correct?"</p> <p>InstResp "If you would like to add household members or change information, please select "No" to go back and make changes. Typos in {initials/first names} do NOT need to be corrected. If you want to change {initials/a first name} for someone other than yourself, after selecting "No" on this screen, use the "Remove this person" button and then the "Add a person" button to add them back with the corrected name."</p> <p>{LIST OF HOUSEHOLD MEMBERS SHOWING INITIALS/FIRST NAMES, AGES, AND GENDERS}</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
FSQ	FSQ110	<p>Question "Do you have a spouse or partner who lives in this household?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
FSQ	FSQ120	<p>Question "Who in the household is your spouse or partner?"</p> <p>InstResp "Select the {initials/name} of the person who is your spouse/partner. If the {initials are/name is} not listed, select "not on list."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. {DISPLAY HH MEMBER INITIALS/NAME 1}</li> <li>2. {DISPLAY HH MEMBER INITIALS/NAME 2}</li> <li>3. {DISPLAY HH MEMBER INITIALS/NAME 3}</li> <li>4. {DISPLAY HH MEMBER INITIALS/NAME 4}</li> <li>5. {DISPLAY HH MEMBER INITIALS/NAME 5}</li> <li>7. Not on list</li> </ol>

FSQ	FSQ120a	<p>Question "What {are the initials/is the first name} of your spouse or partner?"</p> <p>{Initials/First name}:"</p>
FSQ	FSQ120b	<p>Question "How old is {INITIALS/NAME}?"</p> <p>Pre-unit "Age:"</p> <p>Watermark "Enter age"</p>
FSQ	FSQ120c	<p>Question "What is {INITIALS/NAME}'s gender?"</p> <p>"Rather not answer"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Male</li> <li>2. Female</li> <li>3. Another gender</li> </ol>
FSQ	FSQ130	<p>Question "What is {INITIALS/NAME}'s relationship to {CHILD}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Biological parent</li> <li>2. Adoptive parent</li> <li>3. Step parent</li> <li>4. Foster parent</li> <li>5. Sibling</li> <li>6. Grandparent</li> <li>7. Other relative</li> <li>8. Other nonrelative</li> <li>91. Other parent or guardian {(Please specify):/(Please specify on next screen.)}</li> </ol>
FSQ	FSQ130os	

FSQ	FSQ190	<p>Question "We have a few more questions about {CHILD} and the people listed in your table.</p> <p>{Are you/Is {INITIALS/NAME}} Hispanic or {Latino/Latina} {Latino/a/x}?"</p> <p>InstResp "A person who is Hispanic or {Latino/Latina} {Latino/a/x} is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
FSQ	FSQ192	<p>Question "Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Cuban</li> <li>2. Mexican, Mexican American, or Chicano</li> <li>3. Puerto Rican</li> <li>4. Other Spanish/Hispanic/Latino group</li> </ol>
FSQ	FSQ195	<p>Question "Which of the following describes {your/{INITIALS/NAME}'s} race? You may choose more than one."</p> <p>InstResp "For the purposes of this study, Hispanic origins are not races.</p> <p>Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. American Indian or Alaska Native</li> <li>2. Asian</li> <li>3. Black or African American</li> <li>4. Native Hawaiian or other Pacific Islander</li> <li>5. White</li> </ol>

FSQ	FSQ197b	<p>Question "Which of the following Asian groups best describes {CHILD}'s origin?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Asian Indian</li> <li>2. Chinese</li> <li>3. Filipino</li> <li>4. Hmong</li> <li>5. Japanese</li> <li>6. Korean</li> <li>7. Vietnamese</li> <li>8. Other Asian</li> </ol>
FSQ	FSQ198b	<p>Question "Which of the following Pacific Islander groups best describes {CHILD}'s origin?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Guamanian or Chamorro</li> <li>2. Native Hawaiian</li> <li>3. Samoan</li> <li>4. Other Pacific Islander</li> </ol>
FSQ	FSQ198c	<p>We have just a few more questions about this household's members.</p> <p>How many siblings does {CHILD} have in this household?</p> <p>Pre-unit "Number of siblings"</p> <p>Watermark "Enter number"</p>
FSQ	FSQ199	<p>How many grandparents does {CHILD} have in this household?</p> <p>Pre-unit "Number of grandparents"</p> <p>Watermark "Enter number"</p>

FSQ	FSQ200	<p>Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Married</li> <li>2. Separated</li> <li>3. Divorced</li> <li>4. Widowed</li> <li>5. Never married</li> <li>6. Civil union/domestic partnership</li> <li>91. I don't know {(Please explain):/(Please explain on next screen.)}</li> </ol>
FSQ	FSQ200OS	
FSQ	FSQ205a	<p>Question "How long has {CHILD} lived with you?</p> <p>Years:"</p> <p>"Since child's birth."</p> <p>Watermark "Enter number of years"</p>
FSQ	FSQ205b	<p>Pre-unit "Months:"</p> <p>Watermark "Enter number of months"</p>
HEQ	HEQ010a	<p>Question "Now we would like to ask about {CHILD}'s activities with family members.</p> <p>In a typical week, how often do you or any other family members do the following things with {CHILD}?</p> <p>Tell stories to {CHILD}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010b	<p>Question "Sing songs with {CHILD}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>

HEQ	HEQ010c	<p>Question "Help {CHILD} to do arts and crafts"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010d	<p>Question "Involve {CHILD} in household chores, like cooking, cleaning, setting the table, or caring for pets"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010e	<p>Question "{(Continued) }In a typical week, how often do you or any other family members do the following things with {CHILD}?"</p> <p>Play games or do puzzles with {CHILD}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010f	<p>Question "Talk about nature or do science projects with {CHILD}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010g	<p>Question "Build something or play with construction toys with {CHILD}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>

HEQ	HEQ010h	<p>Question "Play a sport or exercise together"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ010i	<p>Question "Practice reading, writing, or working with numbers"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ030	<p>Question "In a typical week, how often do you or any other family members read books to {CHILD}?"</p> <p>InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by himself, herself, or themselves. Please include reading of books in any language."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Once or twice a week</li> <li>3. 3-6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ036	<p>Question "Generally, how long is {CHILD} read to at each of these times?"</p> <p>InstResp "Please include reading in any language."</p> <p>Pre-unit "Minutes:"</p> <p>Watermark "Enter minutes"</p>
HEQ	HEQ040	<p>Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children."</p> <p>InstResp "Include all children's books that are borrowed or from the library, as well as electronic or eBooks, and those that may be shared with siblings."</p> <p>Watermark "Enter number of books"</p>

HEQ	HEQ060	<p>Question "Now, please think about the past week. How often did {CHILD}... Look at picture books outside of school? "</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Once or twice a week</li> <li>3. 3 to 6 times a week</li> <li>4. Every day</li> </ol>
HEQ	HEQ070	<p>Question "Read or pretend to read to {himself/herself/themself} or to others outside of school?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Once or twice a week</li> <li>3. 3 to 6 times a week</li> <li>4. Every day</li> </ol>
CCQ	CCQ005	<p>Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers."</p> <p>"Is {CHILD} now receiving child care on a regular basis including care provided before or after school?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CCQ	CCQ100	<p>Question "Is {CHILD} now receiving child care on a regular basis..."</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. From a relative (for example, grandparents, siblings, or any relatives other than{you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}.</li> <li>2. From someone not related to {him/her/them}, within a private home (for example, family or in- home child care providers, regular sitters, or neighbors)? This does not include child care centers.</li> <li>3. Within a day care center or a before- or after- school program at a school or non-school setting.</li> </ol>

CCQ	CCQ111a	<p>Question “How many different care arrangements do you currently have for {CHILD} on a regular basis for each of the following care {types/type}?”</p> <p>Relatives”</p> <p>InstResp “Please do not include care from a parent or guardian who lives in the home or elsewhere.”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>
CCQ	CCQ111b	<p>Question “[How many different care arrangements do you currently have for {CHILD} on a regular basis for each of the following care {types/type}]?”</p> <p>Nonrelatives”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>
CCQ	CCQ111c	<p>Question “[How many different care arrangements do you currently have for {CHILD} on a regular basis for each of the following care {types/type}]?”</p> <p>Day care centers or before- or after-school programs at a school or non-school setting”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>
CCQ	CCQ200	<p>Question “We'd like to know more about the relative who provides {the most} care for {CHILD} now. Who is the relative who cares for {CHILD}?”</p> <p>InstResp “Please do not include care from a parent or guardian who lives in the home or elsewhere.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Grandparent</li> <li>2. Sibling</li> <li>3. Other relative</li> </ol>

CCQ	CCQ231	<p>Question “Does {CHILD} receive that care before school, after school, or on weekends?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Before school</li> <li>2. After school</li> <li>3. Weekends</li> </ol>
CCQ	CCQ241	<p>Question “How many days each week does {CHILD} receive care from {{his/her/their} {RELATIVE}/that relative}?”</p> <p>InstResp “If the schedule changes, answer based on the schedule kept most often.”</p> <p>Watermark “Days per week”</p>
CCQ	CCQ245	<p>Question “How many hours each week does {CHILD} receive care from {{his/her/their} {RELATIVE}/that relative}?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Watermark “Hours per week”</p>
CCQ	CCQ251	<p>Question “You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis.</p> <p>How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Pre-unit “Hours:”</p> <p>Watermark “Hours per week”</p>
CCQ	CCQ331	<p>Question “{The next questions are about the nonrelative who provides {the most} care for {CHILD} now.} Does {CHILD} receive that care before school, after school, or on weekends?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Before school</li> <li>2. After school</li> <li>3. Weekends</li> </ol>

CCQ	CCQ341	<p>Question "How many days each week does {CHILD} receive care from that person?"</p> <p>InstResp "If the schedule changes, answer based on the schedule kept most often."</p> <p>Watermark "Days per week"</p>
CCQ	CCQ345	<p>Question "How many hours each week does {CHILD} receive care from that person?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Watermark "Hours per week"</p>
CCQ	CCQ351	<p>Question "You answered that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Pre-unit "Hours:"</p> <p>Watermark "Hours per week"</p>
CCQ	CCQ415	<p>Question "{The next questions are about the before- or after-school program or day care center where {CHILD} spends {the most} time now.} Is that program located in the school where {CHILD} attends kindergarten?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CCQ	CCQ431	<p>Question "Does {CHILD} go to that program before school, after school, or on weekends?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Before school</li> <li>2. After school</li> <li>3. Weekends</li> </ol>

CCQ	CCQ441	<p>Question "How many days each week does {CHILD} go to that program?"</p> <p>InstResp "If the schedule changes, answer based on the schedule kept most often."</p> <p>Watermark "Days per week"</p>
CCQ	CCQ445	<p>Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Pre-unit "Hours:"</p> <p>Watermark "Hours per week"</p>
CCQ	CCQ451	<p>Question "You answered that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Pre-unit "Hours:"</p> <p>Watermark "Hours per week"</p>
CCQ	CCQ505	<p>Question "Now, we would like to ask you about all the child care {CHILD} received the year before kindergarten on a regular basis. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers._x000D_ _x000D_ Did {CHILD} receive child care on a regular basis the year before kindergarten including care provided before or after school?""_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_"</p>

CCQ	CCQ600	<p>Question “Did {CHILD} receive child care on a regular basis the year before {he/she/they} started kindergarten...?”_x000D_ _x000D_ InstResp “This means anytime in the year before {CHILD} entered kindergarten. Select all that apply.”_x000D_ ----_x000D_ 1. From a relative (for example, grandparents, siblings, or any relatives other than{you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}._x000D_ 2. From someone not related to {him/her/them}, within a private home (for example, family or in- home child care providers, regular sitters, or neighbors)? This does not include child care centers._x000D_ 3. Within a day care center or a before- or after- school program at a school or non-school setting._x000D_</p>
CCQ	CCQ611a	<p>Question “How many different care arrangements did you have for {CHILD} on a regular basis in the year before {he/she/they} started kindergarten for each of the following care {types/type}?”</p> <p>Relatives”</p> <p>InstResp “Please do not include care from a parent or guardian who lived in the home or elsewhere.”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>
CCQ	CCQ611b	<p>Question “[How many different care arrangements did you have for {CHILD} on a regular basis in the year before {he/she/they} started kindergarten for each of the following care {types/type}?”</p> <p>Nonrelatives”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>

CCQ	CCQ611c	<p>Question “{How many different care arrangements did you have for {CHILD} on a regular basis in the year before {he/she/they} started kindergarten for each of the following care {types/type}}?”</p> <p>Day care centers, nursery schools, preschools, prekindergarten programs, or before- or after-school programs at a school or non-school setting”</p> <p>Pre-unit “Number of arrangements”</p> <p>Watermark “Enter number”</p>
CCQ	CCQ741	<p>Question “We’d like to know more about the relative who provided {the most} care for {CHILD} the year before {he/she/they} started kindergarten. How many days each week did {CHILD} receive care from this relative the year before {he/she/they} started kindergarten?”</p> <p>InstResp “If the schedule changed, answer based on the schedule kept most often.”</p> <p>Watermark “Days per week”</p>
CCQ	CCQ745	<p>Question “How many hours each week did {CHILD} receive care from this relative the year before {he/she/they} started kindergarten?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Watermark “Hours per week”</p>
CCQ	CCQ760	<p>Question “For how long did {CHILD} receive care from this relative the year before {he/she/they} started kindergarten?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Less than a month</li> <li>2. One to two months</li> <li>3. Three to five months</li> <li>4. Six to eight months</li> <li>5. Nine to eleven months</li> <li>6. Twelve months</li> </ol>

CCQ	CCQ770	<p>Question "What language did this relative speak most when caring for {CHILD}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>0. English</li> <li>1. Spanish</li> <li>2. A European language other than Spanish, for example, French, German, or Russian</li> <li>3. A Chinese language or dialect</li> <li>4. A Filipino language</li> <li>5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer</li> <li>6. A South Asian language, for example, Hindi or Tamil</li> <li>7. Another Asian language, for example, Japanese or Korean</li> <li>8. A Middle Eastern language, for example, Arabic or Farsi</li> <li>9. An African language, for example, Swahili or Amharic</li> <li>10. A sign language, for example American Sign Language (ASL) or a sign language from another country or culture</li> <li>91. Other language(s) {(Please specify):/(Please specify on next screen.)}</li> </ol>
CCQ	CCQ7700S	
CCQ	CCQ780	<p>Question "{Was the regular care arrangement that {CHILD} had with a relative/Were any of the regular care arrangements that {CHILD} had with relatives} in the year before kindergarten Head Start?} Head Start is a federally sponsored preschool program primarily for children from low-income families."</p> <p>InstResp "If {CHILD} was in Head Start in another care type, please answer for that in another question."</p> <p>SaVisible "True"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>DON'T KNOW</p>

CCQ	CCQ785	<p>Question "Was the relative who provided the most care for {CHILD} in the year before kindergarten providing the care as part of a Head Start program?"</p> <p>InstResp "If {CHILD} was in Head Start in another care type, please answer for that in another question."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CCQ	CCQ790	<p>Question "How many days each week did {CHILD} receive care in the year before kindergarten from a relative in Head Start?"</p> <p>InstResp "If the schedule changed, answer based on the schedule kept most often."</p> <p>Watermark "Days per week"</p>
CCQ	CCQ795	<p>Question "How many hours each week did {CHILD} receive care in the year before kindergarten from this relative in Head Start?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Watermark "Hours per week"</p>
CCQ	CCQ841	<p>Question "{The next questions are about the nonrelative who provided {the most} care for {CHILD} the year before kindergarten.} How many days each week did {CHILD} receive care from this nonrelative the year before {he/she/they} started kindergarten?"</p> <p>InstResp "If the schedule changed, answer based on the schedule kept most often."</p> <p>Watermark "Days per week"</p>
CCQ	CCQ845	<p>Question "How many hours each week did {CHILD} receive care from this nonrelative the year before {he/she/they} started kindergarten?"</p> <p>InstResp "Please round to the nearest hour."</p> <p>Watermark "Hours per week"</p>

CCQ	CCQ860	<p>Question “For how long did {CHILD} receive care from the nonrelative the year before {he/she/they} started kindergarten?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Less than a month</li> <li>2. One to two months</li> <li>3. Three to five months</li> <li>4. Six to eight months</li> <li>5. Nine to eleven months</li> <li>6. Twelve months</li> </ol>
CCQ	CCQ870	<p>Question “What language did {CHILD}’s nonrelative speak most when caring for {CHILD}?”</p> <p>----</p> <ol style="list-style-type: none"> <li>0. English</li> <li>1. Spanish</li> <li>2. A European language other than Spanish, for example, French, German, or Russian</li> <li>3. A Chinese language or dialect</li> <li>4. A Filipino language</li> <li>5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer</li> <li>6. A South Asian language, for example, Hindi or Tamil</li> <li>7. Another Asian language, for example, Japanese or Korean</li> <li>8. A Middle Eastern language, for example, Arabic or Farsi</li> <li>9. An African language, for example, Swahili or Amharic</li> <li>10. A sign language, for example American Sign Language (ASL) or a sign language from another country or culture</li> <li>91. Other language(s) {(Please specify):/(Please specify on next screen.)}</li> </ol>
CCQ	CCQ8700S	

CCQ	CCQ880	<p>Question “{Was the regular care arrangement that {CHILD} had with a nonrelative /Were any of the regular care arrangements that {CHILD} had with nonrelatives} in the year before kindergarten Head Start?} {Head Start is a federally sponsored preschool program primarily for children from low-income families.}”</p> <p>InstResp “If {CHILD} was in Head Start in another care type, please answer for that in another question.”</p> <p>SaVisible “True”</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
CCQ	CCQ885	<p>Question “Was the nonrelative who provided {the most} care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?”</p> <p>InstResp “If {CHILD} was in Head Start in another care type, please answer for that in another question.”</p> <p>SaVisible “True”</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
CCQ	CCQ890	<p>Question “How many days each week did {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?”</p> <p>InstResp “If the schedule changed, answer based on the schedule kept most often.”</p> <p>Watermark “Days per week”</p>
CCQ	CCQ895	<p>Question “How many hours each week did {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Watermark “Hours per week”</p>

CCQ	CCQ900	<p>Question “{The next questions are about the day care center, nursery school, preschool, or prekindergarten program {CHILD} was in the year before kindergarten.}{Was the day care center, nursery school, preschool, or prekindergarten program/Were any of the day care centers, nursery schools, preschools, or prekindergarten programs} a state-sponsored preschool or state sponsored prekindergarten program?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> <p>DON'T KNOW</p>
CCQ	CCQ921	<p>Question “{For the next few questions please think about the program that {CHILD} attended {most} the year before {he/she/they} started kindergarten.}</p> <p>Where was the program that {CHILD} attended {most} located? For example, was it in its own building, a school, in a church or synagogue, or some other place?”</p> <p>InstResp “This means anytime in the year before {CHILD} entered kindergarten.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Its own building</li> <li>2. A public elementary, junior high, or high school</li> <li>3. A private elementary, junior high, or high school</li> <li>4. A college or university</li> <li>5. A church, mosque, synagogue, or other place of worship</li> <li>6. Your home</li> <li>7. Another home</li> <li>8. A community center</li> <li>9. A public library</li> <li>10. A building or storefront that shares walls with other businesses</li> <li>11. More than one place</li> <li>12. Some other place</li> </ol>
CCQ	CCQ922	<p>Question “Was that program located in the school where {CHILD} now attends kindergarten?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>

CCQ	CCQ941	<p>Question “How many days each week did {CHILD} go to that program?”</p> <p>InstResp “If the schedule changed, answer based on the schedule kept most often.”</p> <p>Watermark “Days per week”</p>
CCQ	CCQ945	<p>Question “How many hours each week did {CHILD} go to that program?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Watermark “Hours per week”</p>
CCQ	CCQ960	<p>Question “For how long did {CHILD} receive care at that program the year before {he/she/they} started kindergarten?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Less than a month</li> <li>2. One to two months</li> <li>3. Three to five months</li> <li>4. Six to eight months</li> <li>5. Nine to eleven months</li> <li>6. Twelve months</li> </ol>
CCQ	CCQ970	<p>Question “What language did {CHILD}’s main care provider or teacher at that program speak most when caring for {CHILD}?”</p> <p>----</p> <ol style="list-style-type: none"> <li>0. English</li> <li>1. Spanish</li> <li>2. A European language other than Spanish, for example, French, German, or Russian</li> <li>3. A Chinese language or dialect</li> <li>4. A Filipino language</li> <li>5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer</li> <li>6. A South Asian language, for example, Hindi or Tamil</li> <li>7. Another Asian language, for example, Japanese or Korean</li> <li>8. A Middle Eastern language, for example, Arabic or Farsi</li> <li>9. An African language, for example, Swahili or Amharic</li> <li>10. A sign language, for example American Sign Language (ASL) or a sign language from another country or culture</li> <li>91. Other language(s) {(Please specify):/(Please specify on next screen.)}</li> </ol>

CCQ	CCQ9700S	
CCQ	CCQ980	<p>Question “{{Was/Were any of }} {CHILD}'s care arrangement{s} in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start?} {Head Start is a federally sponsored preschool program primarily for children from low-income families.}”</p> <p>SaVisible “True” ---- 1. Yes 2. No DON'T KNOW</p>
CCQ	CCQ985	<p>Question “Was the care arrangement in a day care center, nursery school, preschool, or prekindergarten program that provided the most care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?”</p> <p>SaVisible “True” ---- 1. Yes 2. No DON'T KNOW</p>
CCQ	CCQ990	<p>Question “How many days each week did {CHILD} receive care in the year before kindergarten from Head Start?”</p> <p>InstResp “If the schedule changed, answer based on the schedule kept most often.”</p> <p>Watermark “Days per week”</p>
CCQ	CCQ995	<p>Question “How many hours each week did {CHILD} receive care in the year before kindergarten from Head Start?”</p> <p>InstResp “Please round to the nearest hour.”</p> <p>Watermark “Hours per week”</p>

CVQ	CVQ010a	<p>Question “Now we would like to ask you some questions about your family's experiences during the coronavirus pandemic. Please indicate how much you disagree or agree with the following statements about activities {CHILD} did in-person with other people, not virtually.</p> <p>As a result of the coronavirus pandemic, between March 2020 and June 2020 (when many businesses shutdown nationwide)...</p> <p>{CHILD} played less with other children {his/her/their} age.”</p> <p>InstResp “2020 was the first year of the coronavirus pandemic.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> <li>6. Not applicable</li> </ol>
CVQ	CVQ010b	<p>Question “{CHILD} saw less of one or more of {his/her/their} parents or guardians.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> <li>6. Not applicable</li> </ol>
CVQ	CVQ010c	<p>Question “{CHILD} saw less of {his/her/their} other relatives.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> <li>6. Not applicable</li> </ol>

CVQ	CVQ010d	<p>Question “{CHILD} saw less of {his/her/their} caregivers or teachers.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> <li>6. Not applicable</li> </ol>
CVQ	CVQ020a	<p>Question “As a result of the coronavirus pandemic, about how often did {CHILD} do any of the following things virtually through video calls (for example, with FaceTime, WhatsApp, WeChat, or Zoom) between March and June 2020?”</p> <p>Play with other children {his/her/their} age”</p> <p>SaVisible “True”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Less than once a week</li> <li>3. 1 to 2 times a week</li> <li>4. 3 to 4 times a week</li> <li>5. 5 or more times a week</li> <li>6. Not applicable</li> </ol> <p>DON'T KNOW</p>
CVQ	CVQ020b	<p>Question “See parents or guardians”</p> <p>SaVisible “True”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Less than once a week</li> <li>3. 1 to 2 times a week</li> <li>4. 3 to 4 times a week</li> <li>5. 5 or more times a week</li> <li>6. Not applicable</li> </ol> <p>DON'T KNOW</p>

CVQ	CVQ020c	Question "See other relatives who are not parents or guardians"  SaVisible "True" ---- 1. Never 2. Less than once a week 3. 1 to 2 times a week 4. 3 to 4 times a week 5. 5 or more times a week 6. Not applicable DON'T KNOW
CVQ	CVQ020d	Question "See caregivers or teachers"  SaVisible "True" ---- 1. Never 2. Less than once a week 3. 1 to 2 times a week 4. 3 to 4 times a week 5. 5 or more times a week 6. Not applicable DON'T KNOW

CVQ	CVQ030a	<p>Question “Earlier we asked about current child care and child care used the year before kindergarten. Now we have some questions about child care that was used before and after March 2020 when many businesses were closed down nationwide. This includes child care with relatives, nonrelatives, day care centers, nursery schools, preschools, or prekindergarten programs. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers.</p> <p>Did {CHILD} have child care from the following care types during 2020?</p> <p>Relatives (for example, grandparents, siblings, or any relatives other than {you/{CHILD}'s {parents/guardians}})?”</p> <p>“No, child did not have this type of nonparental child care during these time periods.”</p> <p>InstResp “Select all that apply {in each row}.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes, in January through February 2020</li> <li>2. Yes, in March through June 2020, when many businesses shut down nationwide</li> <li>3. Yes, in July through December 2020</li> </ol>
CVQ	CVQ030b	<p>Question “Nonrelatives (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care centers?”</p> <p>“No, child did not have this type of nonparental child care during these time periods.”</p> <p>InstResp “Select all that apply {in each row}.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes, in January through February 2020</li> <li>2. Yes, in March through June 2020, when many businesses shut down nationwide</li> <li>3. Yes, in July through December 2020</li> </ol>

CVQ	CVQ030c	<p>Question “Day care centers, nursery schools, preschools, or prekindergarten programs?”</p> <p>“No, child did not have this type of nonparental child care during these time periods.”</p> <p>InstResp “Select all that apply {in each row}.”</p> <p>----</p> <p>1. Yes, in January through February 2020</p> <p>2. Yes, in March through June 2020, when many businesses shut down nationwide</p> <p>3. Yes, in July through December 2020</p>
CVQ	CVQ040a	<p>Question “On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?”</p> <p>January through February 2020.”</p> <p>Watermark “Days per week”</p>
CVQ	CVQ040b	<p>Question “{On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?”</p> <p>March through June 2020.”</p> <p>Watermark “Days per week”</p>
CVQ	CVQ040c	<p>Question “{On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?”</p> <p>July through December 2020.”</p> <p>Watermark “Days per week”</p>

CVQ	CVQ050a	<p>Question “During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person?</p> <p>January through February 2020.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Entirely in-person</li> <li>2. Mostly in-person</li> <li>3. About an even mix of in-person and remote</li> <li>4. Mostly remote</li> <li>5. Entirely remote</li> </ol>
CVQ	CVQ050b	<p>Question “During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person?</p> <p>March through June 2020.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Entirely in-person</li> <li>2. Mostly in-person</li> <li>3. About an even mix of in-person and remote</li> <li>4. Mostly remote</li> <li>5. Entirely remote</li> </ol>
CVQ	CVQ050c	<p>Question “During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person?</p> <p>July through December 2020.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Entirely in-person</li> <li>2. Mostly in-person</li> <li>3. About an even mix of in-person and remote</li> <li>4. Mostly remote</li> <li>5. Entirely remote</li> </ol>

CVQ	CVQ070	<p>Question “How often were you or someone else in your household available to help {CHILD} participate remotely?”</p> <p>InstResp “Include all types of help, such as sitting with {CHILD} at the computer, helping with technical difficulties, or helping with the activity suggested by the early care provider.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Always</li> <li>2. Most of the time</li> <li>3. Rarely</li> <li>4. Never</li> </ol>
CVQ	CVQ080a	<p>Question “How many times was there a change in child care for {CHILD} during the following time period{s}?”</p> <p>March 2020 through June 2020.”</p> <p>InstResp “Please think of child care {CHILD} had on a regular basis. Count all changes including a change in the person who took care of {CHILD}, changes because the child caregiver was sick or not available, changing from in-person care to virtual care, the child care closing, pulling {CHILD} out of care because it was unsafe or unaffordable, changing from parental care to nonparental care or vice versa, changing from center care to home care or vice versa, etc. Your best guess is fine.”</p> <p>Pre-unit “Number of times”</p> <p>Watermark “Enter # of times”</p>
CVQ	CVQ080b	<p>Question “{How many times was there a change in child care for {CHILD} during the following time period{s}}?”</p> <p>July 2020 through December 2020.”</p> <p>Pre-unit “Number of times”</p> <p>Watermark “Enter # of times”</p>

CVQ	CVQ090	<p>Question "What were the main causes of changes in child care between March and June 2020?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Child care provider was not available</li> <li>2. Another child care option became available</li> <li>3. Change to the amount of child care coverage needed</li> <li>4. In-person child care became virtual</li> <li>5. Child care was unaffordable</li> <li>6. Child care was unsafe in your opinion due to coronavirus (COVID-19)</li> <li>7. Child care was unsafe in your opinion due to staff shortages</li> <li>8. Child care was unsafe in your opinion for other reasons</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>
CVQ	CVQ0900S	
CVQ	CVQ100	<p>Question "What were the main causes of changes in child care between July and December 2020?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Child care provider was not available</li> <li>2. In-person child care became virtual</li> <li>3. Child care was unaffordable</li> <li>4. Child care was unsafe in your opinion due to coronavirus (COVID-19)</li> <li>5. Child care was unsafe in your opinion due to staff shortages</li> <li>6. Child care was unsafe in your opinion for other reasons</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>
CVQ	CVQ1000S	

CVQ	CVQ110	<p>Question “Between March 2020 and December 2020, did {CHILD} participate in any of the following?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. In-person learning pods or other small groups available for free</li> <li>2. Virtual learning pods or other small groups available for free</li> <li>3. In-person learning pods or other small groups for a fee</li> <li>4. Virtual learning pods or other small groups for a fee</li> <li>5. In-person extracurricular activities, such as sports or music lessons</li> <li>6. Virtual extracurricular activities, such as sports or music lessons</li> <li>7. None of the above</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>
CVQ	CVQ1100S	
CVQ	CVQ120	<p>Question “Between March 2020 and December 2020, which of the following occurred for you {or another adult in the household} as a result of child care being closed, unavailable, unaffordable, or because you were concerned about {CHILD’s} safety in care?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Took unpaid leave to care for {CHILD}</li> <li>2. Used vacation, or sick days, or other paid leave in order to care for {CHILD}</li> <li>3. Cut work hours in order to care for {CHILD}</li> <li>4. Rearranged work schedule in order to care for {CHILD}</li> <li>5. Left a job in order to care for {CHILD}</li> <li>6. Lost a job because of time away to care for {CHILD}</li> <li>7. Did not look for a job in order to care for {CHILD}</li> <li>8. Supervised {CHILD} while working</li> <li>9. Found another child care arrangement for {CHILD}</li> <li>10. None of the above</li> </ol>

CVQ	CVQ130a	<p>Question "Please indicate how much you disagree or agree with the following statements.</p> <p>As a result of the coronavirus pandemic, in 2020, you experienced an increase in...</p> <p>Stress or anxiety."</p> <p>InstResp "2020 was the first year of the coronavirus pandemic."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> </ol>
CVQ	CVQ130b	<p>Question "Difficulty concentrating."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> </ol>
CVQ	CVQ130c	<p>Question "Loneliness or isolation."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> </ol>
CVQ	CVQ130d	<p>Question "Feeling down, depressed, or hopeless."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Completely disagree</li> <li>2. Somewhat disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Somewhat agree</li> <li>5. Completely agree</li> </ol>

CVQ	CVQ140	<p>Question “Many things happen in families that may affect young people. Since March 2020, have any of the following happened to your family that you think were related to the coronavirus pandemic?”</p> <p>InstResp “March 2020 was at the beginning of the coronavirus pandemic. Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. {CHILD}'s parent(s) or guardian(s) got divorced or separated.</li> <li>2. {CHILD}'s parent(s) or guardian(s) got married or remarried.</li> <li>3. {CHILD}'s parent(s) or guardian(s) lost a job.</li> <li>4. {CHILD}'s family experienced homelessness for a period of time.</li> <li>5. {CHILD}'s family's home was foreclosed or the family was evicted.</li> <li>6. {CHILD}'s family had difficulty finding safe and stable housing.</li> <li>7. {CHILD}'s parent(s) or guardian(s) had serious health problems or was seriously injured.</li> <li>8. {CHILD} had serious health problems or was seriously injured.</li> <li>9. {CHILD}'s family had difficulty accessing food or paying for food.</li> <li>10. A parent or guardian of {CHILD}'s died.</li> <li>11. A close relative of {CHILD}'s died.</li> <li>12. A close friend of {CHILD}'s family died.</li> </ol>
CVQ	CVQ150a	<p>Question “Between March 2020 and December 2020, how confident were you that {CHILD} learned the following skills that you expected {him/her/them} to learn at {his/her/their} age?”</p> <p>Cognitive skills (for example, sorting by shapes or colors, playing make-believe ; using controls on toys, such as buttons, knobs, or switches; playing with more than one toy at the same time)”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Very confident</li> <li>2. Somewhat confident</li> <li>3. Not at all confident</li> </ol>

CVQ	CVQ150b	<p>Question “Between March 2020 and December 2020, how confident were you that {CHILD} learned what you expected {him/her/them} to learn at {his/her/their} age?”</p> <p>Social skills (for example, wanting to be around other children, noticing when someone else is hurt or upset, looking at others to see how they react in a new situation)”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Very confident</li> <li>2. Somewhat confident</li> <li>3. Not at all confident</li> </ol>
CVQ	CVQ150c	<p>Question “Physical or motor skills (for example, walking alone, beginning to run, kicking a ball, pulling toys behind {him/her/them} when walking, using a spoon to eat, scribbling)”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Very confident</li> <li>2. Somewhat confident</li> <li>3. Not at all confident</li> </ol>
CVQ	CVQ150d	<p>Question “Language skills (for example, repeating words heard in a conversation; recognizing people, objects, or parts of the body; pointing to an object or picture when it is named; putting at least two words together, such as “more food”)</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Very confident</li> <li>2. Somewhat confident</li> <li>3. Not at all confident</li> </ol>
CVQ	CVQ160	<p>Question “How concerned, if at all, are you about {CHILD} falling behind in school this year as a result of any experiences or disruptions {CHILD} had related to the coronavirus pandemic since it started in March 2020?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all concerned</li> <li>2. Not too concerned</li> <li>3. Somewhat concerned</li> <li>4. Very concerned</li> </ol>

		<p>Question "Now we would like to ask about the language, or languages, spoken in your home.</p> <p>What languages are spoken in your home?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <p>0. English</p> <p>1. Spanish</p> <p>2. A European language other than Spanish, for example, French, German, or Russian</p> <p>3. A Chinese language or dialect</p> <p>4. A Filipino language</p> <p>5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer</p> <p>6. A South Asian language, for example, Hindi or Tamil</p> <p>7. Another Asian language, for example, Japanese or Korean</p> <p>8. A Middle Eastern language, for example, Arabic or Farsi</p> <p>9. An African language, for example, Swahili or Amharic</p> <p>10. A sign language, for example American Sign Language (ASL) or a sign language from another country or culture</p> <p>91. Other language(s) {(Please specify):/(Please specify on next screen.)}</p>
PLQ	PLQ001	
PLQ	PLQ001OS	
		<p>Question "What is the primary language spoken in your home?"</p> <p>----</p> <p>1. English</p> <p>2. Two or more languages are spoken the same amount</p> <p>3. {Spanish}</p> <p>4. {A European language other than Spanish, for example, French, German, or Russian}</p> <p>5. {A Chinese language or dialect}</p> <p>6. {A Filipino language}</p> <p>7. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}</p> <p>8. {A South Asian language, for example, Hindi or Tamil}</p> <p>9. {Another Asian language, for example, Japanese or Korean}</p> <p>10. {A Middle Eastern language, for example, Arabic or Farsi}</p> <p>11. {An African language, for example, Swahili or Amharic}</p> <p>12. {A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}</p> <p>13. {OTHER SPECIFY ANSWER FROM PLQ001}</p>
PLQ	PLQ060	

PLQ	PLQ060b	<p>Question "You mentioned that two or more languages are spoken equally at home. What are these languages?"</p> <p>Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category."</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>0. English</li> <li>1. Spanish</li> <li>2. {A European language other than Spanish, for example, French, German, or Russian}</li> <li>3. {A Chinese language or dialect}</li> <li>4. {A Filipino language}</li> <li>5. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}</li> <li>6. {A South Asian language, for example, Hindi or Tamil}</li> <li>7. {Another Asian language, for example, Japanese or Korean}</li> <li>8. {A Middle Eastern language, for example, Arabic or Farsi}</li> <li>9. {An African language, for example, Swahili or Amharic}</li> <li>10. {A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}</li> <li>11. {OTHER SPECIFY ANSWER FROM PLQ001}</li> </ol>
PLQ	PLQ083	<p>Question "How often {do/does} {{you/{INITIALS/NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}?"</p> <p>{In other words, in general how often {do/does} {you/{INITIALS/NAME}} use all languages, other than English, in speaking to {CHILD}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Sometimes</li> <li>3. Often</li> <li>4. Very often</li> </ol>

PLQ	PLQ090	<p>Question "How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{INITIALS/NAME}}?"</p> <p>{In other words, in general how often {do/does} {CHILD} use all languages, other than English, in speaking to {you/{INITIALS/NAME}}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Sometimes</li> <li>3. Often</li> <li>4. Very often</li> </ol>
CHQ	CHQ001	<p>Question "Now we have some questions about {CHILD}'s health. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.</p> <p>How much did {CHILD} weigh when {he/she/they} {was/were} born?"</p> <p>InstResp "Please answer in either pounds and ounces or grams. Your best guess is fine."</p> <p>SaVisible "True"</p> <p>Pre-unit "Pounds:" Watermark: "Enter pounds" DON'T KNOW</p> <p>Pre-unit "Ounces:" Watermark: "Enter ounces" DON'T KNOW</p> <p>"Or"</p> <p>Pre-unit "Grams:" Watermark: "Enter grams" DON'T KNOW</p>

CHQ	CHQ010	<p>Question: "When {he/she/they} {was/were} born, did {CHILD} weigh more than 5 and a half pounds?"</p> <p>InstResp: "5 and a half pounds means 5 pounds and 8 ounces. If {CHILD} was weighed in grams, 5 and a half pounds is 2,495 grams. Your best guess is fine."</p> <p>SaVisible "True"</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
CHQ	CHQ015	<p>Question: "Did {he/she/they} weigh more than 3 pounds?"</p> <p>InstResp: "3 pounds is 1,361 grams. Your best guess is fine."</p> <p>SaVisible "True"</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
CHQ	CHQ016	<p>Question "Did {he/she/they} weigh more than 10 pounds?"</p> <p>InstResp: "10 pounds is 4,536 grams. Your best guess is fine."</p> <p>SaVisible "True"</p> <p>----</p> <p>1. Yes 2. No DON'T KNOW</p>
CHQ	CHQ017	<p>Question "What was {CHILD}'s sex at birth?"</p> <p>----</p> <p>1. Male 2. Female</p>
CHQ	CHQ025	<p>Question "Was {CHILD} born more than two weeks before {he/she/they} {was/were} due?"</p> <p>----</p> <p>1. Yes 2. No</p>

		<p>Question "How many days or weeks early {was/were} {he/she/they}?"</p> <p>InstResp "Please answer in either days or weeks."</p> <p>Pre-unit "Days:"</p> <p>Watermark: "Enter days"</p> <p>"Or"</p> <p>Pre-unit "Weeks:"</p> <p>Watermark: "Enter weeks"</p>
CHQ	CHQ030a	<p>Question "Was {CHILD} ever breastfed or fed breast milk?"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p>
CHQ	CHQ031	<p>Question " How old was {CHILD} when {he/she/they} completely stopped breastfeeding or being fed breast milk?"</p> <p>----</p> <p>1. 0 to 3 months</p> <p>2. 4 to 6 months</p> <p>3. 7 to 9 months</p> <p>4. 10 to 12 months</p> <p>5. 13 to 15 months</p> <p>6. 16 to 18 months</p> <p>7. Over 18 months</p> <p>8. {CHILD} is still breastfeeding</p>
CHQ	CHQ033	<p>Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"</p> <p>InstResp: For twins, triplets, and other multiple births, please answer for how many children were born together even if one or more were stillborn or did not survive.</p> <p>----</p> <p>1. No</p> <p>2. Yes, a twin</p> <p>3. Yes, a triplet</p> <p>4. Yes, a multiple birth with four or more babies</p>
CHQ	CHQ035	

CHQ	CHQ070a	<p>Question "Were {CHILD} and {his/her/their} twin identical twins or fraternal (non-identical) twins?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Identical</li> <li>2. Fraternal</li> </ol>
CHQ	CHQ070b	<p>Question "Was {CHILD} identical to any of the other children born with {CHILD}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ085	<p>Question "Were there any complications in {CHILD}'s birth or delivery?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ090	<p>Question "What were the complications?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. The mother had fever (more than 100.4 degrees F. or 38 degrees C.)</li> <li>2. The baby had fever (more than 100.4 degrees F. or 38 degrees C.)</li> <li>3. Meconium (baby's fecal matter) was moderate or heavy</li> <li>4. Premature rupture of membrane (the amniotic sac broke more than 12 hours before labor)</li> <li>5. Abruptio placenta (the placenta lining separated from uterus)</li> <li>6. Placenta previa (the placenta covered all or part of the opening to the cervix)</li> <li>7. Other excessive bleeding</li> <li>8. Seizures during labor</li> <li>9. Precipitous labor (rapid or fast labor, less than 3 hours)</li> <li>10. Prolonged labor (labor for more than 20 hours)</li> <li>11. Dysfunctional labor (did not go forward in a normal pattern of labor)</li> <li>12. Breech/malpresentation (baby's feet came out first)</li> <li>13. Cephalopelvic disproportion (the baby's head or body was too large for the mother's pelvis)</li> <li>14. Cord prolapse (the umbilical cord dropped through the mother's cervix ahead of the baby)</li> <li>15. Anesthesia complications (for example, problems with pain medication, an epidural, or general anesthesia)</li> <li>16. Fetal distress</li> <li>91. Other complication of labor and/or delivery</li> </ol>

CHQ	CHQ091	<p>Question "Did {CHILD} receive any newborn care in an intensive care unit, premature nursery, or any other type of special care facility? "</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ092	<p>Question "Before {CHILD} turned 3, did {he/she/they} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"</p> <p>InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ092a	<p>Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"</p> <p>InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3)."</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ093	<p>Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"</p> <p>InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."</p> <p>----</p> <p>1. Yes 2. No</p>

CHQ	CHQ093a	<p>Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"</p> <p>InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ094	<p>Question "Has {CHILD} ever received any services through a 504 plan?"</p> <p>InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ094a	<p>Question "Is {CHILD} currently receiving any services through a 504 plan?"</p> <p>InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ094b	<p>Question "Since March 2020, how many gaps or delays, if any, has {CHILD} experienced in receiving services through the {IFSP} {}, {or} {IEP} {}, {or} {504 plan}?"</p> <p>Pre-unit "Number:"</p> <p>InstResp "Enter 0 if there were no gaps or delays. Your best guess is fine."</p> <p>Watermark "Enter number"</p>

CHQ	CHQ094c	<p>Question "Approximately how long, in total, {was the gap or delay/were the gaps or delays} in receiving services through the {IFSP} {,} {or} {IEP} {,} {or} {504 plan}?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Less than 1 week</li> <li>2. 1 to 2 weeks</li> <li>3. More than 2 weeks to 1 month</li> <li>4. More than 1 month to 2 months</li> <li>5. More than 2 months to 5 months</li> <li>6. More than 5 months to 1 year</li> <li>7. More than 1 year to 1 ½ years</li> <li>8. More than 1 ½ years to 2 years</li> <li>9. More than 2 years to 2 1/2 years</li> <li>10. More than 2 1/2 years</li> </ol>
CHQ	CHQ094d	<p>Question "Do you think that {CHILD} needs accommodations, special education, or other help from the school that {CHILD} is not currently getting?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ095	<p>Question "Has {CHILD} ever had an ear infection?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ096	<p>Question "Has {CHILD} ever had an ear ache?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ100a	<p>Question "How old was {CHILD} when {he/she/they} had {his/her/their} first {ear infection/ear ache}?"</p> <p>InstResp "Your best guess is fine."</p> <p>Years:"</p> <p>Watermark "Enter age in years"</p>
CHQ	CHQ100b	<p>Pre-unit "Months:"</p> <p>Watermark "Enter age in months"</p>

CHQ	CHQ101	<p>Question "Was {CHILD} less than 2 years old when {he/she/they} had {his/her/their} first {ear infection/ear ache}?"</p> <p>----</p> <p>1. Yes 2. No</p>
CHQ	CHQ105	<p>Question "Before 2 years, or 24 months of age, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"</p> <p>Times:"</p> <p>Watermark "Enter number of times"</p>
CHQ	CHQ110	<p>Question "Before 2 years, or 24 months of age, how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <p>1. No treatment (watch and wait) 2. Decongestants, antihistamines, or allergy medicine 3. Antibiotics 4. Ear tubes were put into {CHILD}'s ears 5. Analgesics (for example, fever reducer or pain reliever) 6. Ear drops 7. Flushing the ear, irrigation, or taking out ear wax 8. Took out tonsils or adenoids 9. Chiropractic treatments 10. {CHILD} did not go to a doctor, nurse, or other medical professional 91. Other {(Please specify):/(Please specify on next screen.)}</p>
CHQ	CHQ1100S	
CHQ	CHQ115a	<p>Question "How old was {CHILD} when {he/she/they} first had surgery to place ear tubes in {his/her/their} ears to treat ear infections?"</p> <p>InstResp "Your best guess is fine."</p> <p>Years:"</p> <p>Watermark "Enter age in years"</p>

CHQ	CHQ115b	Pre-unit "Months:" Watermark "Enter age in months"
CHQ	CHQ125	Question "Before 2 years, or 24 months of age, how many {other} times do you think {CHILD} had an {ear infection/earache} for which you did not seek medical treatment?" ---- 1. Never 2. Once 3. Twice 4. 3 to 5 times 5. 6 or more times
CHQ	CHQ130	Question "Before 2 years, or 24 months of age, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12 month time period?" ---- 1. Yes 2. No
CHQ	CHQ135	Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"  Times:"  Watermark "Enter number of times"
CHQ	CHQ140	Question "After {CHILD}'s second birthday (24 months or older), how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?" ---- 1. No treatment (watch and wait) 2. Decongestants, antihistamines, or allergy medicine 3. Antibiotics 4. Ear tubes were put into {CHILD}'s ears 5. Analgesics (for example, fever reducer or pain reliever) 6. Ear drops 7. Flushing the ear, irrigation, or taking out ear wax 8. Took out tonsils or adenoids 9. Chiropractic treatments 10. {CHILD} did not go to a doctor, nurse, or other medical professional 91. Other {(Please specify):/(Please specify on next screen.)}

CHQ	CHQ1400S	
CHQ	CHQ145a	<p>Question "How old was {CHILD} when {he/she/they} first had surgery to place ear tubes in {his/her/their} ears to treat {ear infections/ear aches}?"</p> <p>InstResp "Your best guess is fine."</p> <p>Years:"</p> <p>Watermark "Enter age in years"</p>
CHQ	CHQ145b	<p>Pre-unit "Months:"</p> <p>Watermark "Enter age in months"</p>
CHQ	CHQ155	<p>Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, how many {other} times do you think {CHILD} has had an {ear infection/earache} for which you did not seek medical treatment?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Once</li> <li>3. Twice</li> <li>4. 3 to 5 times</li> <li>5. 6 or more times</li> </ol>
CHQ	CHQ326	<p>Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12-month time period?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CHQ	CHQ330	<p>Question "Would you say {CHILD}'s health is ..."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Excellent,</li> <li>2. Very good,</li> <li>3. Good,</li> <li>4. Fair, or</li> <li>5. Poor?</li> </ol>

HRQ	HRQ010	<p>Question “Does {CHILD} have any biological or adoptive parents who are not currently living in your household?”</p> <p>InstrResp “Please include parents who are deceased. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
HRQ	HRQ015	<p>Question “Which biological or adoptive parent(s) are not currently living in your household?”</p> <p>InstrResp “Please include parents who are deceased.</p> <p>Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Biological female parent</li> <li>2. Biological male parent</li> <li>3. Biological parent of another gender</li> <li>4. Adoptive female parent</li> <li>5. Adoptive male parent</li> <li>6. Adoptive parent of another gender</li> </ol>
HRQ	HRQ030	<p>{We would like to ask a few questions about {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}.}</p> <p>{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.}</p> <p>Is {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender} currently living?</p> <p>SaVisible "True"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. The {biological/adoptive} {female parent/male parent/parent of another gender} is unknown.</li> </ol> <p>DON'T KNOW</p>

NRQ	NRQ040	<p>Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender}?"</p> <p>SaVisible "True"</p> <p>----</p> <ol style="list-style-type: none"><li>1. Less than one month</li><li>2. More than a month but less than a year</li><li>3. More than a year</li><li>4. No contact since birth</li><li>5. {Biological/Adoptive} {male parent/female parent/parent of another gender} is deceased</li><li>6. {CHILD} has had no contact with {his/her} {biological/adoptive} {male parent/female parent/parent of another gender} since adoption</li><li>7. {{CHILD} does not have an adoptive {male parent/female parent/parent of another gender}}</li><li>8. {CHILD}'s {biological/adoptive} {male parent/female parent/parent of another gender} is not known or was only a donor</li></ol> <p>DON'T KNOW</p>
-----	--------	--

		<p>Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}"</p> <p>What is the highest grade or year of school or degree that {you/{INITIALS/NAME}}{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} {have/had/has} completed?"</p> <p>----</p> <p>0. Never went to school  1. 1st grade  2. 2nd grade  3. 3rd grade  4. 4th grade  5. 5th grade  6. 6th grade  7. 7th grade  8. 8th grade  9. 9th grade  10. 10th grade  11. 11th grade  12. 12th grade but no diploma  13. High school equivalent/GED  14. High school diploma  15. Vocational or technical program after high school but no vocational/technical diploma  16. Vocational or technical program after high school, diploma  17. Some college but no degree  18. Associate's degree  19. Bachelor's degree  20. Graduate or professional school but no degree  21. Master's degree (MA, MS)  22. Doctorate degree (Ph.D, Ed.D)  23. Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)</p>
PEQ	PEQ020	
CMQ	CMQ100	<p>Question "Is there a relative or friend, who does not live in this household, who will always know where you are if you move?"</p> <p>InstResp "We will only contact this person if we cannot locate you for the next survey."</p> <p>----</p> <p>1. Yes  2. No</p>
CMQ	CMQ110a	<p>Question "What is the contact information for that person?"</p> <p>First Name: "</p>
CMQ	CMQ110b	<p>Question "Last Name:"</p>
CMQ	CMQ110c1	<p>Question "Email Address:"</p> <p>Watermark "name@domain.com"</p>

CMQ	CMQ110c2	Question "Mobile Number:" "This person doesn't have a mobile phone."
CMQ	CMQ110c3	Question "Landline Number:" "This person doesn't have a landline phone."
CMQ	CMQ110d1	Question "Please enter the mailing address:" Address Line 1:"
CMQ	CMQ110d2	Question "Address Line 2:" Watermark "Apartment number"
CMQ	CMQ110e	Question "City:"
CMQ	CMQ110f	Question "State:" InstResp "Please select a state, district, or territory." Watermark "Select a state"
CMQ	CMQ110g	Question "ZIP code:"
CMQ	CMQ110h	Question "What is this person's relationship to you?" ---- 1. Relative 2. Person at your job 3. Neighbor 4. Friend 5. Other
CMQ	CMQ130	Question "Besides {{FIRST NAME}}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?" InstResp "We will only contact this person if we cannot locate you for the next survey." ---- 1. Yes 2. No
CMQ	CMQ140a	Question "What is the contact information for that person?" First Name: "

CMQ	CMQ140b	Question "Last Name:"
CMQ	CMQ140c1	Question "Email Address:" Watermark "name@domain.com"
CMQ	CMQ140c2	Question "Mobile Number:" "This person doesn't have a mobile phone."
CMQ	CMQ140c3	Question "Landline Number:" "This person doesn't have a landline phone."
CMQ	CMQ140d1	Question "Please enter the mailing address:" Address Line 1:"
CMQ	CMQ140d2	Question "Address Line 2:" Watermark "Apartment number"
CMQ	CMQ140e	Question "City:"
CMQ	CMQ140f	Question "State:" InstResp "Please select a state, district, or territory." Watermark "Select a state"
CMQ	CMQ140g	Question "ZIP code:"
CMQ	CMQ140h	Question "What is this person's relationship to you?" ---- 1. Relative 2. Person at your job 3. Neighbor 4. Friend 5. Other

CMQ	CMQ170a	<p>Question "What is the contact information for {CHILD}'s {biological female parent/ {or} biological male parent /{or} biological parent of another gender/ {or} adoptive female parent / {or} adoptive male parent/{or} adoptive parent of another gender}?"</p> <p>First Name:"</p> <p>"I already provided this contact information."</p> <p>"Don't know"</p> <p>"Rather not answer"</p>
CMQ	CMQ170b	Question "Last Name:"
CMQ	CMQ170c1	<p>Question "Email Address:"</p> <p>Watermark "name@domain.com"</p>
CMQ	CMQ170c2	<p>Question "Mobile Number:"</p> <p>"This person doesn't have a mobile phone."</p>
CMQ	CMQ170c3	<p>Question "Landline Number:"</p> <p>"This person doesn't have a landline phone."</p>
CMQ	CMQ170d1	<p>Question "Please enter the mailing address:"</p> <p>Address Line 1:"</p>
CMQ	CMQ170d2	<p>Question "Address Line 2:"</p> <p>Watermark "Apartment number"</p>
CMQ	CMQ170e	Question "City:"
CMQ	CMQ170f	<p>Question "State:"</p> <p>InstResp "Please select a state, district, or territory."</p> <p>Watermark "Select a state"</p>
CMQ	CMQ170g	Question "ZIP code:"

CMQ	CMQ170h	<p>Question "Please confirm this person's relationship to {CHILD} by selecting a choice below."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. {Biological female parent}</li> <li>2. {Biological male parent}</li> <li>3. {Biological parent of another gender}</li> <li>4. {Adoptive female parent}</li> <li>5. {Adoptive male parent}</li> <li>6. {Adoptive parent of another gender}</li> <li>7. Other</li> </ol>
CMQ	CMQ500	<p>Question "Are you, or is someone else, planning to move to a new home with {CHILD} before spring 2024?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
CMQ	CMQ505a1	<p>Question "Please enter what {CHILD}'s new address will be in spring 2024."</p> <p>Address Line 1: "</p>
CMQ	CMQ505a2	<p>Question "Address Line 2:"</p> <p>Watermark "Apartment number"</p>
CMQ	CMQ505b	<p>Question "City:"</p>
CMQ	CMQ505c	<p>Question "State:"</p> <p>InstResp "Please select a state, district, or territory."</p> <p>Watermark "Select a state"</p>
CMQ	CMQ505d	<p>Question "ZIP code:"</p>
CMQ	CMQ510	<p>Question "In the spring of 2024, what school will {CHILD} attend?"</p> <p>SaVisible "True"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. The same school that {CHILD} attends now</li> <li>2. A new school</li> <li>3. {CHILD} will be homeschooled INSTEAD of attending a school</li> </ol> <p>DON'T KNOW</p>

CMQ	CMQ520	<p>Question "Will {CHILD} go to a public or private school in the spring of 2024?"</p> <p>SaVisible "True"</p> <p>----</p> <p>1. Public 2. Private DON'T KNOW</p>
CMQ	CMQ525	<p>Question "Please enter the full name of the school that {CHILD} will attend in spring 2024."</p>
CMQ	CMQ525b	<p>Question "Where is the school located?"</p> <p>City:"</p>
CMQ	CMQ525c	<p>Question "State:"</p> <p>InstResp "Please select a state, district, or territory."</p> <p>Watermark "Select a state"</p>
CMQ	CMQ525d	<p>Question "ZIP Code:"</p>
CMQ	CMQ525e	<p>Question "What is the county for the school?"</p> <p>Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."</p> <p>County: "</p> <p>"Not on list."</p> <p>"Don't know"</p>
CMQ	CMQ525eOS	<p>Watermark "Enter county"</p>
CMQ	CMQ800	<p>Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."</p>
CMQ	CMQ805	<p>Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."</p>

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

Alternate respondent selection	NA
Respondent selection	NA
Other specify for respondent selection	NA
Respondent selection	NA
Respondent selection	NA

Consent	NA
Consent	NA
Consent	NA
Child name	NA
Child gender	P-RQ2, P-RQ5

Child date of birth	P-RQ2, P-RQ5
Child date of birth	P-RQ2, P-RQ5
Child age	P-RQ2, P-RQ5
School's transition activities for kindergarten	P-RQ2, P-RQ4
Parent's choice of school for child	P-RQ1, P-RQ3

Parent's choice of school for child	P-RQ1, P-RQ3
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
Timing of kindergarten enrollment with respect to school guidelines	P-RQ1, P-RQ2, P-RQ3, P-RQ4
Timing of kindergarten enrollment with respect to school guidelines	P-RQ1, P-RQ2, P-RQ3, P-RQ4

Other specify for timing of kindergarten enrollment with respect to school guidelines	P-RQ1, P-RQ2, P-RQ3, P-RQ4
Whether child is in first, second, or third year of kindergarten	P-RQ1, P-RQ2, P-RQ4
Enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4
Enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4, P-RQ5
Other specify for enrollment in transitional kindergarten	P-RQ1, P-RQ2, P-RQ3, P-RQ4, P-RQ5

Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4
Child's adjustment to kindergarten	P-RQ2, P-RQ3, P-RQ4

Parent's educational expectations for how far the child will go in school (high school, college, etc)	P-RQ2, P-RQ4
How respondent learned of the selected kindergarten	P-RQ4
Other specify for how respondent learned of the selected kindergarten	P-RQ4

Reasons for choosing child's kindergarten	P-RQ4
Parent's choice of school for child	P-RQ4
Charge or tuition for school	P-RQ4

Use of a voucher from the government to pay for school	P-RQ1, P-RQ4
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

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

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

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

Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5
Ethnicity of child	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5

Race of child	P-RQ1, P-RQ2, P-RQ5
Race of child	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Information about how long the child has lived with the respondent	P-RQ1, P-RQ2, P-RQ5
Information about how long the child has lived with the respondent	P-RQ1, P-RQ2, P-RQ5
Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3

Home learning activities	P-RQ2, P-RQ3

Home learning activities	P-RQ2, P-RQ3
Home learning activities	P-RQ2, P-RQ3
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Literacy materials in the home	P-RQ2

Reading or looking at picture books by the child	P-RQ2
Reading or looking at picture books by the child	P-RQ2
Participation in ECE	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

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

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

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

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

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

Number of ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

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

Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3

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

Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3

Attendance of state sponsored preschool	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (center)	P-RQ1, P-RQ2, P-RQ3

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

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

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic

P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic

P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2

Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5

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

How often the child speaks a language other than English to parents	P-RQ1, P-RQ2, P-RQ5
Birth weight	P-RQ1, P-RQ2, P-RQ5

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

Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Breastfeeding history	P-RQ1, P-RQ2, P-RQ5
Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5

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

Complications at birth	P-RQ1, P-RQ2, P-RQ5
History of receiving early intervention	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2

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

Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2

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

Treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Treatments used for ear infections	P-RQ2

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

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

Introduction to  
nonresident parent  
section

P-RQ1, P-RQ2, P-RQ3

Diplomas or degrees parent has obtained	P-RQ1, P-RQ2
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA
Contact persons to locate the parent	NA









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

Section	Item #
INQ	INQ001
INQ	INQ001b
INQ	INQ002
INQ	INQ005a
INQ	INQ005b

INQ	INQ005c
INQ	INQ005d
INQ	INQ005e
INQ	INQ005f1
INQ	INQ005f2
INQ	INQ005f3
INQ	INQ005f4
INQ	INQ005f5
INQ	INQ005g
INQ	INQ005gOS
INQ	INQ005j
INQ	INQ005k

INQ	INQ010a
INQ	INQ010b
INQ	INQ010c
INQ	INQ020a
INQ	INQ020b
INQ	INQ020c
INQ	INQ020d
INQ	INQ050b
INQ	INQ060b
INQ	INQ080

INQ	INQ090
SPQ	SPQ001
SPQ	SPQ002

SPQ	SPQ015
SPQ	SPQ025
SPQ	SPQ041

SPQ	SPQ060
SPQ	SPQ090
SPQ	SPQ099
SPQ	SPQ106

SPQ	SPQ152
SPQ	SPQ153
SPQ	SPQ153OS
SPQ	SPQ160

SPQ	SPQ162
PIQ	PIQ124
PIQ	PIQ124OS

PIQ	PIQ126
PIQ	PIQ127
PIQ	PIQ130
PIQ	PIQ185

PIQ	PIQ190
PIQ	PIQ200
PIQ	PIQ210
PIQ	PIQ220
PIQ	PIQ230

PIQ	PIQ231a
PIQ	PIQ231b
PIQ	PIQ231c
PIQ	PIQ400
PIQ	PIQ415

PIQ	PIQ470
PIQ	PIQ550
PIQ	PIQ585a
PIQ	PIQ585b
PIQ	PIQ585c
PIQ	PIQ585d

PIQ	PIQ585e
FSQ	FSQ005a
FSQ	FSQ005b
FSQ	FSQ005c

FSQ	FSQ010
FSQ	FSQ030
FSQ	FSQ040
FSQ	FSQ050

FSQ	FSQ110
FSQ	FSQ120
FSQ	FSQ120a
FSQ	FSQ120b
FSQ	FSQ120c
FSQ	FSQ130
FSQ	FSQ130OS

FSQ	FSQ190
FSQ	FSQ191
FSQ	FSQ192
FSQ	FSQ195
FSQ	FSQ197a

FSQ	FSQ197b
FSQ	FSQ198a
FSQ	FSQ198b
FSQ	FSQ198c
FSQ	FSQ199
FSQ	FSQ200

FSQ	FSQ2000S
FSQ	FSQ202
FSQ	FSQ2020S
HEQ	HEQ071a
HEQ	HEQ071b
HEQ	HEQ071c
HEQ	HEQ071d

HEQ	HEQ071e
HEQ	HEQ071f
HEQ	HEQ071g
HEQ	HEQ071h
HEQ	HEQ071i

HEQ	HEQ073
HEQ	HEQ075a
HEQ	HEQ075b
HEQ	HEQ075c
HEQ	HEQ075d

HEQ	HEQ075e
HEQ	HEQ075f
HEQ	HEQ075g
HEQ	HEQ210
HEQ	HEQ215

HEQ	HEQ272a
HEQ	HEQ272b
HEQ	HEQ273a
HEQ	HEQ273b
HEQ	HEQ274a
HEQ	HEQ274b
HEQ	HEQ274c
HEQ	HEQ277

HEQ	HEQ278
HEQ	HEQ285
HEQ	HEQ285a
HEQ	HEQ288
HEQ	HEQ289
HEQ	HEQ391

HEQ	HEQ392
HEQ	HEQ399
HEQ	HEQ400
HEQ	HEQ455
HEQ	HEQ460
HEQ	HEQ520

HEQ	HEQ580
HEQ	HEQ590
HEQ	HEQ595
HEQ	HEQ600a
HEQ	HEQ600b
SSQ	SSQ010a
SSQ	SSQ010b
SSQ	SSQ010c
SSQ	SSQ010d
SSQ	SSQ010e
SSQ	SSQ010f
SSQ	SSQ010g
SSQ	SSQ010h
SSQ	SSQ010i
SSQ	SSQ010j
SSQ	SSQ010k

SSQ	SSQ010l
SSQ	SSQ010m
SSQ	SSQ010n
SSQ	SSQ010o
SSQ	SSQ010p
SSQ	SSQ010q
SSQ	SSQ010r
SSQ	SSQ010s
SSQ	SSQ010t
SSQ	SSQ010u
SSQ	SSQ010v
SSQ	SSQ010w
SSQ	SSQ010x
SSQ	SSQ010y
SSQ	SSQ010z1
SSQ	SSQ010z2
SSQ	SSQ010z3
SSQ	SSQ010z4

SSQ	SSQ010z5
SSQ	SSQ010z6
SSQ	SSQ010z7
SSQ	SSQ010z8
SSQ	SSQ010z9
SSQ	SSQ027a
SSQ	SSQ027b
SSQ	SSQ027c
SSQ	SSQ027d
SSQ	SSQ027e

CFQ	CFQ350
CFQ	CFQ360a
CHQ	CHQ010
CHQ	CHQ020

CHQ	CHQ020a
CHQ	CHQ020b
CHQ	CHQ020bOS
CHQ	CHQ020c
CHQ	CHQ020d
CHQ	CHQ021
CHQ	CHQ022
CHQ	CHQ023

CHQ	CHQ024
CHQ	CHQ025
CHQ	CHQ030
CHQ	CHQ060

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

CHQ	CHQ127
CHQ	CHQ127OS
CHQ	CHQ130
CHQ	CHQ131a

CHQ	CHQ131b
CHQ	CHQ135a
CHQ	CHQ135b
CHQ	CHQ200
CHQ	CHQ205

CHQ	CHQ206
CHQ	CHQ210
CHQ	CHQ215
CHQ	CHQ216
CHQ	CHQ217

CHQ	CHQ218
CHQ	CHQ219
CHQ	CHQ220
CHQ	CHQ221
CHQ	CHQ222
CHQ	CHQ235
CHQ	CHQ245

CHQ	CHQ246
CHQ	CHQ246OS
CHQ	CHQ250a
CHQ	CHQ250b
CHQ	CHQ250c

CHQ	CHQ255a
CHQ	CHQ255b
CHQ	CHQ256
CHQ	CHQ257a
CHQ	CHQ257b
CHQ	CHQ257c
CHQ	CHQ258

CHQ	CHQ259
CHQ	CHQ260
CHQ	CHQ261
CHQ	CHQ262
CHQ	CHQ263
CHQ	CHQ264a
CHQ	CHQ264b

CHQ	CHQ264c
CHQ	CHQ270
CHQ	CHQ271
CHQ	CHQ272a
CHQ	CHQ272b
CHQ	CHQ272c
CHQ	CHQ273
CHQ	CHQ274

CHQ	CHQ275a
CHQ	CHQ275b
CHQ	CHQ275c
CHQ	CHQ276b
CHQ	CHQ276c
CHQ	CHQ277
CHQ	CHQ278

CHQ	CHQ279
CHQ	CHQ280
CHQ	CHQ285
CHQ	CHQ290
CHQ	CHQ290b
CHQ	CHQ300

CHQ	CHQ301
CHQ	CHQ3010S
CHQ	CHQ305a
CHQ	CHQ305b
CHQ	CHQ305c
CHQ	CHQ310a
CHQ	CHQ310b
CHQ	CHQ311

CHQ	CHQ312
CHQ	CHQ314
CHQ	CHQ330
CHQ	CHQ340
CHQ	CHQ341

CHQ	CHQ345
CHQ	CHQ345OS
CHQ	CHQ375a
CHQ	CHQ375b
CHQ	CHQ375c

CHQ	CHQ380a
CHQ	CHQ380b
CHQ	CHQ385
CHQ	CHQ390a
CHQ	CHQ390b
CHQ	CHQ420
CHQ	CHQ430

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

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

PPQ	PPQ220
PPQ	PPQ225
PPQ	PPQ230
PPQ	PPQ240
PPQ	PPQ500a
PPQ	PPQ500b

PPQ	PPQ510a
PPQ	PPQ510b
PPQ	PPQ510c
PPQ	PPQ520
FDQ	FDQ130a
FDQ	FDQ130b
FDQ	FDQ130c

FDQ	FDQ140
FDQ	FDQ150
FDQ	FDQ160
FDQ	FDQ170
FDQ	FDQ180
FDQ	FDQ190
FDQ	FDQ191
FDQ	FDQ192a

FDQ	FDQ192b
FDQ	FDQ192c
FDQ	FDQ210
FDQ	FDQ240
FDQ	FDQ242
FDQ	FDQ243
FDQ	FDQ250
HRQ	HRQ010

HRQ	HRQ015
HRQ	HRQ030
NRQ	NRQ040

PEQ	PEQ020
PEQ	PEQ050
PEQ	PEQ060

EMQ	EMQ005
EMQ	EMQ125
EMQ	EMQ125b
EMQ	EMQ126

EMQ	EMQ127
EMQ	EMQ128
EMQ	EMQ129
EMQ	EMQ160
EMQ	EMQ210
EMQ	EMQ215

EMQ	EMQ300
EMQ	EMQ305a
EMQ	EMQ305b
WPQ	WPQ030
WPQ	WPQ040
WPQ	WPQ070
WPQ	WPQ100

WPQ	WPQ105
WPQ	WPQ109
WPQ	WPQ110
WPQ	WPQ120
WPQ	WPQ122
WPQ	WPQ170
WPQ	WPQ180
WPQ	WPQ200

WPQ	WPQ210
WPQ	WPQ215
WPQ	WPQ216
WPQ	WPQ220
PAQ	PAQ110

PAQ	PAQ120
CMQ	CMQ100
CMQ	CMQ110a
CMQ	CMQ110b
CMQ	CMQ110c1
CMQ	CMQ110c2
CMQ	CMQ110c3
CMQ	CMQ110d1
CMQ	CMQ110d2
CMQ	CMQ110e
CMQ	CMQ110f
CMQ	CMQ110g
CMQ	CMQ110h

CMQ	CMQ130
CMQ	CMQ140a
CMQ	CMQ140b
CMQ	CMQ140c1
CMQ	CMQ140c2
CMQ	CMQ140c3
CMQ	CMQ140d1
CMQ	CMQ140d2
CMQ	CMQ140e
CMQ	CMQ140f
CMQ	CMQ140g
CMQ	CMQ140h

CMQ	CMQ170a
CMQ	CMQ170b
CMQ	CMQ170c1
CMQ	CMQ170c2
CMQ	CMQ170c3
CMQ	CMQ170d1
CMQ	CMQ170d2
CMQ	CMQ170e
CMQ	CMQ170f
CMQ	CMQ170g
CMQ	CMQ170h

CMQ	CMQ500
CMQ	CMQ505a1
CMQ	CMQ505a2
CMQ	CMQ505b
CMQ	CMQ505c
CMQ	CMQ505d
CMQ	CMQ510
CMQ	CMQ520
CMQ	CMQ525
CMQ	CMQ525b
CMQ	CMQ525c
CMQ	CMQ525d

CMQ	CMQ525e
CMQ	CMQ525eOS
CMQ	CMQ800
CMQ	CMQ805

Item Wording - REDACTED

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."

Question "First, we would like to collect some information about {CHILD}'s school and home experiences.

Are you {PREVIOUS ROUND RESPONDENT'S FIRST NAME} {PREVIOUS ROUND RESPONDENT'S LAST NAME}?"

----

1. Yes
2. No

Question "{First, we would like to collect some information about {CHILD}'s school and home experiences.} Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health.\_x000D\_
3. No, {CHILD} does not live in this household.\_x000D\_

Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact them for the survey.

First Name: "

Question "Last Name:"

Question "Email Address:"\_x000D\_  
\_x000D\_  
Watermark: "name@domain.com"

Question "Mobile Number:"\_x000D\_  
\_x000D\_  
"This person doesn't have a mobile phone."

Question "Landline Number:"\_x000D\_  
\_x000D\_  
"This person doesn't have a landline phone."

Question "Please {confirm/enter} the mailing address.\_x000D\_  
\_x000D\_  
Address Line 1:"

Question "Address Line 2:"\_x000D\_  
\_x000D\_  
Watermark "Apartment number"

Question "City:"

Question "Please select a state, district, or territory:"\_x000D\_  
\_x000D\_

Question "ZIP code:"  
DON'T KNOW

Question "What is your relationship to {CHILD}?"\_x000D\_  
\_x000D\_  
InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."\_x000D\_  
----\_x000D\_  
1. Biological parent\_x000D\_  
2. Adoptive parent\_x000D\_  
3. Step parent\_x000D\_  
4. Foster parent\_x000D\_  
5. Sibling\_x000D\_  
6. Grandparent\_x000D\_  
7. Other relative\_x000D\_  
8. Other nonrelative\_x000D\_  
91. Other parent or guardian {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "What is your name?"

We ask for first names so that we can ask questions about each person in the survey.

First Name:"

Question "{Please enter or confirm your last name.}\_x000D\_  
\_x000D\_  
Last Name:"

Question "We need your permission before we can include {CHILD} in the study activities. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study. We would like to collect your survey responses, even if you do not permit {CHILD} to take part in the study's child activities.\_x000D\_

\_x000D\_

Do you give your permission for {CHILD} to participate in the ECLS-K:2024?"\_x000D\_

----\_x000D\_

1. Yes, I give permission for {CHILD} to participate.\_x000D\_
2. No, I do not give permission for {CHILD} to participate.\_x000D\_

Question "Please enter or confirm your name from the previous question.\_x000D\_

\_x000D\_

First Name: "

Question "Last Name:"

Question "Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. \_x000D\_

\_x000D\_

First Name:"

Question "Middle name:"\_x000D\_

\_x000D\_

Question "Last Name:"

Question "What is {CHILD}'s gender?"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_
3. Another gender\_x000D\_

Question "What is {CHILD}'s date of birth?"\_x000D\_

\_x000D\_x000D\_

\_x000D\_

Watermark "MM/DD/YYYY"\_x000D\_

\_x000D\_

"Don't know"\_x000D\_

\_x000D\_

"Rather not answer"

Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} years old. Is that correct?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How old is {CHILD}?"\_x000D\_

\_x000D\_Pre-unit "Years:"

Watermark "Enter age"

Question "Now, we would like to ask you about all the child care {CHILD} received the year before kindergarten on a regular basis. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers.\_x000D\_

\_x000D\_

Did {CHILD} receive child care on a regular basis anytime in the year before kindergarten including care provided before or after school?\_x000D\_

\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Did {CHILD} receive child care on a regular basis anytime in the year before {he/she/they} started kindergarten? Please select all that apply."\_x000D\_

\_x000D\_ ----\_x000D\_

1. From a relative (for example, grandparents, siblings, or any relatives other than {CHILD's} parent(s) or guardian(s).\_x000D\_

2. From someone not related to {CHILD}, within a private home (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care centers.\_x000D\_

3. Within a day care center or a before- or after-care school program at a school or non-school setting.\_x000D\_

Question "Were any of the regular care arrangements that {CHILD} had with relatives in the year before kindergarten Head Start? Head Start is a federally sponsored preschool program primarily for children from low-income families.\_x000D\_  
\_x000D\_  
SaVisible "True" \_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
DON'T KNOW

Question "Were any of the regular care arrangements that {CHILD} had with nonrelatives in the year before kindergarten Head Start? {Head Start is a federally sponsored preschool program primarily for children from low-income families.}\_x000D\_  
\_x000D\_x000D\_  
SaVisible "True" \_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
DON'T KNOW

Question "Were any of {CHILD}'s care arrangements in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start? {Head Start is a federally sponsored preschool program primarily for children from low-income families.}\_x000D\_  
\_x000D\_  
SaVisible "True" \_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Now we have some questions about {CHILD}'s health. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer..."\_x000D\_  
\_x000D\_

How much did {CHILD} weigh when {he/she/they} {was/were} born?\_x000D\_  
\_x000D\_

Please answer in either pounds and ounces or grams. Your best guess is fine"\_x000D\_  
\_x000D\_

SaVisible "True"\_x000D\_  
\_x000D\_

Pre-unit "Pounds:"\_x000D\_

Watermark: "Enter pounds"\_x000D\_

DON'T KNOW\_x000D\_  
\_x000D\_

Pre-unit "Ounces:"\_x000D\_

Watermark: "Enter ounces"\_x000D\_

DON'T KNOW\_x000D\_  
\_x000D\_

"Or"\_x000D\_  
\_x000D\_

Pre-unit "Grams:"\_x000D\_

Watermark: "Enter grams"\_x000D\_

DON'T KNOW

Question "Was {CHILD} born more than two weeks before {he/she/they} {was/were} due?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How many days or weeks early {was/were} {he/she/they}? Please answer in either days or weeks. If you are reporting in weeks, please round to the nearest week."\_x000D\_  
\_x000D\_

Pre-unit "Days:"\_x000D\_  
\_x000D\_

Watermark: "Enter days"\_x000D\_  
\_x000D\_

"Or"\_x000D\_  
\_x000D\_

Pre-unit "Weeks:"\_x000D\_  
\_x000D\_

Watermark: "Enter weeks"

Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"\_x000D\_  
----\_x000D\_

1. No\_x000D\_
2. Yes, a twin\_x000D\_
3. Yes, a triplet\_x000D\_
4. Yes, a multiple birth with four or more babies\_x000D\_

Question "What was {CHILD}'s sex at birth?"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_

Question "Now we would like to ask about the language, or languages, spoken in your home. What languages are spoken in your home? Please select all that apply."\_x000D\_

\_x000D\_

----\_x000D\_

0. English\_x000D\_
1. Spanish\_x000D\_
2. A European language other than Spanish, for example, French, German, or Russian\_x000D\_
3. A Chinese language or dialect\_x000D\_
4. A Filipino language\_x000D\_
5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer\_x000D\_
6. A South Asian language, for example, Hindi or Tamil\_x000D\_
7. Another Asian language, for example, Japanese or Korean\_x000D\_
8. A Middle Eastern language, for example, Arabic or Farsi\_x000D\_
9. An African language, for example, Swahili or Amharic\_x000D\_
10. A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture\_x000D\_
91. Other language(s) {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "What is the primary language spoken in your home?"\_x000D\_

----\_x000D\_

1. English\_x000D\_
2. Two or more languages are spoken the same amount\_x000D\_
3. {Spanish}\_x000D\_
4. {A European language other than Spanish, for example, French, German, or Russian}\_x000D\_
5. {A Chinese language or dialect}\_x000D\_
6. {A Filipino language}\_x000D\_
7. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}\_x000D\_
8. {A South Asian language, for example, Hindi or Tamil}\_x000D\_
9. {Another Asian language, for example, Japanese or Korean}\_x000D\_
10. {A Middle Eastern language, for example, Arabic or Farsi}\_x000D\_
11. {An African language, for example, Swahili or Amharic}\_x000D\_
12. {A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}\_x000D\_
13. {OTHER SPECIFY ANSWER FROM SPQ153}\_x000D\_

Question "You mentioned that more than two or more languages are spoken equally at home. What are these languages?"\_x000D\_  
\_x000D\_

Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category. If there is not a choice for the language(s) spoken in your home, type the language(s) in under "Other language (Please specify)."\_x000D\_  
\_x000D\_

----\_x000D\_

0. English\_x000D\_
1. {Spanish}\_x000D\_
2. {A European language other than Spanish, for example, French, German, or Russian}\_x000D\_
3. {A Chinese language or dialect}\_x000D\_
4. {A Filipino language}\_x000D\_
5. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer}\_x000D\_
6. {A South Asian language, for example, Hindi or Tamil}\_x000D\_
7. {Another Asian language, for example, Japanese or Korean}\_x000D\_
8. {A Middle Eastern language, for example, Arabic or Farsi}\_x000D\_
9. {An African language, for example, Swahili or Amharic}\_x000D\_
10. {A sign language, for example, American Sign Language (ASL) or a sign language from another country or culture}\_x000D\_
11. {OTHER SPECIFY ANSWER FROM SPQ162}\_x000D\_

Question "Before the start of this school year, did you or another family member do any of the following activities in preparation for {CHILD's} first day of school? Please select all that apply."

\_x000D\_

----\_x000D\_

1. Have {CHILD} meet {his/her/their} new teacher\_x000D\_
2. Talk to teachers yourself at the school\_x000D\_
3. Talk to the principal/school administrator\_x000D\_
4. Take {CHILD} to visit the school grounds\_x000D\_
5. Talk to {CHILD} about what kindergarten will be like\_x000D\_
6. Talk to or meet with other kindergarten parents\_x000D\_
7. Volunteer at the school\_x000D\_
8. Read books to {CHILD} that talked about starting kindergarten\_x000D\_
9. Review parent resource materials provided by the school, such as the school's newsletter or postings to the school's website\_x000D\_
10. Obtain information or advice from preschools or other early care and education centers about preparing children for the first day of kindergarten\_x000D\_
11. Obtain information or advice from community services or family support/resource centers about preparing children for the first day of kindergarten\_x000D\_
12. Search online for information about preparing children for the first day of kindergarten\_x000D\_
91. Anything else? {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "Has {CHILD} ever had a home visit from {his/her/their} kindergarten teacher?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Now we have some questions about {CHILD}'s school. Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her/their} school contacted your household about any behavior problems {he/she/they} {is/are} having, such as:"\_x000D\_

\_x000D\_

----\_x000D\_

1. Biting\_x000D\_
2. Being aggressive\_x000D\_
3. Not following directions\_x000D\_
4. Inappropriate behavior for the situation\_x000D\_
5. Being overly active\_x000D\_
6. Being impulsive or having little or no self-control\_x000D\_
7. Being sad or upset\_x000D\_
8. Making repetitive or unusual movements or noises (for example, stimming)\_x000D\_
9. Avoiding work\_x000D\_
10. Another behavior problem\_x000D\_
11. None of the above\_x000D\_

Question "Since the beginning of this school year, have you or the other adults in your household done any of the following activities?\_x000D\_ Please select all that apply."\_x000D\_

----\_x000D\_

1. Attended an open house or a back-to-school night\_x000D\_
2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization\_x000D\_
3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher\_x000D\_
4. Attended a school or class event, such as a play, sports event, or science fair\_x000D\_
5. Served as a volunteer in {CHILD}'s classroom or elsewhere in the school\_x000D\_
6. None of the above\_x000D\_

Question "During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?"\_x000D\_

\_x000D\_

Pre-unit "Times:"\_x000D\_

\_x000D\_

Watermark "Times"

Question "How well has {CHILD}'s school done with each of the following activities during this school year?"\_x000D\_  
\_x000D\_  
The school lets you know between report cards how {CHILD} is doing in school."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school helps you understand what children at {CHILD}'s age are like."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school makes you aware of chances to volunteer at the school."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school provides workshops, materials, or advice about how to help {CHILD} learn at home."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school provides information on community services to help {CHILD} or your family."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "Please answer the questions below about {CHILD}'s school.\_x000D\_  
\_x000D\_

At this school, all students are treated equally."\_x000D\_

----\_x000D\_

1. Strongly agree\_x000D\_
2. Agree\_x000D\_
3. Disagree\_x000D\_
4. Strongly disagree\_x000D\_

Question "This school teaches with materials that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries)."\_x000D\_

----\_x000D\_

1. Strongly agree\_x000D\_
2. Agree\_x000D\_
3. Disagree\_x000D\_
4. Strongly disagree\_x000D\_

Question "This school thinks it is important to show respect for all students' backgrounds, beliefs, values, and ways of life."\_x000D\_

----\_x000D\_

1. Strongly agree\_x000D\_
2. Agree\_x000D\_
3. Disagree\_x000D\_
4. Strongly disagree\_x000D\_

Question " When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school? Please select all that apply."\_x000D\_

----\_x000D\_

1. Inconvenient meeting times\_x000D\_
2. No child care keeps your family from going to school meetings or event\_x000D\_
3. Family members can't get time off from work\_x000D\_
4. Problems with safety going to the school\_x000D\_
5. The school does not make your family feel welcome\_x000D\_
6. Problems with transportation to the school\_x000D\_
7. You don't hear about things going on at school that you might want to be involved in\_x000D\_
8. Another reason\_x000D\_
9. You do not find it hard to participate in activities at {CHILD}'s school\_x000D\_

Question "This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often do you check that {CHILD} has completed all of {his/her/their} homework?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Always\_x000D\_
5. Not applicable. {CHILD} does not have homework.\_x000D\_

Question "Now I have some questions about {CHILD} and school. How often would you say that {CHILD}...\_x000D\_

Makes up reasons to stay home from school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Seems to dread going to school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Becomes upset when it's time to go to school in the morning?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Asks to stay home from school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Complains about going to school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Now we would like to know a bit about {CHILD}'s household to better understand how children's\_x000D\_  
home experiences may relate to early learning.\_x000D\_

\_x000D\_

In addition to you and {CHILD}, how many other people or family members live in the household?\_x000D\_

\_x000D\_

Watermark "Enter number"\_x000D\_

\_x000D\_

{CHILD} and you: 2"\_x000D\_

\_x000D\_

Number of other household members age 18 and older:"

Question "Number of other household members age 17 and younger:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Total number of household members, including {CHILD} and you:

\_x000D\_

Include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else."

InstResp "If the total is correct, please select the Next button. Otherwise, change the numbers of household members who are 18 and older or 17 and younger until the total is correct."

Question "Thank you for providing information about the total number of people living in [CHILD]'s household.

Now we are requesting characteristics only about yourself, {CHILD}'s parents or guardians, and partners or spouses of {CHILD}'s parents or guardians who may live in this household.

This information will help us ask better questions about {CHILD}'s parental figures later in the survey.

In the {table/screens} below, please:

- Add your age and gender {to the row/on this screen} with your {initial/first name}.

If {CHILD} has any other parents or guardians who live in this household, or if you or another parent or guardian has a partner or spouse that live in {CHILD}'s household even if they are not {CHILD}'s parent or guardian.

- Use the "Add a person" button to include their information {in this table/on the screens that follow}.

Do not add any other household members who are not parents or guardians.

Do not add any other parents or guardians that do not live in this household.

When you are finished, select "Next" to move to the next question."

"{If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected.}"

"{Initial/First name}"

Parent/guardian 1 {DISPLAY FIRST NAME OF RESPONDENT}

Parent/guardian 2

Question "Age" \_x000D\_

\_x000D\_

Watermark "Enter age"

Question "Gender" \_x000D\_

---- \_x000D\_

1. Male \_x000D\_

2. Female \_x000D\_

3. Another gender \_x000D\_

Question "Please confirm the initials or first names, ages, and genders of yourself, parents/guardians, and spouse/partners in {CHILD}'s household. Is this information correct?" \_x000D\_

\_x000D\_

InstResp "If you would like to add household members or change information, please select "No" to go back and make changes." \_x000D\_

\_x000D\_

{LIST OF HOUSEHOLD MEMBERS SHOWING FIRST NAMES, AGES, AND SEXES} \_x000D\_

---- \_x000D\_

1. Yes \_x000D\_

2. No \_x000D\_

Question "Do you have a spouse or partner who lives in this household?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Who in the household is your spouse or partner?"\_x000D\_  
\_x000D\_

InstResp: "Select the {initials/name} of the person who is your spouse/partner. If the {initials are/name is} not listed, select "not on list.""\_x000D\_

----\_x000D\_

1. {DISPLAY HH MEMBER NAME 1}\_x000D\_
2. {DISPLAY HH MEMBER NAME 2}\_x000D\_
3. {DISPLAY HH MEMBER NAME 3}\_x000D\_
4. {DISPLAY HH MEMBER NAME 4}\_x000D\_
5. {DISPLAY HH MEMBER NAME 5}\_x000D\_
7. Not on list\_x000D\_

Question "What {are the initials/is the first name} of your spouse or partner?"\_x000D\_  
\_x000D\_

{Initials/First name}:"

Question "How old is {INITIALS/NAME}?"\_x000D\_  
\_x000D\_

Pre-unit "Age:"

Question "What is {INITIALS/NAME}'s gender?"\_x000D\_  
\_x000D\_

"Rather not answer"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_
3. Another gender\_x000D\_

Question "What is {INITIALS/NAME}'s relationship to {CHILD}?"

----

1. Biological parent
2. Adoptive parent
3. Step parent
4. Foster parent
5. Sibling
6. Grandparent
7. Other relative
8. Other nonrelative
91. Other parent or guardian {(Please specify):/(Please specify on next screen.)}

Question "{We have a few more questions about {CHILD} and the people listed in your table.}\_x000D\_  
\_x000D\_

{Are you/Is {INITIALS/NAME}} Hispanic or {Latino/Latina} {Latino/a/x}? A person who is Hispanic or {Latino/Latina} {Latino/a/x} is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Though we may have asked you about {your/{INITIALS/{NAME}'s ethnicity and race before, we have a few more questions. {Are you/Is {INITIALS/NAME} Hispanic or {Latino/Latina}{Latino/a/x}?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which of the following Spanish, Hispanic, or Latino groups best describes {your/{INITIALS/NAME}'s} origin? Please select all that apply."\_x000D\_

\_x000D\_

----\_x000D\_

1. Cuban\_x000D\_
2. Mexican, Mexican American, or Chicano\_x000D\_
3. Puerto Rican\_x000D\_
4. Other Spanish/Hispanic/Latino group\_x000D\_

Question "Which of the following describes {your/{INITIALS/NAME}'s} race? You may choose more than one. Please select all that apply."\_x000D\_

\_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "{Though we may have asked you about {your/{INITIALS/NAME}'s} race before, we have a few more questions.} {Are you/Is {INITIALS/NAME}} a member of an Asian group?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which of the following Asian groups best describes {your/{INITIALS/NAME}'s} origin?\_x000D\_ Please select all that apply."

\_x000D\_

----\_x000D\_

1 Asian Indian

2 Chinese

3 Filipino

4 Hmong

5 Japanese

6 Korean

7 Vietnamese

8 Other Asia

Question "{Are you/Is {INITIALS/NAME}} a member of a Pacific Islander group?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Which of the following Pacific Islander groups best describes {your/{INITIALS/NAME}'s} origin? Please select all that apply."\_x000D\_

----\_x000D\_

1 Guamanian or Chamorro

2 Native Hawaiian

3 Samoan

4 Other Pacific Islander

Question "We have just a few more questions about this household's members.\_x000D\_

\_x000D\_

How many siblings does {CHILD} have in this household?"\_x000D\_

\_x000D\_

Pre-unit "Number of siblings"\_x000D\_

\_x000D\_

Watermark "Enter number"

How many grandparents does {CHILD} have in this household?\_x000D\_

\_x000D\_

Pre-unit "Number of grandparents"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "How would you describe your current relationship status?"\_x000D\_

----\_x000D\_

1. Married\_x000D\_

2. Separated\_x000D\_

3. Divorced\_x000D\_

4. Widowed\_x000D\_

5. Never married\_x000D\_

6. Civil union/domestic partnership\_x000D\_

91. Other {(Please explain):/(Please explain on next screen.)}\_x000D\_

Question "How would you describe {INITIALS/NAME}'s current relationship status?"\_x000D\_  
----\_x000D\_

1. Married\_x000D\_
  2. Separated\_x000D\_
  3. Divorced\_x000D\_
  4. Widowed\_x000D\_
  5. Never married\_x000D\_
  6. Civil union/domestic partnership\_x000D\_
  91. Other {(Please explain):/(Please explain on next screen.)}\_x000D\_
- DON'T KNOW

Question "Now we would like to ask about {CHILD}'s home environment. How often does {CHILD}:\_x000D\_  
\_x000D\_  
Count objects?"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Add or subtract things?"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Write numbers?"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Match or identify shapes?"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Play with blocks or construction toys?"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "{(Continued)}Identify or create patterns?"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "How often does {CHILD}:\_x000D\_

\_x000D\_

Put objects in order (for example, small to large)"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Measure things (for example, using a ruler, in cooking, etc.)?"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Answer/ask questions about "How many things are there?" (for example, "How many plates are on the table?)"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "How much does {CHILD} enjoy number or math activities like counting objects, making patterns, measuring things, etc.?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. A little\_x000D\_
3. A fair amount\_x000D\_
4. Much\_x000D\_
5. Very much\_x000D\_

Question "How much do you agree or disagree with the following statements about what it is usually like living in your home?"\_x000D\_

\_x000D\_

We almost always seem to be rushed."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "We are usually able to stay on top of things."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "No matter how hard we try, we always seem to be running late."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "No matter what our family plans, it usually doesn't seem to work out."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question “{(Continued) }How much do you agree or disagree with the following statements about what it is usually like living in your home?

It is a good place to relax.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question “The atmosphere is calm.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question “In the morning, we have a regular routine.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question “Now we have some questions about {CHILD}'s activities at home. In the past week, how often did {CHILD} read to {himself/herself/themselves} or to others outside of school? Please include reading in any language.”

----\_x000D\_

1. Never\_x000D\_
2. Once or twice a week\_x000D\_
3. 3 to 6 times a week\_x000D\_
4. Every day\_x000D\_

Question “Generally, how long did {CHILD} read to {himself/herself/themself} at each of these times? Please include reading in any language.”

\_x000D\_

Pre-unit “Minutes:”\_x000D\_

\_x000D\_

Watermark “Enter minutes”

Question "Do you have the following in your home that {CHILD} may use?\_x000D\_  
\_x000D\_

Smartphone" \_x000D\_

----\_x000D\_

1. Yes, {CHILD} shares this with other family member(s)\_x000D\_
2. Yes, {CHILD} has {his/her/their} own\_x000D\_
3. No\_x000D\_

Question "Laptop, desktop computer, or tablet (for example, iPad or other tablet)"\_x000D\_

----\_x000D\_

1. Yes, {CHILD} shares this with other family member(s)\_x000D\_
2. Yes, {CHILD} has {his/her/their} own\_x000D\_
3. No\_x000D\_

Question "On any given weekday, how much time does {CHILD} spend watching shows, movies, and videos? If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not watch shows, movies, or videos, enter '0' in both the "Hours" and "Minutes" section."

\_x000D\_

Pre-unit "Hours:" \_x000D\_

\_x000D\_

Watermark "Enter hours"

Pre-unit "Minutes:" \_x000D\_

\_x000D\_

Watermark "Enter minutes"

Question "On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games? If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the "Hours" and "Minutes" sections."

\_x000D\_

Pre-unit "Hours:" \_x000D\_

\_x000D\_

Watermark "Enter hours"

Pre-unit "Minutes:" \_x000D\_

\_x000D\_

Watermark "Enter minutes"

Question "In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her/them} something, like math or reading skills?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once or twice a week\_x000D\_
3. 3 to 6 times a week\_x000D\_
4. Every day\_x000D\_

Question "Do you have Internet (cable, Wifi, wireless, or DSL) in your home?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Does {CHILD} use any digital device(s) to get on the Internet in your home?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Are there family rules about how many hours {CHILD} may spend on screen time?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In what ways do you limit {CHILD}'s screen time? Please select all that apply."

----\_x000D\_

1. With a device or app\_x000D\_
2. Ask {CHILD} to end screen time\_x000D\_
3. Redirect {CHILD} to other activity\_x000D\_
4. Take away the device from {CHILD}\_x000D\_
91. Other\_x000D\_

Question "Now we'd like to ask you about some of the activities your child might do. Outside of school hours, has {CHILD} ever participated in any of the following activities? Please select all that apply."

----\_x000D\_

1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics\_x000D\_
2. Dance groups, classes, or lessons\_x000D\_
3. Music, for example, piano, instrumental music, or singing lessons\_x000D\_
4. Drama groups, classes, or lessons\_x000D\_
5. Art groups, classes, or lessons, for example, painting, drawing, sculpture\_x000D\_
6. Craft groups, classes, or lessons\_x000D\_
7. Language groups, classes, or lessons (to learn English or another language)\_x000D\_
8. None of the above\_x000D\_

Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}? Please select all that apply."

----\_x000D\_

1. Visited a library or bookstore (Do not count visiting a library or bookstore online. We are asking about in-person visits to a library or bookstore.)\_x000D\_
2. Gone to a play, concert, or other live show\_x000D\_
3. Visited an art gallery, museum, or historical site\_x000D\_
4. Visited a zoo, aquarium, or petting farm\_x000D\_
5. Attended an athletic or sporting event in which {CHILD} was not a player\_x000D\_
6. Gone to a park, beach, or nature preserve\_x000D\_
7. None of these\_x000D\_

Question "Outside of school hours, has {CHILD} ever participated in:\_x000D\_

Religious activities or instruction at a church, mosque, synagogue, or other place of worship?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Volunteer work or community service?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?"\_x000D\_  
----\_x000D\_  
1. Never\_x000D\_  
2. Once or twice a week\_x000D\_  
3. 3 to 6 times a week\_x000D\_  
4. Every day\_x000D\_

Question "Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?"\_x000D\_  
----\_x000D\_  
1. Not at all safe\_x000D\_  
2. Somewhat safe\_x000D\_  
3. Very safe\_x000D\_

Question "Do you have the following places or activities in your neighborhood or in the area nearby your home? Please select all of the things that you have, regardless of whether you use them or not."\_x000D\_  
\_x000D\_  
----\_x000D\_  
1. A recreation center\_x000D\_  
2. Organized activities such as Little League or soccer\_x000D\_  
3. A community or neighborhood association\_x000D\_  
4. A visual or performing arts center\_x000D\_  
5. A community pool\_x000D\_  
6. A community park or playground area\_x000D\_  
7. A library or bookmobile\_x000D\_  
8. A program that has after-school activities for children (for example, a Boys' or Girls' Club of America)\_x000D\_  
9. A grocery store\_x000D\_  
10. A hospital\_x000D\_  
11. None of the above\_x000D\_

Question "Now we have some questions about meals and your family. During the last five days {CHILD} was in school, how many breakfasts did {he/she/they} eat that were NOT school breakfasts?"  
\_x000D\_  
Pre-unit "Breakfasts:"\_x000D\_  
\_x000D\_  
Watermark "Number of breakfasts"

Question "In a typical week, on how many days does your family eat any meal together?"\_x000D\_  
\_x000D\_  
\_x000D\_  
Pre-unit "Days:"\_x000D\_  
\_x000D\_  
Watermark "Number of days"

Question "How often does someone in your family talk with {CHILD} about...\_x000D\_  
\_x000D\_

{His/Her/Their} ethnic or racial heritage?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Almost never\_x000D\_
3. Several times a year\_x000D\_
4. Several times a month\_x000D\_
5. Several times a week or more\_x000D\_

Question "Your family's religious beliefs or traditions?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Almost never\_x000D\_
3. Several times a year\_x000D\_
4. Several times a month\_x000D\_
5. Several times a week or more\_x000D\_

Question "On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?"\_x000D\_

----\_x000D\_

1. Yes, {CHILD} has a usual bedtime.\_x000D\_
2. No, {CHILD}'s bedtime varies a lot from night to night.\_x000D\_

Question "On an average school night, how many hours of sleep does {CHILD} get?"\_x000D\_  
\_x000D\_

Pre-unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Enter hours"

Pre-unit "Minutes:"\_x000D\_

\_x000D\_

Watermark "Enter minutes"

Item wording is redacted due to copyright

Question "Keeps working at something until {he/she/they} {is/are} finished."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_

Item wording is redacted due to copyright

Item wording is redacted due to copyright
Question "{Continued} Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Shows interest in a variety of things." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Item wording is redacted due to copyright
Question "Concentrates on a task and ignores distractions." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Question "Helps with chores." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Question "Is eager to learn new things." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Item wording is redacted due to copyright
Question "Is creative in work or in play." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright

Item wording is redacted due to copyright

Question "Now please rate how much each of these statements is like {CHILD}. \_x000D\_ \_x000D\_

Plays with single toy for long periods of time." \_x000D\_

---- \_x000D\_

1. Not at all like {CHILD}\_x000D\_
2. Somewhat unlike {CHILD}\_x000D\_
3. Neither like nor unlike {CHILD}\_x000D\_
4. Somewhat like {CHILD}\_x000D\_
5. A lot like {CHILD}\_x000D\_

Question "Persists at a task until successful." \_x000D\_

---- \_x000D\_

1. Not at all like {CHILD}\_x000D\_
2. Somewhat unlike {CHILD}\_x000D\_
3. Neither like nor unlike {CHILD}\_x000D\_
4. Somewhat like {CHILD}\_x000D\_
5. A lot like {CHILD}\_x000D\_

Question "Goes from toy to toy quickly." \_x000D\_

---- \_x000D\_

1. Not at all like {CHILD}\_x000D\_
2. Somewhat unlike {CHILD}\_x000D\_
3. Neither like nor unlike {CHILD}\_x000D\_
4. Somewhat like {CHILD}\_x000D\_
5. A lot like {CHILD}\_x000D\_

Question "Gives up easily when difficulties are encountered." \_x000D\_

---- \_x000D\_

1. Not at all like {CHILD}\_x000D\_
2. Somewhat unlike {CHILD}\_x000D\_
3. Neither like nor unlike {CHILD}\_x000D\_
4. Somewhat like {CHILD}\_x000D\_
5. A lot like {CHILD}\_x000D\_

Question "With a difficult toy, gives up quite easily." \_x000D\_

---- \_x000D\_

1. Not at all like {CHILD}\_x000D\_
2. Somewhat unlike {CHILD}\_x000D\_
3. Neither like nor unlike {CHILD}\_x000D\_
4. Somewhat like {CHILD}\_x000D\_
5. A lot like {CHILD}\_x000D\_

Question "The next questions are about events that may have happened during {CHILD}'s life. These things can happen in any family, but some people may feel uncomfortable with these questions. Remember, you may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_

Since {CHILD} was born, how often has it been very hard to get by on your family's income, for example, to cover the basics like food or housing?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Somewhat often\_x000D\_
4. Very often\_x000D\_

Question "To the best of your knowledge, has {CHILD} ever experienced any of the following? Please select all that apply."

----\_x000D\_

1. A parent or guardian divorced or separated\_x000D\_
2. A parent or guardian died\_x000D\_
3. {CHILD} witnessed violence in {his/her/their} neighborhood\_x000D\_
4. {CHILD} was a victim of violence or abuse\_x000D\_
5. {CHILD} was treated or judged unfairly because of {his/her/their} race/ethnicity\_x000D\_
6. {CHILD} was treated or judged unfairly because of {his/her/their} physical appearance or disability\_x000D\_
7. {CHILD} experienced some other serious negative event\_x000D\_
8. None of the above\_x000D\_

Question "Now we would like to ask about {CHILD}'s health and well-being.\_x000D\_  
\_x000D\_

How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?"\_x000D\_  
----\_x000D\_

1. Never been to dentist or dental hygienist for dental care\_x000D\_
2. Less than 6 months\_x000D\_
3. 6 months to less than 1 year\_x000D\_
4. 1 year to 2 years\_x000D\_
5. More than 2 years\_x000D\_

Question "How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Never had routine health care\_x000D\_
2. Less than 6 months\_x000D\_
3. 6 months to less than 1 year\_x000D\_
4. 1 year to 2 years\_x000D\_
5. More than 2 years\_x000D\_

Question "Has {CHILD} missed a well-child check-up since the coronavirus pandemic began in March 2020?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "What prevented you from going to a well-child check-up? Please select all that apply."  
----\_x000D\_  
1. Cost\_x000D\_  
2. Difficulty getting an appointment (for example, because the doctor's office was closed, there were no appointments because of the pandemic)\_x000D\_  
3. Unable to get time away from work\_x000D\_  
4. Inability to find childcare\_x000D\_  
5. Concern over exposure to coronavirus (COVID-19)\_x000D\_  
6. Caring for family members\_x000D\_  
91. Other {(Please specify):/(Please specify on next screen.)}:\_x000D\_

Question "Since March 2020, did {CHILD} ever have a virtual visit to a dentist or dental hygienist to discuss dental problems or care?"  
----  
1. Yes  
2. No

Question "Since March 2020, did {CHILD} ever have a virtual visit to a clinic, health center, hospital, doctor's office, or other place for virtual routine health care?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Has {CHILD} had an ear infection since entering kindergarten?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Has {CHILD} had an ear ache since entering kindergarten?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Since entering kindergarten, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"\_x000D\_  
\_x000D\_  
Pre-unit "Times:"\_x000D\_  
\_x000D\_  
Watermark "Number of times"

Question "How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since {she/he/they} entered kindergarten? Please select all that apply."

----\_x000D\_

1. No treatment/watch and wait\_x000D\_
2. Decongestants, antihistamines, or allergy medication\_x000D\_
3. Antibiotics\_x000D\_
4. Ear tubes were put into {CHILD}'s ears\_x000D\_
5. Analgesics (for example, fever reducer or pain reliever)\_x000D\_
6. Ear drops\_x000D\_
7. Flushing the ear, irrigation, or taking out ear wax\_x000D\_
8. Took out tonsils or adenoids\_x000D\_
9. Chiropractic treatments\_x000D\_
10. {CHILD} did not go to doctor, nurse, or medical professional\_x000D\_
91. Other\_x000D\_

Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her/their} ears? Please consider all surgeries since the start of kindergarten if {CHILD} had more than one to place ear tubes."

----\_x000D\_

1. Right ear\_x000D\_
2. Left ear\_x000D\_
3. Both ears\_x000D\_

Question "Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill? This includes {Medicaid/{or STATE NAME FOR MEDICAID}}."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?"\_x000D\_

\_x000D\_

Pre-unit "Days"\_x000D\_

\_x000D\_

Watermark "Number of days"

Question "Now we have some questions about diagnoses from a professional.\_x000D\_  
\_x000D\_

Has {CHILD} ever been diagnosed by a professional with any of the following? Please select all that apply."\_x000D\_  
----\_x000D\_

1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)\_x000D\_
2. Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)\_x000D\_
3. Developmental delay\_x000D\_
4. Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder\_x000D\_
5. Intellectual or cognitive disability\_x000D\_
6. Orthopedic impairment\_x000D\_
7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)\_x000D\_
8. Traumatic brain injury\_x000D\_
9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)\_x000D\_
10. None of the above\_x000D\_
91. Other diagnosis of a social, emotional, or behavioral issue {(Please specify):/(Please specify on next screen.)}:\_x000D\_

Question "What type of learning disability does {CHILD} have? Please select all that apply."  
----\_x000D\_

1. Dyslexia\_x000D\_
2. Dyscalculia\_x000D\_
3. Dysgraphia\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}:\_x000D\_

Question "What type of autism spectrum disorder does {CHILD} have?"\_x000D\_  
----\_x000D\_

1. Asperger's syndrome\_x000D\_
2. Autism\_x000D\_
3. Pervasive developmental disorder (PDD)\_x000D\_
4. Rett syndrome\_x000D\_
5. Childhood disintegrative disorder (CDD)\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}:\_x000D\_

Question "What type of emotional disturbance does {CHILD} have? Please select all that apply."

----\_x000D\_

1. Panic disorder\_x000D\_
2. Separation anxiety disorder\_x000D\_
3. Obsessive compulsive disorder\_x000D\_
4. Generalized anxiety disorder\_x000D\_
5. Other anxiety disorder\_x000D\_
6. Bipolar disorder\_x000D\_
7. Depression\_x000D\_
8. Oppositional defiant disorder (ODD)\_x000D\_
9. Eating disorders\_x000D\_
10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)\_x000D\_
11. Schizophrenia\_x000D\_
91. Other {(Please specify)/(Please specify on next screen.)}:\_x000D\_

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
  2. Answer in years\_x000D\_
- DON'T KNOW

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?"\_x000D\_

\_x000D\_

Months:"\_x000D\_

\_x000D\_

Watermark "Enter age in months"

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/ autism/Asperger's syndrome/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made? \_x000D\_  
\_x000D\_  
Years:" \_x000D\_  
\_x000D\_  
Watermark "Enter age in years"

Question "What was the month and year when the diagnosis was made? \_x000D\_If there was more than one diagnosis, report the earliest." \_x000D\_  
\_x000D\_  
Pre-unit "Month:" \_x000D\_  
\_x000D\_  
Watermark "Enter month"

Pre-unit "Year:" \_x000D\_  
\_x000D\_  
Watermark "Enter year"

Question "For the next question, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} pronounces words, communicates with, and understands others:" \_x000D\_  
\_x000D\_  
---- \_x000D\_  
1. Better than other children {his/her/their} age \_x000D\_  
2. As well as other children \_x000D\_  
3. Slightly less well than other children \_x000D\_  
4. Much less well than other children \_x000D\_

Question "When {CHILD} was younger, did {he/she/they} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her/their} age?" \_x000D\_  
---- \_x000D\_  
1. Yes \_x000D\_  
2. No \_x000D\_

Question "Did or does {CHILD} have any of the following? Please select all that apply." \_x000D\_  
\_x000D\_

- 1 Problem with talking too loudly
- 2 Problem with talking too softly
- 3 A problem chewing
- 4 A problem swallowing
- 5 A problem with stuttering
- 6 A cleft lip and/or palate
- 7 Abnormalities of the face or head
- 8 Malformation of the ear
- 9 None of the above

Question "Has {CHILD} ever been evaluated by a professional because of {his/her/their} ability to communicate?"  
\_x000D\_

- \_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her/their} ability to communicate from a professional?"\_x000D\_

- \_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device."

- \_x000D\_  
1. Excellent\_x000D\_  
2. Good\_x000D\_  
3. A little trouble hearing\_x000D\_  
4. Moderate trouble hearing\_x000D\_  
5. A lot of trouble hearing\_x000D\_  
6. Deaf\_x000D\_

Question "Please indicate whether the following statement describes {CHILD}'s hearing. \_x000D\_If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device.

- \_x000D\_  
{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."\_x000D\_  
\_x000D\_  
-----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room." \_x000D\_

\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} ears or better ear." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Is {CHILD}'s hearing worse in one ear?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes {CHILD}'s hearing in {his/her/their} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her/their} hearing without the hearing aid or assistive device."

----\_x000D\_

1. Excellent\_x000D\_
2. Good\_x000D\_
3. A little trouble hearing\_x000D\_
4. Moderate trouble hearing\_x000D\_
5. A lot of trouble hearing\_x000D\_
6. Deaf\_x000D\_

Question "Has {CHILD}'s hearing ever been evaluated by a professional?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Did you obtain a diagnosis of a problem from a professional?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Awaiting evaluation\_x000D\_

Question "What was the diagnosis? Please select all that apply."

----\_x000D\_

1. Ear wax\_x000D\_
2. Ear canal deformity\_x000D\_
3. Ear infection\_x000D\_
4. Fluid in the ear\_x000D\_
5. Eardrum problem\_x000D\_
6. Illness\_x000D\_
7. Cytomegalovirus (CMV)\_x000D\_
8. Ototoxic exposure to drugs or medicines\_x000D\_
9. Noise exposure\_x000D\_
10. Genetic cause\_x000D\_
11. Injury or trauma to head and neck\_x000D\_
12. Ear or facial surgery\_x000D\_
13. Nerve deafness\_x000D\_
14. Central auditory processing disorder\_x000D\_
15. Deafness\_x000D\_
16. Hearing loss, cause unknown\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.):}\_x000D\_

Question "How old was {CHILD} when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

Question "How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"\_x000D\_

\_x000D\_

Pre-unit: "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"\_x000D\_

\_x000D\_

Years:"\_x000D\_

\_x000D\_

Watermark: "Enter years"

Question "What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed? If there was more than one diagnosis, enter the month and year for the earliest diagnosis." \_x000D\_  
\_x000D\_  
Pre-unit "Month:"

Watermark "Enter the month" \_x000D\_  
\_x000D\_  
"Don't know"

Pre-unit "Year:" \_x000D\_  
\_x000D\_  
Watermark "Enter the year"

Question "Has {CHILD} ever worn a hearing aid?" \_x000D\_  
---- \_x000D\_  
1. Yes, currently \_x000D\_  
2. Yes, in the past \_x000D\_  
3. No \_x000D\_

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?" \_x000D\_  
\_x000D\_  
\_x000D\_  
SaVisible "True" \_x000D\_  
---- \_x000D\_  
1. Answer in months \_x000D\_  
2. Answer in years \_x000D\_  
DON'T KNOW

Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?" \_x000D\_  
\_x000D\_  
Pre-unit "Months:" \_x000D\_  
\_x000D\_  
Watermark "Enter months"

Question "At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?" \_x000D\_  
\_x000D\_  
Pre-unit "Years:" \_x000D\_  
\_x000D\_  
Watermark "Enter years"

Question "How often does {CHILD} use the hearing aid(s) in school?" \_x000D\_  
---- \_x000D\_  
1. All of the time \_x000D\_  
2. Most of the time \_x000D\_  
3. Sometimes \_x000D\_  
4. Rarely \_x000D\_  
5. Never \_x000D\_

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her/their} hearing aid{s}. \_x000D\_

\_x000D\_

{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} {better} ear."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Has a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

DON'T KNOW

Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_  
\_x000D\_  
Pre-unit "Years:"\_x000D\_  
\_x000D\_  
Watermark "Enter years"

Question "Does {CHILD} have a cochlear implant?"\_x000D\_  
----\_x000D\_  
1. Yes, one ear only - right ear\_x000D\_  
2. Yes, one ear only - left ear\_x000D\_  
3. Yes, in both ears\_x000D\_  
4. No\_x000D\_

Question "In what year was it implanted?"\_x000D\_  
\_x000D\_  
Pre-unit "Year:"\_x000D\_  
\_x000D\_  
Watermark "Enter year"\_x000D\_  
\_x000D\_  
"Don't know"

Question "How old was {CHILD} when it was implanted?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Answer in months\_x000D\_  
2. Answer in years\_x000D\_  
DON'T KNOW

Question "How old was {CHILD}, in months, when it was implanted?"\_x000D\_  
\_x000D\_  
Pre-unit "Months:"\_x000D\_  
\_x000D\_  
Watermark "Enter months"

Question "How old was {CHILD}, in years, when it was implanted?"\_x000D\_  
\_x000D\_  
Pre-unit "Years:"\_x000D\_  
\_x000D\_  
Watermark "Enter years"

Question "In what years were they implanted?"\_x000D\_  
\_x000D\_  
Unit "and" \_x000D\_  
\_x000D\_  
Watermark "Enter year for left ear"  
Watermark "Enter year for right ear"

Question "How old was {CHILD} when they were implanted?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Answer in months\_x000D\_  
2. Answer in years\_x000D\_  
DON'T KNOW

Question "How old was {CHILD} when they were implanted in the left ear?"\_x000D\_  
\_x000D\_  
Pre-unit "Age in months:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in months for left ear"

Question "How old was {CHILD} when they were implanted in the left ear?"\_x000D\_  
\_x000D\_  
Pre-unit "Age in years:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in years for left ear"

Question "And in the right ear?"\_x000D\_  
\_x000D\_  
Pre-unit "Age in months:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in months for right ear"\_x000D\_  
\_x000D\_  
"Don't know"

Question "And in the right ear?"\_x000D\_  
\_x000D\_  
Pre-unit "Age in years:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in years for right ear"

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her/their} cochlear implant(s). \_x000D\_  
\_x000D\_  
{CHILD} can usually hear and understand what a person says without seeing their face if that person whispers to {him/her/them} from across a quiet room."\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person talks in a normal voice to {him/her/them} from across a quiet room."\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person shouts to {him/her/them} from across a quiet room."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing their face if that person speaks loudly into {his/her/their} {better} ear."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes, seeing things up close\_x000D\_
  2. Yes, seeing things in the distance\_x000D\_
  3. Yes, both\_x000D\_
  4. No\_x000D\_
- DON'T KNOW

Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Was a school nurse the only professional who evaluated {CHILD}'s vision?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Did you obtain a diagnosis of a vision-related problem from an eye care professional?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Awaiting evaluation\_x000D\_

Question "What was the diagnosis? Please select all that apply."

----\_x000D\_

1. Nearsightedness (Myopia)\_x000D\_
2. Farsightedness (Hyperopia)\_x000D\_
3. Color blindness or deficiency\_x000D\_
4. Astigmatism\_x000D\_
5. Crossed or wandering eye (Strabismus)\_x000D\_
6. Amblyopia or "lazy eye" \_x000D\_
7. Retinopathy\_x000D\_
8. Blindness\_x000D\_
9. Condition requiring glasses - Specific condition unspecified\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.):}\_x000D\_

Question "How old was {CHILD} when the first diagnosis of a problem was made?" \_x000D\_

\_x000D\_

SaVisible "True" \_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

DON'T KNOW

Question "How old was {CHILD}, in months, when the first diagnosis of a problem was made?" \_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "How old was {CHILD}, in years, when the first diagnosis of a problem was made?"\_x000D\_

\_x000D\_

Pre-unit "Years:"\_x000D\_

\_x000D\_

Watermark "Enter years"\_x000D\_

\_x000D\_

"Don't know"

Question "What was the month and year the diagnosis was made? If there was more than one diagnosis, report the earliest."\_x000D\_

\_x000D\_

Pre-unit "Month:"\_x000D\_

\_x000D\_

Watermark "Enter month"

Pre-unit "Year:"\_x000D\_

\_x000D\_

Watermark "Enter the year"

Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her/their} vision?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often does {CHILD} wear glasses or contact lenses?"\_x000D\_

----\_x000D\_

1. All of the time\_x000D\_
2. Most of the time\_x000D\_
3. Sometimes\_x000D\_
4. Rarely\_x000D\_
5. Never\_x000D\_
6. Child does not have glasses or contacts\_x000D\_

Question "Do {CHILD}'s glasses or contacts help {him/her/them} see things up close, see things in the distance, or both?"\_x000D\_

----\_x000D\_

1. See things up close\_x000D\_
2. See things in the distance\_x000D\_
3. Both\_x000D\_

Question "Would you say {CHILD}'s health is ..."\_x000D\_

----\_x000D\_

1. Excellent\_x000D\_
2. Very good\_x000D\_
3. Good\_x000D\_
4. Fair, or\_x000D\_
5. Poor?\_x000D\_

Question "During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?"\_x000D\_

\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?"\_x000D\_

\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs. Please select all that apply."

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Speech or language therapy\_x000D\_
2. Occupational therapy\_x000D\_
3. Physical therapy\_x000D\_
4. Creative arts therapy\_x000D\_
5. Vision services\_x000D\_
6. Hearing services\_x000D\_
7. Social work services\_x000D\_
8. Psychological services\_x000D\_
9. Home visits\_x000D\_
10. Parent support or training\_x000D\_
11. Special class with other children some or all of whom also had special needs\_x000D\_
12. Private tutoring or school for learning problems\_x000D\_
13. Instruction in Braille\_x000D\_
14. Instruction in sign language, Cued Speech, ASL, total communication (TOCO)\_x000D\_
91. Any other service {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "How old was {CHILD} when {this service/the earliest of these services} began?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

DON'T KNOW

Question "How old was {CHILD}, in months, when {this service/the earliest of these services} began?"\_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "How old was {CHILD}, in years, when {this service/the earliest of these services} began?"\_x000D\_

\_x000D\_

Pre-unit "Years:"\_x000D\_

\_x000D\_

Watermark "Enter years"\_x000D\_

\_x000D\_

"Don't know"

Question "What was the month and year when {{CHILD}} first received {{NAME OF SINGLE SERVICE}}/{this service}/{the first of these services began}}? \_x000D\_

\_x000D\_

Pre-unit "Month:"\_x000D\_

\_x000D\_

Watermark "Enter the month"

Pre-unit "Year:"\_x000D\_

\_x000D\_

Watermark "Enter the year"

Question "Is {CHILD} still receiving {this service/any of these services}?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "What was the month and year when {{CHILD}} last received {{NAME OF SINGLE SERVICE}}/the last of these services was received}?"\_x000D\_

\_x000D\_

Pre-unit "Month:"\_x000D\_

\_x000D\_

Watermark "Enter month"

Pre-unit "Year:"\_x000D\_

\_x000D\_

Watermark "Enter year"

Question "During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?"\_x000D\_

----\_x000D\_

1. Completely satisfied\_x000D\_

2. Very satisfied\_x000D\_

3. Fairly satisfied\_x000D\_

4. Somewhat dissatisfied\_x000D\_

5. Very dissatisfied\_x000D\_

Question "Next are some statements that may relate to how you have felt about yourself and your life during the past week. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer. For each statement, please indicate how often in the past week you felt or behaved this way. \_x000D\_ \_x000D\_

How often during the past week have you...\_x000D\_ \_x000D\_

Felt that you were bothered by things that don't usually bother you?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that you did not feel like eating, that your appetite was poor?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that you could not shake off the blues even with help from your family or friends?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that you had trouble keeping your mind on what you were doing?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "{(Continued) }How often during the past week have you...\_x000D\_

\_x000D\_

Felt depressed?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that everything you did was an effort?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt fearful?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that your sleep was restless?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "{(Continued) }How often during the past week have you...\_x000D\_  
\_x000D\_

Felt that you talked less than usual?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt lonely?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt sad?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Felt that you could not get going?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Some of the time\_x000D\_
3. A moderate amount of time\_x000D\_
4. Most of the time\_x000D\_

Question "Now, we would like to ask you about your health. In general, would you say that your health is..."\_x000D\_  
----\_x000D\_

1. Excellent\_x000D\_
2. Very good\_x000D\_
3. Good\_x000D\_
4. Fair, or\_x000D\_
5. Poor?\_x000D\_

Question "During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?"\_x000D\_  
----\_x000D\_

1. A lot of stress\_x000D\_
2. A moderate amount of stress\_x000D\_
3. Relatively little stress\_x000D\_
4. Almost no stress at all\_x000D\_

Question "Does any impairment or health problem now keep you from working at a job or business?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Are you limited in the kind or amount of work you can do because of any impairment or health problem?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "As a reminder, some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_

Over the past year, did any of the following things happen to you?\_x000D\_  
\_x000D\_

You were unfairly stopped, searched, questioned, physically threatened, or abused by the police because of your race or ethnicity."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "You were unfairly prevented from moving into a neighborhood because the landlord or realtor refused to sell or rent you a house or apartment because of your race or ethnicity."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Over the past year, how often were you concerned about {CHILD} ...\_x000D\_  
\_x000D\_

Being mistreated by adults because of {his/her/their} race or ethnicity?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Some of the time\_x000D\_
4. Most of the time\_x000D\_

Question "Being punished more harshly than others because of {his/her/their} race or ethnicity?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Some of the time\_x000D\_
4. Most of the time\_x000D\_

Question "Being excluded from events or groups because of {his/her/their} race or ethnicity?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Some of the time\_x000D\_
4. Most of the time\_x000D\_

Question "In the past year, did you talk to {CHILD} about advantages and challenges {he/she/they} may face because of {his/her/their} race and ethnicity."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2023.\_x000D\_

\_x000D\_

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "{I/We} couldn't afford to eat balanced meals."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often did this happen?"\_x000D\_

----\_x000D\_

1. Almost every month\_x000D\_
2. Some months, but not every month\_x000D\_
3. In only 1 or 2 months\_x000D\_

Question "In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, did you lose weight because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often did this happen?"\_x000D\_

----\_x000D\_

1. Almost every month\_x000D\_
2. Some months, but not every month\_x000D\_
3. In only 1 or 2 months\_x000D\_

Question "Please select whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2023, for {{CHILD}}/children living in the household who are under 18 years old}.\_x000D\_

\_x000D\_

{I/We} relied on only a few kinds of low-cost food to feed {{CHILD}}/the children} because {I was/we were} running out of money to buy food."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question “{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.”\_x000D\_

- \_x000D\_
1. Often true\_x000D\_
  2. Sometimes true\_x000D\_
  3. Never true\_x000D\_

Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”\_x000D\_

- \_x000D\_
1. Often true\_x000D\_
  2. Sometimes true\_x000D\_
  3. Never true\_x000D\_

Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2023, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?”\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question “In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?”\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question “In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?”\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question “How often did this happen?”\_x000D\_

- \_x000D\_
1. Almost every month\_x000D\_
  2. Some months, but not every month\_x000D\_
  3. In only 1 or 2 months\_x000D\_

Question “In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?”\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question “Now we have some question about {CHILD}'s parents. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer. Does {CHILD} have any biological or adoptive parents who are not currently living in your household? Please include parents who are deceased.”

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question "Which biological or adoptive parent(s) are not currently living in your household? Please include parents who are deceased. \_x000D\_ Please select all that apply." \_x000D\_

---- \_x000D\_

1. Biological female parent \_x000D\_
2. Biological male parent \_x000D\_
3. Biological parent of another gender \_x000D\_
4. Adoptive female parent \_x000D\_
5. Adoptive male parent \_x000D\_
6. adoptive parent of another gender \_x000D\_

{We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}.} \_x000D\_

\_x000D\_

{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} \_x000D\_

\_x000D\_

Is {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender} currently living? \_x000D\_

\_x000D\_

SaVisible "True" \_x000D\_

---- \_x000D\_

1. Yes \_x000D\_
  2. No \_x000D\_
  3. The {biological/adoptive} {female parent/male parent/parent of another gender} is unknown \_x000D\_
- DON'T KNOW

Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender}?" \_x000D\_

---- \_x000D\_

1. Less than one month \_x000D\_
2. More than a month but less than a year \_x000D\_
3. More than a year \_x000D\_
4. No contact since birth \_x000D\_
5. {Biological/Adoptive} {male parent/female parent/parent of another gender} is deceased \_x000D\_
6. {CHILD} has had no contact with {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender} since adoption \_x000D\_
7. {{CHILD} does not have an adoptive{male parent/female parent/parent of another gender}} \_x000D\_
8. CHILD's {biological/adoptive} {male parent/female parent/parent of another gender} is not known or was only a donor \_x000D\_

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}\_x000D\_  
\_x000D\_

What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} {have/has} completed?"\_x000D\_

----\_x000D\_

0. Never went to school\_x000D\_

1. 1st grade\_x000D\_

2. 2nd grade\_x000D\_

3. 3rd grade\_x000D\_

4. 4th grade\_x000D\_

5. 5th grade\_x000D\_

6. 6th grade\_x000D\_

7. 7th grade\_x000D\_

8. 8th grade\_x000D\_

9. 9th grade\_x000D\_

10. 10th grade\_x000D\_

11. 11th grade\_x000D\_

12. 12th grade but no diploma\_x000D\_

13. High school equivalent/GED\_x000D\_

14. High school diploma\_x000D\_

15. Vocational or technical program after high school but no vocational/technical diploma\_x000D\_

16. Vocational or technical program after high school, diploma\_x000D\_

17. Some college but no degree\_x000D\_

18. Associate's degree\_x000D\_

19. Bachelor's degree\_x000D\_

20. Graduate or professional school but no degree\_x000D\_

21. Master's degree (MA, MS)\_x000D\_

22. Doctorate degree (Ph.D, Ed.D)\_x000D\_

23. Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)\_x000D\_

24. Don't know\_x000D\_

25. Rather not answer\_x000D\_

Question "{Are you/Is {INITIALS/NAME}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} currently attending or enrolled in any courses from a school, college, or university?"

----

1. Yes

2. No

Question "{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} currently taking courses full time or part time?"\_x000D\_

----\_x000D\_

1. Full-time\_x000D\_

2. Part-time\_x000D\_

Question "Which best describes {your/{INITIALS/NAME}'s} current employment situation? {Are you/Is {INITIALS/NAME}}...

CODES

1. Working 35 or more hours per week, counting all jobs
2. Working less than 35 hours per week, counting all jobs
3. Actively looking for work
4. Not in the labor force

Question "{What is {your/{INITIALS/NAME}'s} current/In {your/{INITIALS/NAME}'s} most recent job, what was {your/{INITIALS/NAME}'s}} job title (for example, 4th-grade teacher, apprentice plumber)?\_x000D\_

If {you/{INITIALS/NAME}} {have/has/had} more than one job, describe the one at which {you/{INITIALS/NAME}} {work/works/worked} the most hours.\_x000D\_

\_x000D\_

Start by typing the job title and select the closest match from the options returned. If you are unable to find a close match for {your/{INITIALS/NAME}'s} job title, click "Job title not listed."\_x000D\_

\_x000D\_

"Job title not listed."

Question "{Your/{INITIALS/NAME}'s} job title could be classified into more than one category. \_x000D\_

\_x000D\_ Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}'s} job.\_x000D\_

\_x000D\_

Specific Area:"

Watermark : "Select one"

Question "Please help us categorize {your/{INITIALS/NAME}'s} {current/most recent} job using the dropdown boxes displayed. Scrolling down each dropdown, click to select the category that best describes your occupation area and classification."

\_x000D\_

General Area:"

Watermark : "Select one"

Question “{Your/{INITIALS/NAME}}’s job title could be classified into more than one category. \_x000D\_

Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}}’s job. \_x000D\_

Specific Area:”

Watermark : "Select one"

Question “Detailed Occupation Classification:”

Watermark : "Select one"

Question “What {are/were} {your/{INITIALS/NAME}}’s job duties {as a/an {JOB TITLE FROM EMQ125}} (for example, instruct and evaluate students and create lesson plans; assemble and install pipe sections and review building plans for work details)?”

Question “At any point since the start of the pandemic, please indicate whether or not {you/{INITIALS/NAME}} had to do any of the following as a result of the coronavirus pandemic. Please select all that apply.”

----\_x000D\_

1. Work more than desired\_x000D\_
2. Work less than desired\_x000D\_
3. Take a job outside regular line of work\_x000D\_
4. Take a less desirable job\_x000D\_
5. Put off enrolling for additional education\_x000D\_
6. Look for additional education or training\_x000D\_
7. None of the above

Question “Since {CHILD} was born, {have you/has/{INITIALS}{NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?” \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Since {CHILD} was born, was there any time in which {his/her/your} family had serious financial problems or was unable to pay the monthly bills?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

DON'T KNOW

Question "During how many years or months since {{CHILD}} was born has {{CHILD}}'s/your} family had serious financial problems?"\_x000D\_

\_x000D\_

Pre-unit "Years:"\_x000D\_

\_x000D\_

Watermark: "Enter years"\_x000D\_

\_x000D\_

"Don't know"

Question "and"\_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark: "Enter months"\_x000D\_

\_x000D\_

"Don't know"

Question "When {you were/{CHILD}'s mother was} pregnant with {CHILD}, did {you/she} receive any benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

DON'T KNOW

Question "Did {CHILD} receive any WIC benefits as an infant or child?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Since {CHILD} was born, have you or anyone in your household ever received Temporary Assistance for Needy Families, sometimes called TANF {or {STATE TANF PROGRAM NAME}}?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "In the past 12 months, have you or anyone in your household received TANF {or {STATE TANF PROGRAM NAME}}?"\_x000D\_ "\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "During those 12 months, how many months did your household receive TANF {or {STATE TANF PROGRAM NAME}}?" \_x000D\_  
\_x000D\_  
Pre-unit "Month(s)"\_x000D\_  
\_x000D\_  
Watermark "Enter months"

Question "Since {CHILD} was born, have you or anyone in your household ever received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "In the past 12 months, have you or anyone in your household received food stamps, also called SNAP, or food benefits on EBT?"\_x000D\_  
\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "During those 12 months, how many months did your household receive food stamps or food benefits on EBT (Electronic Benefit Transfer) from SNAP?"\_x000D\_  
\_x000D\_  
Pre-unit "Month(s)"\_x000D\_  
\_x000D\_  
Watermark "Enter months"

Question "Did you or anyone in your household receive food stamps, also called SNAP, or food benefits on EBT because of not having work during the coronavirus pandemic?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Does {CHILD} receive complete school lunches for free or reduced price at school?"\_x000D\_  
\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Are these lunches free or reduced price?"\_x000D\_  
----\_x000D\_  
1. Free\_x000D\_  
2. Reduced price\_x000D\_

Question "Does {CHILD}'s school offer breakfast for its students?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Does {CHILD} usually receive a breakfast provided by the school?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Does {CHILD} receive free or reduced price breakfasts at school?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Are these breakfasts free or reduced price?"\_x000D\_  
----\_x000D\_  
1. Free\_x000D\_  
2. Reduced price\_x000D\_

Question "During the last five days {CHILD} was in school, how many school breakfasts did {he/she/they} receive?"\_x000D\_  
\_x000D\_  
Pre-unit "Breakfasts:"\_x000D\_  
\_x000D\_  
Watermark "Number of breakfasts"

Question "In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?"\_x000D\_  
----\_x000D\_  
1. \$5,000 or less\_x000D\_  
2. \$5,001 to \$10,000\_x000D\_  
3. \$10,001 to \$15,000\_x000D\_  
4. \$15,001 to \$20,000\_x000D\_  
5. \$20,001 to \$25,000\_x000D\_  
6. \$25,001 to \$30,000\_x000D\_  
7. \$30,001 to \$35,000\_x000D\_  
8. \$35,001 to \$40,000\_x000D\_  
9. \$40,001 to \$45,000\_x000D\_  
10. \$45,001 to \$50,000\_x000D\_  
11. \$50,001 to \$55,000\_x000D\_  
12. \$55,001 to \$60,000\_x000D\_  
13. \$60,001 to \$65,000\_x000D\_  
14. \$65,001 to \$70,000\_x000D\_  
15. \$70,001 to \$75,000\_x000D\_  
16. \$75,001 to \$100,000\_x000D\_  
17. \$100,001 to \$200,000\_x000D\_  
18. \$200,001 to \$300,000\_x000D\_  
19. \$300,001 or more\_x000D\_

Question "What was your total household income last year, to the nearest thousand?"\_x000D\_  
\_x000D\_  
Pre-unit "Total income:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Is there a relative or friend, who does not live in this household, who will always know where you are if you move? We will only contact this person if we cannot locate you for the next survey."  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "What is the contact information for that person?"\_x000D\_  
\_x000D\_  
First Name:"

Question "Last Name:"

Question "Email Address:"\_x000D\_  
\_x000D\_  
Watermark "name@domain.com"

Question "Mobile Number:"\_x000D\_  
\_x000D\_  
"This person doesn't have a mobile phone."

Question "Landline Number:"\_x000D\_  
\_x000D\_  
"This person doesn't have a landline phone."

Question "Please enter the mailing address:"\_x000D\_  
\_x000D\_  
Address Line 1:"

Question "Address Line 2:"\_x000D\_  
\_x000D\_  
Watermark "Apartment number"

Question "City:"

Question "Please select a state, district, or territory:"  
\_x000D\_  
Watermark "Select a state"

Question "ZIP code:"  
DON'T KNOW

Question "What is this person's relationship to you?"\_x000D\_  
----\_x000D\_  
1. Relative\_x000D\_  
2. Person at your job\_x000D\_  
3. Neighbor\_x000D\_  
4. Friend\_x000D\_  
5. Other\_x000D\_

Question "Besides {{FIRST NAME}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "What is the contact information for that person?"\_x000D\_

\_x000D\_  
First Name: "

Question "Last Name:"

Question "Email Address:"\_x000D\_

\_x000D\_  
Watermark "name@domain.com"

Question "Mobile Number:"\_x000D\_

\_x000D\_  
"This person doesn't have a mobile phone."

Question "Landline Number:"\_x000D\_

\_x000D\_  
"This person doesn't have a landline phone."

Question "Please enter the mailing address:"\_x000D\_

\_x000D\_  
Address Line 1:"

Question "Address Line 2:"\_x000D\_

\_x000D\_  
Watermark "Apartment number"

Question "City:"

Question "Please select a state, district, or territory:"

\_x000D\_  
Watermark "Select a state"

Question "ZIP code:"

DON'T KNOW

Question "What is this person's relationship to you?"\_x000D\_

----\_x000D\_

1. Relative\_x000D\_

2. Person at your job\_x000D\_

3. Neighbor\_x000D\_

4. Friend\_x000D\_

5. Other\_x000D\_

Question "What is the contact information for {CHILD}'s {biological female parent/ {or} biological male parent/{or} biological parent of another gender/ {or} adoptive female parent / {or} adoptive male parent/{or} adoptive parent of another gender}?"\_x000D\_

\_x000D\_  
First Name:"\_x000D\_

\_x000D\_  
"I already provided this contact information."\_x000D\_

\_x000D\_  
"Don't know"\_x000D\_

\_x000D\_  
"Rather not answer"

Question "Last Name:"

Question "Email Address:"\_x000D\_

\_x000D\_  
Watermark "name@domain.com"

Question "Mobile Number:"\_x000D\_

\_x000D\_  
"This person doesn't have a mobile phone."

Question "Landline Number:"\_x000D\_

\_x000D\_  
"This person doesn't have a landline phone."

Question "Please enter the mailing address:"\_x000D\_

\_x000D\_  
Address Line 1:"

Question "Address Line 2:"\_x000D\_

\_x000D\_  
Watermark "Apartment number"

Question "City:"

Question "Please select a state, district, or territory:"

\_x000D\_  
Watermark "Select a state"

Question "ZIP code:"

DON'T KNOW

Question "Please confirm this person's relationship to {CHILD} by selecting a choice below."\_x000D\_

----\_x000D\_

1. {Biological female parent}\_x000D\_
2. {Biological male parent}\_x000D\_
3. {Biological parent of another gender}\_x000D\_
4. {Adoptive female parent}\_x000D\_
5. {Adoptive male parent}\_x000D\_
6. {Adoptive parent of another gender}\_x000D\_
7. Other\_x000D\_

Question "Are you, or is someone else, planning to move to a new home with {CHILD} before fall 2024?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Please enter what {CHILD}'s new address will be in fall 2024.\_x000D\_  
\_x000D\_  
Address Line 1: "

Question "Address Line 2:"\_x000D\_  
\_x000D\_  
Watermark "Apartment number"

Question "City:"

Question "Please select a state, district, or territory:"  
\_x000D\_  
Watermark "Select a state"

Question "ZIP code:"  
DON'T KNOW

Question "In the fall of 2024, what school will {CHILD} attend?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. The same school that {CHILD} attends now\_x000D\_  
2. A new school\_x000D\_  
3. {CHILD} will be homeschooled INSTEAD of attending a school\_x000D\_  
DON'T KNOW

Question "Will {CHILD} go to a public or private school in the fall of 2024?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Public\_x000D\_  
2. Private\_x000D\_  
DON'T KNOW

Question "Please enter the full name of the school that {CHILD} will attend in fall 2024."

Question "Where is the school located?"\_x000D\_  
\_x000D\_  
City: "

Question "Please select a state, district, or territory:"  
\_x000D\_  
Watermark "Select a state"

Question "ZIP Code:"  
DON'T KNOW

Question "What is the county for the school?"\_x000D\_  
\_x000D\_

Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."\_x000D\_

\_x000D\_  
County: "\_x000D\_  
\_x000D\_

"Not on list."\_x000D\_  
\_x000D\_

"Don't know"

Question "County"\_x000D\_  
\_x000D\_

Watermark "Enter county"

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."

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

Alternate respondent selection	NA
Respondent selection	NA
Other specify for respondent selection	NA
Respondent selection	NA
Respondent selection	NA

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

Child age	P-RQ2, P-RQ5
Participation in ECE	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

Head Start attendance (relative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Head Start attendance (center)	P-RQ1, P-RQ2, P-RQ3

Birth weight	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was born at term, preterm, or post-term	P-RQ1, P-RQ2, P-RQ5
Whether child was part of a multiple birth	P-RQ1, P-RQ2, P-RQ5

Sex at birth	P-RQ1, P-RQ2
Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Primary language spoken	P-RQ1, P-RQ2, P-RQ5

Primary language spoken	P-RQ1, P-RQ2, P-RQ5
Transition to kindergarten activities	P-RQ2, P-RQ4
Other specify for transition to kindergarten	P-RQ2, P-RQ4

Home visits from kindergarten t	P-RQ2, P-RQ4
School-initiated contact with p	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-tea	P-RQ2, P-RQ3, P-RQ5
Parent attendance at parent-tea	P-RQ2, P-RQ3, P-RQ5

School practices to communicate	P-RQ2, P-RQ3, P-RQ5
School practices to communicate	P-RQ2, P-RQ3, P-RQ5
School practices to communicate	P-RQ2, P-RQ3, P-RQ5
School practices to communicate	P-RQ2, P-RQ3, P-RQ5
School practices to communicate	P-RQ2, P-RQ3, P-RQ5

School practices to provide an e	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an e	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an e	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Whether school provides transla	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the	P-RQ1, P-RQ2, P-RQ3, P-RQ5

Barriers to involvement with the	P-RQ1, P-RQ2, P-RQ3, P-RQ5
How often parent or someone else	P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3

The child's school avoidance	P-RQ2, P-RQ3
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5

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

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

Ethnicity of child, parent figure	P-RQ1, P-RQ2, P-RQ5
Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or	P-RQ1, P-RQ2, P-RQ5
Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5

Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Child's race/ethnicity	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Current household roster	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the	P-RQ1, P-RQ2, P-RQ5

Other specify for marital status	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status	P-RQ1, P-RQ2, P-RQ5
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

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

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

Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Amount of chaos in the home	P-RQ2, P-RQ3
Reading by the child	P-RQ2
Reading by the child	P-RQ2

Availability and use of a home c	P-RQ2
Availability and use of a home c	P-RQ2
Amount of time the child plays	P-RQ2
Amount of time the child plays	P-RQ2
Amount of time the child plays	P-RQ2
Amount of time the child plays	P-RQ2
Amount of time the child plays	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2

Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Media engagement and usage	P-RQ2
Children's organized activities (s	P-RQ2
Outings and activities with child	P-RQ2
Child activities outside of school	P-RQ2

Child activities outside of school	P-RQ2
Outside play	P-RQ2
Neighborhood safety	P-RQ2
Neighborhood resources	P-RQ2
Frequency with which the family	P-RQ2
Frequency with which the family	P-RQ2

Talking to child about ethnic or	P-RQ2
Talking to child about family reli	P-RQ2
Hours of child sleep and whethe	P-RQ2
Hours of child sleep and whethe	P-RQ2
Hours of child sleep and whethe	P-RQ2
Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5

Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Self-control	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Externalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors	P-RQ2, P-RQ5
Approaches toward learning	P-RQ2, P-RQ5
Externalizing problem behaviors	P-RQ2, P-RQ5
Externalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5

Internalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Externalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Internalizing problem behaviors	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5
Attention span persistence	P-RQ2, P-RQ5

Adverse child experiences	P-RQ2, P-RQ5
Adverse child experiences	P-RQ2, P-RQ5
Routine health and dental care	P-RQ2
Routine health and dental care	P-RQ2

Family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Other specify for family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2
Ear infection history	P-RQ2

Treatments used for ear infection	P-RQ2
Treatments used for ear infection	P-RQ2
Health insurance coverage	P-RQ2
Exercise/physical activities	P-RQ2

Diagnoses of disabilities and head	P-RQ2, P-RQ5
Other specify for diagnoses of d	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Other specify for diagnoses of d	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Other specify for diagnoses of d	P-RQ2, P-RQ5

Diagnoses of disabilities and head	P-RQ2, P-RQ5
Other specfity for diagnoses of d	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5

Diagnoses of disabilities and head	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5
Communication problems	P-RQ2, P-RQ5

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

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

Diagnoses of disabilities and head	P-RQ2, P-RQ5
Other specify for diagnoses of d	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5









Glasses, hearing aids, cochlear i	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear i	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Diagnoses of disabilities and head	P-RQ2, P-RQ5

Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Other specify for diagnoses of d	P-RQ2, P-RQ5
Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Diagnoses of disabilities and hearing	P-RQ2, P-RQ5
Glasses, hearing aids, cochlear i	P-RQ2, P-RQ5

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

Discrimination	P-RQ5









Discrimination	P-RQ5
Ability to purchase food sufficie	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficie	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficie	P-RQ2, P-RQ3, P-RQ5

Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient	P-RQ2, P-RQ3, P-RQ5

Ability to purchase food sufficient	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient	P-RQ2, P-RQ3, P-RQ5
Ability to purchase food sufficient	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children	P-RQ2, P-RQ3, P-RQ5
Whether child has biological or	P-RQ1, P-RQ2, P-RQ3

Whether child has biological or	P-RQ1, P-RQ2, P-RQ3
Biological and adoptive parents'	P-RQ1, P-RQ2, P-RQ3
Time since last contact (either i	P-RQ1, P-RQ2, P-RQ3

Diplomas or degrees parent has	P-RQ1, P-RQ2
Parents' current school attenda	P-RQ1, P-RQ2
Parents' current school attenda	P-RQ1, P-RQ2

Parents' current employment Occupation	P-RQ1, P-RQ2 P-RQ1, P-RQ2
Occupation	P-RQ1, P-RQ2
Occupation	P-RQ1, P-RQ2

Occupation	P-RQ1, P-RQ2
Occupation	P-RQ1, P-RQ2
Occupation	P-RQ1, P-RQ2
Family experiences during the coronavirus pandemic.	P-RQ1, P-RQ2
Active duty military service	P-RQ1, P-RQ2
Active duty military service	P-RQ1, P-RQ2

Family hardship	P-RQ1, P-RQ2
Family hardship	P-RQ1, P-RQ2
Family hardship	P-RQ1, P-RQ2
Receipt of benefits from the Sp	P-RQ2, P-RQ5
Receipt of benefits from the Sp	P-RQ2, P-RQ5
Receipt of TANF since child's bir	P-RQ2, P-RQ5
Receipt of TANF since child's bir	P-RQ2, P-RQ5

Receipt of TANF since child's bir	P-RQ2, P-RQ5
Receipt of Food Stamps, also cal	P-RQ2, P-RQ5
Receipt of Food Stamps, also cal	P-RQ2, P-RQ5
Receipt of Food Stamps, also cal	P-RQ2, P-RQ5
Family experiences during the coronavirus pandemic	P-RQ1, P-RQ2
Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5

Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5
Participation in Federal School	P-RQ2, P-RQ5
Total family income for the year	P-RQ1, P-RQ2, P-RQ5









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

Section	Item #
INQ	INQ001
INQ	INQ001b
INQ	INQ002
INQ	INQ005a
INQ	INQ005b

INQ	INQ005c
INQ	INQ005d1
INQ	INQ005d2
INQ	INQ005e
INQ	INQ005f
INQ	INQ005g
INQ	INQ005i
INQ	INQ005j

INQ	INQ005k
INQ	INQ010a
INQ	INQ010b
INQ	INQ010c
INQ	INQ020a
INQ	INQ020b
INQ	INQ020c
INQ	INQ020d
INQ	INQ050a
INQ	INQ050b
INQ	INQ060a

INQ	INQ060b
INQ	INQ080
INQ	INQ090
INQ	INQ100a
INQ	INQ100b
INQ	INQ100c
INQ	INQ100d
INQ	INQ100e
INQ	INQ100f

INQ	INQ130a
INQ	INQ130b
INQ	INQ130c
PIQ	PIQ051
PIQ	PIQ060
PIQ	PIQ065

PIQ	PIQ066
PIQ	PIQ127
PIQ	PIQ127OS
PIQ	PIQ129a
PIQ	PIQ129b
PIQ	PIQ129c

PIQ	PIQ129d
PIQ	PIQ130
PIQ	PIQ185
PIQ	PIQ190

PIQ	PIQ200
PIQ	PIQ210
PIQ	PIQ220
PIQ	PIQ230
PIQ	PIQ231a

PIQ	PIQ231b
PIQ	PIQ231c
PIQ	PIQ400
PIQ	PIQ415
PIQ	PIQ470

PIQ	PIQ490
PIQ	PIQ500
PIQ	PIQ515
PIQ	PIQ520
PIQ	PIQ550
PIQ	PIQ560

PIQ	PIQ585a
PIQ	PIQ585b
PIQ	PIQ585c
PIQ	PIQ585d
PIQ	PIQ585e
FSQ	FSQ001

FSQ	FSQ005
FSQ	FSQ005OS
FSQ	FSQ006
FSQ	FSQ007

FSQ	FSQ010a
FSQ	FSQ010b
FSQ	FSQ030
FSQ	FSQ040

FSQ	FSQ050
FSQ	FSQ110
FSQ	FSQ120
FSQ	FSQ120a
FSQ	FSQ120b

FSQ	FSQ120c
FSQ	FSQ121
FSQ	FSQ122
FSQ	FSQ130

FSQ	FSQ140
FSQ	FSQ150
FSQ	FSQ160
FSQ	FSQ170
FSQ	FSQ180
FSQ	FSQ1800S

FSQ	FSQ190
FSQ	FSQ195
FSQ	FSQ200
FSQ	FSQ2000S
HEQ	HEQ030

HEQ	HEQ035
HEQ	HEQ036
HEQ	HEQ040
HEQ	HEQ045
HEQ	HEQ105

HEQ	HEQ210
HEQ	HEQ215
HEQ	HEQ217a
HEQ	HEQ217b
HEQ	HEQ217c

HEQ	HEQ217d
HEQ	HEQ217e
HEQ	HEQ217f
HEQ	HEQ217g
HEQ	HEQ217h

HEQ	HEQ217i
HEQ	HEQ217j
HEQ	HEQ217k
HEQ	HEQ217l
HEQ	HEQ220
HEQ	HEQ274a

HEQ	HEQ274b
HEQ	HEQ274c
HEQ	HEQ280
HEQ	HEQ287
HEQ	HEQ287OS
HEQ	HEQ288

HEQ	HEQ399
HEQ	HEQ400
HEQ	HEQ520
HEQ	HEQ521
HEQ	HEQ595
HEQ	HEQ600a
HEQ	HEQ600b
SSQ	SSQ010a
SSQ	SSQ010b

SSQ	SSQ010c
SSQ	SSQ010d
SSQ	SSQ010e
SSQ	SSQ010f
SSQ	SSQ010g
SSQ	SSQ010h
SSQ	SSQ010i
SSQ	SSQ010j
SSQ	SSQ010k
SSQ	SSQ010l
SSQ	SSQ010m
SSQ	SSQ010n
SSQ	SSQ010o
SSQ	SSQ010p
SSQ	SSQ010q
SSQ	SSQ010r
SSQ	SSQ010s

SSQ	SSQ010t
SSQ	SSQ010u
SSQ	SSQ010v
SSQ	SSQ010w
SSQ	SSQ010x
SSQ	SSQ010y
SSQ	SSQ010z1
SSQ	SSQ010z2
SSQ	SSQ010z3
SSQ	SSQ010z4
SSQ	SSQ010z5
SSQ	SSQ010z6
SSQ	SSQ010z7
SSQ	SSQ010z8
SSQ	SSQ010z9

SSQ	SSQ020a
SSQ	SSQ020b
SSQ	SSQ020c
SSQ	SSQ020d

SSQ	SSQ020e
SSQ	SSQ020f
SSQ	SSQ025a
SSQ	SSQ025b
SSQ	SSQ025c

SSQ	SSQ025d
SSQ	SSQ025e
SSQ	SSQ025f
SSQ	SSQ030a
SSQ	SSQ030b

SSQ	SSQ030c
SSQ	SSQ030d
SSQ	SSQ030e
SSQ	SSQ035a

SSQ	SSQ035b
SSQ	SSQ035c
SSQ	SSQ035d
SSQ	SSQ035e

SSQ	SSQ035f
SSQ	SSQ040a
SSQ	SSQ040b
SSQ	SSQ040c

SSQ	SSQ040d
SSQ	SSQ040e
SSQ	SSQ040f
CFQ	CFQ100
CFQ	CFQ320a

CFQ	CFQ320b
CFQ	CFQ320c
CCQ	CCQ005
CCQ	CCQ010
CCQ	CCQ060

CCQ	CCQ065
CCQ	CCQ070
CCQ	CCQ075
CCQ	CCQ085
CCQ	CCQ090

CCQ	CCQ092
CCQ	CCQ093
CCQ	CCQ093OS
CCQ	CCQ094
CCQ	CCQ095
CCQ	CCQ095OS

CCQ	CCQ096
CCQ	CCQ110
CCQ	CCQ115
CCQ	CCQ165
CCQ	CCQ170

CCQ	CCQ175
CCQ	CCQ185
CCQ	CCQ190
CCQ	CCQ192
CCQ	CCQ193

CCQ	CCQ1930S
CCQ	CCQ194
CCQ	CCQ195
CCQ	CCQ1950S
CCQ	CCQ196
CCQ	CCQ205

CCQ	CCQ260
CCQ	CCQ325
CCQ	CCQ330
CCQ	CCQ335
CCQ	CCQ350

CCQ	CCQ355
CCQ	CCQ365
CCQ	CCQ370
CCQ	CCQ3700S

CCQ	CCQ371
CCQ	CCQ372
CCQ	CCQ372OS
CCQ	CCQ373
CCQ	CCQ375
HRQ	HRQ010

HRQ	HRQ015
HRQ	HRQ030
HRQ	HRQ040a
HRQ	HRQ040b
HRQ	HRQ060
HRQ	HRQ080a

HRQ	HRQ080b
HRQ	HRQ090
HRQ	HRQ100
NRQ	NRQ010

NRQ	NRQ040
NRQ	NRQ123
DWQ	DWQ040
DWQ	DWQ045

DWQ	DWQ050
DWQ	DWQ060
DWQ	DWQ070a
DWQ	DWQ070b
DWQ	DWQ070c
DWQ	DWQ070d

DWQ	DWQ070e
DWQ	DWQ070f
DWQ	DWQ077a
DWQ	DWQ077b
DWQ	DWQ077c

CHQ	CHQ010
CHQ	CHQ020
CHQ	CHQ020b
CHQ	CHQ020c
CHQ	CHQ020d
CHQ	CHQ020e
CHQ	CHQ020f

CHQ	CHQ021
CHQ	CHQ022
CHQ	CHQ023
CHQ	CHQ024
CHQ	CHQ024OS
CHQ	CHQ025

CHQ	CHQ026
CHQ	CHQ027
CHQ	CHQ030
CHQ	CHQ060
CHQ	CHQ086
CHQ	CHQ086a
CHQ	CHQ086b

CHQ	CHQ086c
CHQ	CHQ086d
CHQ	CHQ087
CHQ	CHQ087a
CHQ	CHQ087b
CHQ	CHQ092

CHQ	CHQ092a
CHQ	CHQ093
CHQ	CHQ093a
CHQ	CHQ094
CHQ	CHQ094a

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

CHQ	CHQ109
CHQ	CHQ110
CHQ	CHQ111
CHQ	CHQ115

CHQ	CHQ120
CHQ	CHQ125
CHQ	CHQ125OS
CHQ	CHQ125a
CHQ	CHQ125aOS

CHQ	CHQ126
CHQ	CHQ126OS
CHQ	CHQ127
CHQ	CHQ127OS
CHQ	CHQ130

CHQ	CHQ131a
CHQ	CHQ131b
CHQ	CHQ135a
CHQ	CHQ135b
CHQ	CHQ140

CHQ	CHQ155
CHQ	CHQ173
CHQ	CHQ200
CHQ	CHQ205
CHQ	CHQ206a

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

CHQ	CHQ215
CHQ	CHQ216
CHQ	CHQ217
CHQ	CHQ218

CHQ	CHQ219
CHQ	CHQ220
CHQ	CHQ221
CHQ	CHQ222

CHQ	CHQ235
CHQ	CHQ245
CHQ	CHQ246
CHQ	CHQ246OS

CHQ	CHQ250a
CHQ	CHQ250b
CHQ	CHQ250c
CHQ	CHQ255a
CHQ	CHQ255b
CHQ	CHQ256

CHQ	CHQ257a
CHQ	CHQ257b
CHQ	CHQ257c
CHQ	CHQ258
CHQ	CHQ259

CHQ	CHQ260
CHQ	CHQ261
CHQ	CHQ262
CHQ	CHQ263
CHQ	CHQ264a
CHQ	CHQ264b
CHQ	CHQ264c

CHQ	CHQ270
CHQ	CHQ271
CHQ	CHQ272a
CHQ	CHQ272b
CHQ	CHQ272c
CHQ	CHQ273
CHQ	CHQ274
CHQ	CHQ275a

CHQ	CHQ275b
CHQ	CHQ275c
CHQ	CHQ276b
CHQ	CHQ276c
CHQ	CHQ277
CHQ	CHQ278
CHQ	CHQ279

CHQ	CHQ280
CHQ	CHQ285
CHQ	CHQ290
CHQ	CHQ300
CHQ	CHQ301
CHQ	CHQ301OS

CHQ	CHQ305a
CHQ	CHQ305b
CHQ	CHQ305c
CHQ	CHQ310a
CHQ	CHQ310b
CHQ	CHQ311
CHQ	CHQ312

CHQ	CHQ313
CHQ	CHQ314
CHQ	CHQ330
CHQ	CHQ340
CHQ	CHQ341
CHQ	CHQ385
CHQ	CHQ390a

CHQ	CHQ390b
CHQ	CHQ420
CHQ	CHQ430
VIQ	VIQ010
VIQ	VIQ020

VIQ	VIQ021
VIQ	VIQ022
VIQ	VIQ030
VIQ	VIQ040

VIQ	VIQ050
VIQ	VIQ060
PPQ	PPQ220
PPQ	PPQ225
PPQ	PPQ226

FDQ	FDQ130a
FDQ	FDQ130b
FDQ	FDQ130c
FDQ	FDQ140
FDQ	FDQ150
FDQ	FDQ160
FDQ	FDQ170

FDQ	FDQ180
FDQ	FDQ190
FDQ	FDQ191
FDQ	FDQ192a
FDQ	FDQ192b
FDQ	FDQ192c
FDQ	FDQ210

FDQ	FDQ240
FDQ	FDQ242
FDQ	FDQ243
FDQ	FDQ250
FDQ	FDQ300
FDQ	FDQ305

PEQ	PEQ020
PEQ	PEQ050
PEQ	PEQ060

EMQ	EMQ020
EMQ	EMQ030
EMQ	EMQ040
EMQ	EMQ050
EMQ	EMQ060

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

EMQ	EMQ130
EMQ	EMQ140
EMQ	EMQ150
EMQ	EMQ210
EMQ	EMQ215

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

PAQ	PAQ110
PAQ	PAQ120
PAQ	PAQ121
PAQ	PAQ138

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

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

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

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

CMQ	CMQ310b
CMQ	CMQ310c
CMQ	CMQ310d1
CMQ	CMQ310d2
CMQ	CMQ310e
CMQ	CMQ310f
CMQ	CMQ310g
CMQ	CMQ310h
CMQ	CMQ800
CMQ	CMQ805
Note: Items	under consideration to r

**Item Wording National - REDACTED**

Question "Thank you for launching the ECLS survey about (CHILD)! We would like to collect some information about {CHILD}'s school and home experiences.\_x000D\_ \_x000D\_

Here are some tips to keep in mind when completing the survey:\_x000D\_ \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.\_x000D\_
- 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.\_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_
- You may skip any questions that you do not want to answer. \_x000D\_ \_x000D\_

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

Question "In {{MONTH} {YEAR}}, {PREVIOUS ROUND RESPONDENT'S FIRST NAME} {PREVIOUS ROUND RESPONDENT'S LAST NAME} {approximately {PREVIOUS ROUND RESPONDENT'S AGE} years old} completed a survey for the study. \_x000D\_ \_x000D\_

Are you {PREVIOUS ROUND RESPONDENT'S FIRST NAME} {PREVIOUS ROUND RESPONDENT'S LAST NAME}?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health.\_x000D\_
3. No, {CHILD} does not live in this household.\_x000D\_

Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact him or her for the survey.\_x000D\_

\_x000D\_

First Name: "

Question "Last Name:"

Question "Email Address: "\_x000D\_  
\_x000D\_  
Watermark: "name@domain.com"

Question "Please {confirm/enter} the mailing address._x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"
Question "City:"
Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"
Question "ZIP code:"
Question "Please select your name and/or description from the list below. If you are not on the list, select "not on list."_x000D_ ----_x000D_ 1. {Person who did the survey last fall/First name of person who did _x000D_ the survey last fall/Last name of person who did the survey last fall/_x000D_ {RESPONDENT'S FIRST NAME} {RESPONDENT'S LAST NAME}}_x000D_ {, about age {RESPONDENT'S AGE}} {, {RESPONDENT'S SEX}}_x000D_ 2. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 3. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 4. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 5. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 6. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 7. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 8. {HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}}_x000D_ {, {HH MEMBER'S SEX}}_x000D_ 36. Not on list_x000D_

Question "What is your name?\_x000D\_  
\_x000D\_  
We ask for first names so that we can ask questions about each person in the survey.\_x000D\_  
\_x000D\_  
First Name:"

Question "{Please enter or confirm your last name.}\_x000D\_  
\_x000D\_  
Last Name:"

Question "We need your permission before we can include {CHILD} in the study activities. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study. We would like to collect your survey responses, even if you do not permit {CHILD} to take part in study activities.\_x000D\_  
\_x000D\_  
Do you give your permission for {CHILD} to participate in the ECLS?"\_x000D\_  
----\_x000D\_  
1. Yes, I give permission for {CHILD} to participate in the ECLS.\_x000D\_  
2. No, I do not give permission for {CHILD} to participate.\_x000D\_

Question "Please enter or confirm your name from the previous question.\_x000D\_  
\_x000D\_  
First Name: "

Question "Last Name:"

Question "Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. \_x000D\_  
\_x000D\_  
First Name:"

Question "Middle name:"\_x000D\_  
\_x000D\_  
InstResp: "If there is no middle name, please skip this."

Question "Last Name:"

Question "Our records also show that {CHILD} is {male/female}. Is that correct?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "What is {CHILD}'s sex?"\_x000D\_  
----\_x000D\_  
1. Male\_x000D\_  
2. Female\_x000D\_

Question "Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "What is {CHILD}'s date of birth?"\_x000D\_

\_x000D\_

InstResp "Please enter the two-digit month, two-digit day, and four-digit year (for example, 04/04/2017)."\_x000D\_

\_x000D\_

Watermark "MM/DD/YYYY"\_x000D\_

\_x000D\_

"Don't know"\_x000D\_

\_x000D\_

"Rather not answer"

Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b, c, and d} years old. Is that correct?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "How old is {CHILD}?"\_x000D\_

\_x000D\_

Watermark "Enter age"

Question "Our records show that you live at \_x000D\_

\_x000D\_

{ADDRESS LINE 1}{,} {ADDRESS LINE 2}\_x000D\_

{CITY}, {STATE} {ZIP CODE} \_x000D\_

\_x000D\_

Is that correct?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Please enter your mailing address.\_x000D\_

\_x000D\_

Address Line 1: "

Question "Address Line 2:"\_x000D\_

\_x000D\_

Watermark "Apartment number"

Question "City:"

Question "State:"\_x000D\_

\_x000D\_

InstResp "Please select a state, district, or territory."\_x000D\_

\_x000D\_

Watermark "Select a state"

Question "Zip code:"

Question "Please confirm or enter your contact information."\_x000D\_  
\_x000D\_  
Email Address:"\_x000D\_  
\_x000D\_  
Watermark name@domain.com\_x000D\_  
\_x000D\_  
"I don't have an email address."

Question "Mobile Number:"\_x000D\_  
\_x000D\_  
"I don't have a mobile phone."

Question "Landline Number:"\_x000D\_  
\_x000D\_  
"I don't have a landline phone."

Question "Now, we'd like to ask you about {CHILD}'s school. \_x000D\_  
\_x000D\_  
To what extent did you or someone else in your household choose where to live so  
that {CHILD} could attend {his/her} current school?\_x000D\_  
\_x000D\_  
{CHILD} being able to go to {his/her} current school was ..."

InstResp: "Choosing where to live" means moving to a particular neighborhood so that  
the child can go to the school that is assigned to that neighborhood."\_x000D\_  
----\_x000D\_  
1. A primary factor\_x000D\_  
2. One of several factors\_x000D\_  
3. Not a factor\_x000D\_

Question "Which of the following best describes the school that {CHILD} is  
attending?"\_x000D\_  
\_x000D\_

InstResp "Note: Throughout the survey, click the blue "i" icon for more information  
about an item."\_x000D\_  
----\_x000D\_  
1. {CHILD} is attending the regularly-assigned school for our home.\_x000D\_  
2. {CHILD} is attending the regularly-assigned school for our home that is also the  
school we would choose for {him/her}.\_x000D\_  
3. {CHILD} is attending a school we chose that is not the assigned school for our  
home.\_x000D\_  
4. {CHILD} is homeschooled.\_x000D\_

Question "Does {CHILD} attend a school?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities."\_x000D\_  
\_x000D\_  
Watermark "Hours per week"

Question "Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her} school contacted your household about any behavior problems {he/she} is having, such as:"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Biting\_x000D\_
2. Being aggressive\_x000D\_
3. Not following directions\_x000D\_
4. Being overly active\_x000D\_
5. Being impulsive or having little or no self-control\_x000D\_
6. None of the above\_x000D\_
91. Another behavior problem (Please specify):\_x000D\_

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever had an in-school or out-of-school suspension?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been suspended?"\_x000D\_  
\_x000D\_  
InstResp "Please include both in-school and out-of-school suspensions."\_x000D\_  
\_x000D\_  
Pre-unit "Times:"\_x000D\_  
\_x000D\_  
Watermark "Times suspended"

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever been expelled?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been expelled?"\_x000D\_

Pre-unit "Times:"\_x000D\_

\_x000D\_

Watermark "Times expelled"

Question "Since the beginning of this school year, have you or the other adults in your household done any of the following activities?"\_x000D\_

\_x000D\_InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Attended an open house or a back-to-school night\_x000D\_
2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization\_x000D\_
3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher\_x000D\_
4. Attended a school or class event, such as a play, sports event, or science fair\_x000D\_
5. Served as a volunteer in {CHILD}'s classroom or elsewhere in the school\_x000D\_
6. None of the above\_x000D\_

Question "During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?"\_x000D\_

\_x000D\_

Pre-unit "Times:"\_x000D\_

\_x000D\_

Watermark "Times"

Question "How well has {CHILD}'s school done with each of the following activities during this school year?"\_x000D\_

\_x000D\_

The school lets you know between report cards how {CHILD} is doing in school."\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Does this very well\_x000D\_
2. Just OK\_x000D\_
3. Doesn't do this at all\_x000D\_

DON'T KNOW

Question "The school helps you understand what children at {CHILD}'s age are like."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school makes you aware of chances to volunteer at the school."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school provides workshops, materials, or advice about how to help {CHILD} learn at home."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "The school provides information on community services to help {CHILD} or your family."\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Does this very well\_x000D\_  
2. Just OK\_x000D\_  
3. Doesn't do this at all\_x000D\_  
DON'T KNOW

Question "Please answer the questions below about {CHILD}'s school.\_x000D\_  
\_x000D\_  
At this school, all students are treated equally."\_x000D\_  
----\_x000D\_  
1. Strongly agree\_x000D\_  
2. Agree\_x000D\_  
3. Disagree\_x000D\_  
4. Strongly disagree\_x000D\_

Question "This school teaches with materials that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries)." \_x000D\_

----\_x000D\_

1. Strongly agree\_x000D\_
2. Agree\_x000D\_
3. Disagree\_x000D\_
4. Strongly disagree\_x000D\_

Question "This school thinks it is important to show respect for all students' backgrounds, beliefs, values, and ways of life." \_x000D\_

----\_x000D\_

1. Strongly agree\_x000D\_
2. Agree\_x000D\_
3. Disagree\_x000D\_
4. Strongly disagree\_x000D\_

Question "When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?"

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

----\_x000D\_

1. Inconvenient meeting times\_x000D\_
2. No child care keeps your family from going to school meetings or event\_x000D\_
3. Family members can't get time off from work\_x000D\_
4. Problems with safety going to the school\_x000D\_
5. The school does not make your family feel welcome\_x000D\_
6. Problems with transportation to the school\_x000D\_
7. You don't hear about things going on at school that you might want to be involved in\_x000D\_
8. Another reason\_x000D\_
9. None of these\_x000D\_

Question "This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How satisfied are you with the school {CHILD} attends this year?"\_x000D\_  
----\_x000D\_

1. Very satisfied\_x000D\_
2. Somewhat satisfied\_x000D\_
3. Somewhat dissatisfied\_x000D\_
4. Very dissatisfied\_x000D\_

Question "How many times was {CHILD} late for school during the past four weeks?"\_x000D\_  
\_x000D\_

Watermark "Enter # of times"

Question "How do you feel about the amount of homework {CHILD} is assigned?"\_x000D\_  
----\_x000D\_

1. The amount is about right.\_x000D\_
2. It's too much.\_x000D\_
3. It's too little.\_x000D\_

Question "During this school year, how often did you or someone else help {CHILD} with {his/her} homework?"\_x000D\_  
\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. 5 or more times a week\_x000D\_

DON'T KNOW

Question "How often do you or someone else check that {CHILD} has completed all of {his/her} homework?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Always\_x000D\_

Question "Now we have a question about your expectations of {CHILD}'s grades during this school year. Overall, how do you expect {CHILD}'s grades will be?"\_x000D\_  
----\_x000D\_

1. Excellent\_x000D\_
2. Above average\_x000D\_
3. Average\_x000D\_
4. Below average\_x000D\_
5. Failing\_x000D\_

Question "How often would you say that {CHILD}...\_x000D\_  
\_x000D\_

Makes up reasons to stay home from school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Seems to dread going to school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Becomes upset when it's time to go to school in the morning?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Asks to stay home from school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "Complains about going to school?"\_x000D\_

----\_x000D\_

1. Almost never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. A lot\_x000D\_
5. Almost always\_x000D\_

Question "We would like to ask about household members who lived in this household  
at the time of our last survey. \_x000D\_

\_x000D\_

Does {NAME} {who is about {AGE} years old} {and} {male/female} still live in this  
household?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Why is {NAME} no longer living in this household?"\_x000D\_

----\_x000D\_

1. Separation or divorce\_x000D\_
2. Attending college or boarding school\_x000D\_
3. Living elsewhere for employment-related reasons\_x000D\_
4. Deceased\_x000D\_
5. Moved on or moved elsewhere\_x000D\_
6. This person never lived in this household\_x000D\_
7. Moved back with parents or moved with other parent\_x000D\_
8. In jail or prison\_x000D\_
9. Relationship ended\_x000D\_
91. Some other reason (Please specify):\_x000D\_

Question "Other than {you and {CHILD}/you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}}, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since the last survey?"\_x000D\_

\_x000D\_

InstResp "Please do not include anyone staying here temporarily who usually lives somewhere else."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Please list the first names of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else."\_x000D\_

\_x000D\_

New household member 1\_x000D\_

\_x000D\_

New household member 2\_x000D\_

\_x000D\_

New household member 3\_x000D\_

\_x000D\_

New household member 4

Question "Now we have some questions about your household. In the questions that follow, please add the first names, ages, and sexes of everyone who normally lives in your household. Some information about you and {CHILD} information has already been added.\_x000D\_

\_x000D\_

{Don't forget to include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else.}\_x000D\_

\_x000D\_

Please click on the "Next" button below to continue."

Please add information for all household members. For babies less than 1 year old, enter 0 for the age.\_x000D\_

\_x000D\_

{If needed, you may list more household members by selecting the "Add a person" button under the last row. The list of household members may be shown on more than one screen to allow for household members to be added. When you are finished adding all household members, select "Next" to move to the next question.}\_x000D\_

{If needed, you can add more household members later.}\_x000D\_

{If a person was added in error, select the "Remove this person" button and the person will be removed after any other button is selected.}

\_x000D\_

First name\_x000D\_

\_x000D\_

Household member 1 {DISPLAY FIRST NAME OF RESPONDENT} \_x000D\_

\_x000D\_

Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}

Question "Age"\_x000D\_

\_x000D\_

Watermark "Enter age"

Question "Sex"\_x000D\_

----\_x000D\_

1. Male\_x000D\_

2. Female\_x000D\_

Question "Please confirm the first names, ages, and sexes of persons in your household. Is this information correct?" \_x000D\_ \_x000D\_

InstResp "If you would like to add household members or change information, please select "No" to go back and make changes. Typos in first names do NOT need to be corrected. If you want to change a first name for someone other than yourself or {CHILD}, after selecting "No" on this screen, use the "Remove this person" button and then the "Add a person" button to add them back with the corrected name. If you have more than eight household members and select "No" to go back and make changes, they will be listed on more than one screen when you back up. Please select "Next" on each screen to see all the household members listed."

{LIST OF HOUSEHOLD MEMBERS SHOWING FIRST NAMES, AGES, AND SEXES}\_x000D\_ ----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Do you have a spouse or partner who lives in this household?"\_x000D\_ ----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Who in the household is your spouse or partner?"\_x000D\_ \_x000D\_

InstRep: "Select the name of the person who is your spouse/partner. If name not listed, select "not on list.""\_x000D\_

----\_x000D\_

1. {DISPLAY HH MEMBER NAME 1}\_x000D\_
2. {DISPLAY HH MEMBER NAME 2}\_x000D\_
3. {DISPLAY HH MEMBER NAME 3}\_x000D\_
4. {DISPLAY HH MEMBER NAME 4}\_x000D\_
5. {DISPLAY HH MEMBER NAME 5}\_x000D\_
6. {DISPLAY HH MEMBER NAME 6}\_x000D\_
7. {DISPLAY HH MEMBER NAME 7}\_x000D\_
8. {DISPLAY HH MEMBER NAME 8}\_x000D\_
37. Not on list\_x000D\_

Question "What is the first name of your spouse or partner?"\_x000D\_ \_x000D\_

First name:"

Question "How old is {NAME}?"\_x000D\_ \_x000D\_

Pre-unit "Age:"\_x000D\_ \_x000D\_

Watermark "Enter age"

Question "Is {NAME} male or female?"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_

Question "During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?"\_x000D\_

----\_x000D\_

InstResp "For example, we mean changes in relationship such as becoming a step-

parent, adoptive parent, or guardian of {CHILD}."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?"\_x000D\_

----\_x000D\_

InstResp "For example, we mean changes in relationship such as becoming a step-

parent, adoptive, parent, or guardian of {CHILD}."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "What is {your/{NAME}'s} relationship to {CHILD}?"\_x000D\_

----\_x000D\_

1. Mother/female guardian\_x000D\_
2. Father/male guardian\_x000D\_
3. Sister\_x000D\_
4. Brother\_x000D\_
5. Girlfriend or female partner of {CHILD}'s parent/guardian\_x000D\_
6. Boyfriend or male partner of {CHILD}'s parent/guardian\_x000D\_
7. Grandmother\_x000D\_
8. Grandfather\_x000D\_
9. Aunt\_x000D\_
10. Uncle\_x000D\_
11. Cousin\_x000D\_
12. Other relative\_x000D\_
13. Other nonrelative\_x000D\_

Question "{Are you/Is {NAME}} {CHILD}'s..."\_x000D\_  
----\_x000D\_

1. Biological or birth mother\_x000D\_
2. Adoptive mother\_x000D\_
3. Step mother\_x000D\_
4. Foster mother or legal female guardian\_x000D\_
5. Other female parent or guardian\_x000D\_

Question "{Are you/Is {NAME}} {CHILD}'s..."\_x000D\_  
----\_x000D\_

1. Biological or birth father\_x000D\_
2. Adoptive father\_x000D\_
3. Step father\_x000D\_
4. Foster father or legal male guardian\_x000D\_
5. Other male parent or guardian\_x000D\_

Question "{Are you/Is {NAME}} {CHILD}'s..."\_x000D\_  
----\_x000D\_

1. Full sister\_x000D\_
2. Half sister\_x000D\_
3. Step sister\_x000D\_
4. Adoptive sister\_x000D\_
5. Foster sister\_x000D\_

Question "{Are you/Is {NAME}} {CHILD}'s..."\_x000D\_  
----\_x000D\_

1. Full brother\_x000D\_
2. Half brother\_x000D\_
3. Step brother\_x000D\_
4. Adoptive brother\_x000D\_
5. Foster brother\_x000D\_

Question "{Are you/Is {NAME}} a ..."\_x000D\_  
----\_x000D\_

1. Girlfriend or female partner of {CHILD}'s parent/guardian\_x000D\_
2. Boyfriend or male partner of {CHILD}'s parent/guardian\_x000D\_
3. Female guardian\_x000D\_
4. Male guardian\_x000D\_
5. Daughter/son of {CHILD}'s parent's partner\_x000D\_
6. Other relative of {CHILD}'s parent's partner\_x000D\_
91. Other nonrelative (Please specify):\_x000D\_

Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"\_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."\_x000D\_

\_x000D\_

InstResp "For the purposes of this study, Hispanic origins are not races. \_x000D\_

\_x000D\_

Select all that apply."\_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"\_x000D\_

----\_x000D\_

1. Married\_x000D\_
2. Separated\_x000D\_
3. Divorced\_x000D\_
4. Widowed\_x000D\_
5. Never married\_x000D\_
6. Civil union/domestic partnership\_x000D\_
91. I don't know (Please explain):\_x000D\_

Question "Now we would like to ask about {CHILD}'s home environment. In a typical week, how often do you or any other family members read books to {CHILD}?"\_x000D\_

\_x000D\_

\_x000D\_

InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by {herself/himself/him or herself}. Please include reading of books in any language."\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Once or twice a week\_x000D\_
3. 3 to 6 times a week\_x000D\_
4. Every day\_x000D\_

Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Once or twice a week\_x000D\_
3. 3 to 6 times a week\_x000D\_
4. Every day\_x000D\_

Question "Generally, how long is {CHILD} read to at each of these times?"\_x000D\_

\_x000D\_InstResp "Please include reading in any language."\_x000D\_

\_x000D\_

Pre-unit "Minutes:"\_x000D\_

\_x000D\_

Watermark "Enter minutes"

Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children."\_x000D\_

\_x000D\_

InstResp "Include all children's books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings."\_x000D\_

\_x000D\_

Watermark "Enter number of books"

Question "{Is this book in English or {{NON-ENGLISH LANGUAGE}/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?"\_x000D\_

----\_x000D\_

1. English\_x000D\_
2. {{NON-ENGLISH LANGUAGE}/A language other than English}\_x000D\_
3. {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}}\_x000D\_

Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once or twice a week\_x000D\_
3. 3 to 6 times a week\_x000D\_
4. Every day\_x000D\_

Question "Generally, how long did {CHILD} read to {himself/herself} at each of these times?"\_x000D\_

\_x000D\_

InstResp "Please include reading in any language."\_x000D\_

\_x000D\_

Pre-unit "Minutes:"\_x000D\_

\_x000D\_

Watermark "Enter minutes"

Question "In the past month, how often did you and {CHILD} engage in the following activities?"\_x000D\_

\_x000D\_

Showed interest in or talked about time using clocks"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Played card games that use numbers or counting (such as Go Fish, War)"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Counted down using numbers (10, 9, 8, 7, . . .)"\_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Played board games that use numbers, counting, or dice (such as Chutes and Ladders, Monopoly Jr.)" \_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Counted out money" \_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "In the past month, how often did you and {CHILD} engage in the following activities? \_x000D\_

\_x000D\_

Memorized math facts (such as  $2 + 2 = 4$ )" \_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "{Continued} In the past month, how often did you and {CHILD} engage in the following activities? \_x000D\_

\_x000D\_

Measured the lengths and widths of things" \_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Guessed the number of things (such as pennies in a jar)" \_x000D\_

----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Compared the sizes of numbers (such as 5 is more than 4)"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Measured ingredients when cooking or baking"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Played with jigsaw puzzles"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Played with blocks or construction toys"\_x000D\_  
----\_x000D\_

1. Never or almost never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Several times a week\_x000D\_
5. Every day or almost every day\_x000D\_

Question "Do you have a home computer or other digital device that {CHILD} uses?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games?"\_x000D\_  
\_x000D\_

InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the "Hours" and "Minutes" sections."\_x000D\_  
\_x000D\_

Pre-unit "Hours:"\_x000D\_  
\_x000D\_

Watermark "Enter hours"

Pre-unit "Minutes:" \_x000D\_  
\_x000D\_  
Watermark "Enter minutes"

Question "In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her} something, like math or reading skills?"\_x000D\_  
----\_x000D\_  
1. Never\_x000D\_  
2. Once or twice a week\_x000D\_  
3. 3 to 6 times a week\_x000D\_  
4. Every day\_x000D\_

Question "Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question: "What is {CHILD} tutored in?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Reading\_x000D\_  
2. Math\_x000D\_  
3. Science\_x000D\_  
4. Foreign language\_x000D\_  
91. Other (Please specify):\_x000D\_

Question "Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics\_x000D\_  
2. Dance groups, classes, or lessons\_x000D\_  
3. Music, for example, piano, instrumental music, or singing lessons\_x000D\_  
4. Drama groups, classes, or lessons\_x000D\_  
5. Art groups, classes, or lessons, for example, painting, drawing, sculpture\_x000D\_  
6. Craft groups, classes, or lessons\_x000D\_  
7. Language groups, classes, or lessons (to learn English or another language)\_x000D\_  
8. None of the above\_x000D\_

Question "During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?"\_x000D\_  
----\_x000D\_  
1. Never\_x000D\_  
2. Once or twice a week\_x000D\_  
3. 3 to 6 times a week\_x000D\_  
4. Every day\_x000D\_

Question "Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?"\_x000D\_  
----\_x000D\_  
1. Not at all safe\_x000D\_  
2. Somewhat safe\_x000D\_  
3. Very safe\_x000D\_

Question "In a typical week, on how many days does your family eat a meal together?"\_x000D\_  
\_x000D\_  
InstResp "By family, we mean at least one adult and one child."\_x000D\_  
\_x000D\_  
Pre-unit "Days:"\_x000D\_  
\_x000D\_  
Watermark "Number of days"

Question "In a typical week, on how many days does your family eat the evening meal together?"\_x000D\_  
\_x000D\_  
InstResp "By family, we mean at least one adult and one child."\_x000D\_  
\_x000D\_  
Pre-unit "Days:"\_x000D\_  
\_x000D\_  
Watermark "Number of days"

Question "On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?"\_x000D\_  
----\_x000D\_  
1. Yes, {CHILD} has a usual bedtime.\_x000D\_  
2. No, {CHILD}'s bedtime varies a lot from night to night.\_x000D\_

Question "On an average school night, how many hours of sleep does {CHILD} get?"\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Pre-unit "Minutes:"\_x000D\_  
\_x000D\_  
Watermark "Enter minutes"

Item wording is redacted due to copyright

Item wording is redacted due to copyright





Question "Please rate how true each of these statements is for {CHILD}."\_x000D\_  
\_x000D\_

When practicing an activity, has a hard time keeping {her/his} mind on it."\_x000D\_  
----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "Will move from one task to another without completing any of  
them."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "When drawing or coloring in a book, shows strong concentration."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "When building or putting something together, becomes very involved in  
what {he/she} is doing, and works for long periods of time."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "Please rate how true each of these statements is for {CHILD}."\_x000D\_

Is easily distracted when listening to a story."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Untrue\_x000D\_
3. Somewhat untrue\_x000D\_
4. Neither untrue nor true\_x000D\_
5. Somewhat true\_x000D\_
6. True\_x000D\_
7. Extremely true\_x000D\_

Question "Please rate how true each of these statements is for {CHILD}."\_x000D\_

Can wait before entering into new activities if asked to."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "Has trouble sitting still when told to (story time, etc.)."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "Is good at following instructions."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "Please rate how true each of these statements is for {CHILD}.\_x000D\_

\_x000D\_

Approaches places that {he/she} thinks might be "risky" slowly and cautiously."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "Can easily stop an activity when told "no.""\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Somewhat untrue\_x000D\_
3. Neither untrue nor true\_x000D\_
4. Somewhat true\_x000D\_
5. Extremely true\_x000D\_

Question "How much do you agree or disagree with the following statements about

{CHILD}.\_x000D\_

\_x000D\_

{CHILD} becomes sad when other children are sad."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{CHILD} gets upset seeing another child being punished for being naughty."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{CHILD} seems to react to the moods of people around {him/her}."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{CHILD} gets upset when another person is acting upset."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{CHILD} cries or gets upset when seeing another child cry."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "In the following items, please indicate on a scale from very unlikely to very likely the likelihood that you would respond in the ways listed for each item. \_x000D\_  
\_x000D\_

If {CHILD} becomes angry because {he/she} is sick or hurt and can't go to {his/her} friend's birthday party, would you...\_x000D\_  
\_x000D\_

Send {CHILD} to {his/her} room to cool off?"\_x000D\_  
----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Get angry at {CHILD}?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Help {CHILD} think about ways that {he/she} can still be with friends (for example, invite some friends over after the party)?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Tell {CHILD} not to make a big deal out of missing the party?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Encourage {CHILD} to express {his/her} feelings of anger and frustration?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Soothe {CHILD} and do something fun with {him/her} to make {him/her} feel better about missing the party?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "For each of the following scenarios, please indicate how likely you would be to respond in the ways listed.\_x000D\_

\_x000D\_

If {CHILD} is playing with other children and one of them calls {him/her} names, and {CHILD} then begins to tremble and become tearful, would you...\_x000D\_

\_x000D\_

Tell {CHILD} not to make a big deal out of it?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Feel upset yourself?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Tell {CHILD} to behave or you will have to go home right away?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Help {CHILD} think of constructive things to do when other children tease {him/her} (for example, find other things to do)?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Comfort {him/her} and play a game to take {his/her} mind off the upsetting event?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Encourage {him/her} to talk about how it hurts to be teased?"\_x000D\_

----\_x000D\_

1. Very unlikely\_x000D\_
2. Unlikely\_x000D\_
3. Somewhat unlikely\_x000D\_
4. Neither likely nor unlikely\_x000D\_
5. Somewhat likely\_x000D\_
6. Likely\_x000D\_
7. Very likely\_x000D\_

Question "Now, we'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER/your current spouse or partner}. Please describe your relationship."\_x000D\_

----\_x000D\_

1. Very happy\_x000D\_
2. Fairly happy\_x000D\_
3. Not too happy\_x000D\_

Question "Now we are going to show you some statements. Please select how true each statement is for you.\_x000D\_

\_x000D\_

If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Always true\_x000D\_

Question "If I have an emergency and need cash, family or friends will loan it to me."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Always true\_x000D\_

Question "If I have troubles or need advice, I have someone I can talk to."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Always true\_x000D\_

Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers."\_x000D\_

\_x000D\_

InstResp "Press Next to continue."

Question "Is {CHILD} now receiving care from a relative on a regular basis including care provided before or after school? This may include care provided by grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}.

\_x000D\_

\_x000D\_

InstResp "Do not include care from parents or guardians, even if they do not live with {CHILD}."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How many different regular care arrangements do you currently have with relatives?"\_x000D\_

\_x000D\_

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere."\_x000D\_

----\_x000D\_

1. One\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?" \_x000D\_ \_x000D\_

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere." \_x000D\_

---- \_x000D\_

1. Grandparent \_x000D\_
2. Aunt \_x000D\_
3. Uncle \_x000D\_
4. Brother \_x000D\_
5. Sister \_x000D\_
6. Another relative \_x000D\_

Question "Is the care provided by {{CHILD}'s {RELATIVE}/ that relative} in your home or another home?" \_x000D\_

---- \_x000D\_

1. Own home \_x000D\_
2. Other home \_x000D\_
3. Both/Varies \_x000D\_

Question "Does {CHILD} receive that care before school, after school, or on weekends?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Before school \_x000D\_
2. After school \_x000D\_
3. Weekends \_x000D\_

Question "How many days each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?" \_x000D\_

\_x000D\_

InstResp "If the schedule changes, answer based on the schedule kept most often." \_x000D\_

\_x000D\_

"Watermark "Days per week"

Question "How many hours each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?" \_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour." \_x000D\_

\_x000D\_

If the schedule changes, answer based on the schedule kept most often." \_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?"\_x000D\_

InstResp "Please only think about the relative who provides the most care for {CHILD}."\_x000D\_

- \_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for {CHILD}?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

- \_x000D\_  
1. A relative of {CHILD} outside your household who provides money specifically for that care\_x000D\_  
2. Temporary Assistance for Needy Families, or TANF\_x000D\_  
3. Another social service or welfare agency\_x000D\_  
4. An employer\_x000D\_  
5. No one else helps to pay for this\_x000D\_  
91. Someone else (Please specify):\_x000D\_

Question "How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?"\_x000D\_

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."\_x000D\_

Pre-unit "Dollars:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Pre-unit "Unit:"\_x000D\_

- \_x000D\_  
1. Per hour\_x000D\_  
2. Per day\_x000D\_  
3. Per week\_x000D\_  
4. Every two weeks\_x000D\_  
5. Per month\_x000D\_  
6. Per year\_x000D\_  
91. Other (Please specify):\_x000D\_

Question "How many children is this amount for, including {CHILD}?"\_x000D\_

----\_x000D\_

1. {CHILD} only\_x000D\_
2. {CHILD} + 1 more (2 total)\_x000D\_
3. {CHILD} + 2 more (3 total)\_x000D\_
4. {CHILD} + 3 or more (4 or more total)\_x000D\_

Question "You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?"\_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_

\_x000D\_

Pre-unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}"\_x000D\_

"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How many different regular care arrangements do you currently have with nonrelatives?"\_x000D\_

----\_x000D\_

1. One\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?"\_x000D\_

----\_x000D\_

1. Own home\_x000D\_
2. Other home\_x000D\_
3. Both/Varies\_x000D\_

<p>Question "Does {CHILD} receive that care before school, after school, or on weekends?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_</p>
<p>Question "How many days each week does {CHILD} receive care from that person?"_x000D_ _x000D_ InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Days per week"</p>
<p>Question "How many hours each week does {CHILD} receive care from that person?"_x000D_ _x000D_ Hours:"_x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Hours per week"</p>
<p>Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?"_x000D_ _x000D_ InstResp "Please only think about the nonrelative who provides the most care for {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>
<p>Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_</p>

Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?"\_x000D\_

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."\_x000D\_

Pre-unit "Dollars:"\_x000D\_

Watermark "Enter number"

Pre-unit "Unit:"\_x000D\_

- 1. Per hour\_x000D\_
- 2. Per day\_x000D\_
- 3. Per week\_x000D\_
- 4. Every two weeks\_x000D\_
- 5. Per month\_x000D\_
- 6. Per year\_x000D\_
- 91. Other (Please specify):\_x000D\_

Question "How many children is this amount for, including {CHILD}?"\_x000D\_

- 1. {CHILD} only\_x000D\_
- 2. {CHILD} + 1 more (2 total)\_x000D\_
- 3. {CHILD} + 2 more (3 total)\_x000D\_
- 4. {CHILD} + 3 or more (4 or more total)\_x000D\_

Question "You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?"\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_

Pre-unit "Hours:"\_x000D\_

Watermark "Hours per week"

Question "{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis?"\_x000D\_

----\_x000D\_

1. One\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} attends?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Does {CHILD} go to that program before school, after school, or on weekends?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Before school\_x000D\_
2. After school\_x000D\_
3. Weekends\_x000D\_

Question "How many days each week does {CHILD} go to that program?"\_x000D\_

\_x000D\_

InstResp "If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. \_x000D\_

\_x000D\_

If the schedule changes, answer for the arrangement where the most time is spent."\_x000D\_

\_x000D\_

Days:"\_x000D\_

\_x000D\_

Watermark "Days per week"

Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?"\_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour.\_x000D\_

\_x000D\_

If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. \_x000D\_

\_x000D\_

If the schedule changes, answer for the arrangement where the most time is spent."

\_x000D\_

\_x000D\_

Pre-unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "Is there any charge or fee for that program, paid either by you or someone else?"\_x000D\_

\_x000D\_

InstResp "Please only think about the program that provides the most care for {CHILD}."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. A relative of {CHILD} outside your household who provides money specifically for that care\_x000D\_

2. Temporary Assistance for Needy Families, or TANF\_x000D\_

3. Another social service or welfare agency\_x000D\_

4. An employer\_x000D\_

5. No one else helps to pay for this\_x000D\_

91. Someone else (Please specify):\_x000D\_

Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?"\_x000D\_

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."\_x000D\_

Pre-unit "Dollars:"\_x000D\_

Watermark "Enter number"

Pre-unit "Unit:"\_x000D\_

----\_x000D\_

1. Per hour\_x000D\_
2. Per day\_x000D\_
3. Per week\_x000D\_
4. Every two weeks\_x000D\_
5. Per month\_x000D\_
6. Per year\_x000D\_
91. Other (Please specify):\_x000D\_

Question "How many children is this amount for, including {CHILD}?"\_x000D\_

----\_x000D\_

1. {CHILD} only\_x000D\_
2. {CHILD} + 1 more (2 total)\_x000D\_
3. {CHILD} + 2 more (3 total)\_x000D\_
4. {CHILD} + 3 or more (4 or more total)\_x000D\_

Question "You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"\_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_

\_x000D\_

Pre-unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "Does {CHILD} have any biological or adoptive parents who are not currently living in your household?"\_x000D\_

\_x000D\_

InstrResp "Please include parents who are deceased."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

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

Pre-unit "Year:"\_x000D\_  
\_x000D\_

Watermark "Enter the year"

Question "{{Is/Was} {he/she} Hispanic or {Latino/Latina}?"\_x000D\_  
\_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be."\_x000D\_  
\_x000D\_

InstResp "For the purposes of this study, Hispanic origins are not races. \_x000D\_  
\_x000D\_

Select all that apply."\_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household. \_x000D\_  
\_x000D\_

{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.}\_x000D\_  
\_x000D\_

Please press Next to continue."

Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Less than one month\_x000D\_  
2. More than a month but less than a year\_x000D\_  
3. More than a year\_x000D\_  
4. No contact since birth\_x000D\_  
5. {Biological/Adoptive} {father/mother} is deceased\_x000D\_  
6. {CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption\_x000D\_  
7. {{CHILD} does not have an adoptive {mother/father}}\_x000D\_  
8. {CHILD}'s {biological/adoptive} {father/mother} is not known or was only a donor\_x000D\_  
DON'T KNOW

Question "How many times have {CHILD} and {his/her} {biological/adoptive} {father/mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? \_x000D\_  
\_x000D\_  
Pre-unit "Times:"\_x000D\_  
\_x000D\_  
Watermark "Number of times" \_x000D\_  
\_x000D\_  
SaVisible "True"  
DON'T KNOW

Question "For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true.\_x000D\_  
\_x000D\_  
Being a parent is harder than I thought it would be."\_x000D\_  
----\_x000D\_  
1. Completely true\_x000D\_  
2. Mostly true\_x000D\_  
3. Somewhat true\_x000D\_  
4. Not at all true\_x000D\_

Question "{CHILD} does things that really bother me."\_x000D\_  
----\_x000D\_  
1. Completely true\_x000D\_  
2. Mostly true\_x000D\_  
3. Somewhat true\_x000D\_  
4. Not at all true\_x000D\_

Question "I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected."\_x000D\_

----\_x000D\_

1. Completely true\_x000D\_
2. Mostly true\_x000D\_
3. Somewhat true\_x000D\_
4. Not at all true\_x000D\_

Question "I often feel angry with {CHILD}."\_x000D\_

----\_x000D\_

1. Completely true\_x000D\_
2. Mostly true\_x000D\_
3. Somewhat true\_x000D\_
4. Not at all true\_x000D\_

Question "Now, please consider how often each of these following statements are true for you.\_x000D\_

\_x000D\_

Even if I am really busy, I make time to listen to {CHILD}."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "I encourage {CHILD} to talk about {his/her} troubles."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "I encourage {CHILD} to tell me about {his/her} friends and activities."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "I encourage {CHILD} to express {his/her} opinions."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore."\_x000D\_

----\_x000D\_

1. Never true\_x000D\_
2. Sometimes true\_x000D\_
3. Often true\_x000D\_
4. Very often true\_x000D\_

Question "The following are a number of statements about your family. Please select how often it typically occurs in your home.\_x000D\_

\_x000D\_

You threaten to punish {CHILD} and then do not actually punish {him/her}."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Almost never\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Always\_x000D\_

Question "{CHILD} talks you out of being punished after {he/she} has done something wrong."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Almost never\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Always\_x000D\_

Question "You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Almost never\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Always\_x000D\_

Question "Now we would like to ask about {CHILD}'s health and well-being.\_x000D\_  
\_x000D\_  
How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental  
care?"\_x000D\_  
----\_x000D\_  
1. Never been to dentist or dental hygienist for dental care\_x000D\_  
2. Less than 6 months\_x000D\_  
3. 6 months to less than 1 year\_x000D\_  
4. 1 year to 2 years\_x000D\_  
5. More than 2 years\_x000D\_

Question "How long has it been since {CHILD}'s last visit to a clinic, health center,  
hospital, doctor's office, or other place for routine health care?"\_x000D\_  
\_x000D\_  
InstResp "Routine health care may include check-ups or immunization  
appointments."\_x000D\_  
----\_x000D\_  
1. Never had routine health care\_x000D\_  
2. Less than 6 months\_x000D\_  
3. 6 months to less than 1 year\_x000D\_  
4. 1 year to 2 years\_x000D\_  
5. More than 2 years\_x000D\_

Question "Has {CHILD} ever had an ear infection?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Has {CHILD} ever had an ear ache?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear  
ache}?"\_x000D\_  
\_x000D\_  
Years:"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Watermark "Enter age in years"

Pre-unit "Months:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in months"

Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear  
infection/ear ache}?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Has {CHILD} had an ear infection since last spring?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Has {CHILD} had an ear ache since last spring?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"\_x000D\_

\_x000D\_

Pre-unit "Times:"\_x000D\_

\_x000D\_

Watermark "Number of times"

Question "How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?"\_x000D\_

\_x000D\_

InstResp "Select all that apply"\_x000D\_

----\_x000D\_

1. No treatment/watch and wait\_x000D\_
2. Decongestants, antihistamines, or allergy medication\_x000D\_
3. Antibiotics\_x000D\_
4. Ear tubes were put into {CHILD}'s ears\_x000D\_
5. Analgesics (for example, fever reducer or pain reliever)\_x000D\_
6. Ear drops\_x000D\_
7. Flushing the ear, irrigation, or taking out ear wax\_x000D\_
8. Took out tonsils or adenoids\_x000D\_
9. Chiropractic treatments\_x000D\_
10. {CHILD} did not go to doctor, nurse, or medical professional\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her} ears?"\_x000D\_

\_x000D\_

InstResp "Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes."\_x000D\_

----\_x000D\_

1. Right ear\_x000D\_
2. Left ear\_x000D\_
3. Both ears\_x000D\_

<p>Question "Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?"_x000D_  -----_x000D_  1. Yes_x000D_  2. No_x000D_</p>
<p>Question "Does {he/she} receive treatment for this condition?"_x000D_  -----_x000D_  1. Yes_x000D_  2. No_x000D_</p>
<p>Question "Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?"_x000D_  _x000D_  InstResp "This includes {Medicaid/ {or STATE NAME FOR MEDICAID}}."_x000D_  -----_x000D_  1. Yes_x000D_  2. No_x000D_</p>
<p>Question "In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?"_x000D_  _x000D_  Pre-unit "Days"_x000D_  _x000D_  Watermark "Number of days"</p>
<p>Question "How tall is {CHILD} without shoes?"_x000D_  _x000D_  InstResp "Your best guess is fine."_x000D_  _x000D_  SaVisible "True"_x000D_  -----_x000D_  1. Answer in feet and inches_x000D_  2. Answer in meters and centimeters_x000D_  DON'T KNOW</p>
<p>Question "Please answer for how tall {CHILD} is in feet and inches without shoes."  _x000D_  _x000D_  Unit "and"_x000D_  _x000D_  Watermark: "Enter feet"</p>
<p>Watermark "Enter inches"</p>

Question "Please answer for how tall {CHILD} is in meters and centimeters without shoes."_x000D_ _x000D_ Unit "and" _x000D_ _x000D_ Watermark "Enter meters"
Watermark "Enter centimeters"
Question "How much does {CHILD} weigh without shoes?"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in kilograms_x000D_ DON'T KNOW
Question "Please answer for how much {CHILD} weighs in pounds without shoes."_x000D_ _x000D_ Watermark: "Enter pounds"
Question "Please answer for how much {CHILD} weighs in kilograms without shoes."_x000D_ _x000D_ Watermark: "Enter kilograms"
Question "Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"_x000D_ _x000D_ InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"\_x000D\_  
\_x000D\_

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3)."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"\_x000D\_  
\_x000D\_

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"\_x000D\_  
\_x000D\_

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Has {CHILD} ever received any services through a 504 plan?"\_x000D\_  
\_x000D\_

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Is {CHILD} currently receiving any services through a 504 plan?"\_x000D\_  
\_x000D\_

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. \_x000D\_

{CHILD} is independent and takes care of {himself/herself} ..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "{CHILD} pays attention ..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "{CHILD} learns, thinks, and solves problems ..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "{CHILD} shows good coordination in moving {his/her} arms and legs..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "{CHILD} behaves and relates to other children..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "{CHILD} behaves and relates to adults ..." \_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "Thinking about {CHILD}'s overall activity level, would you say {he/she} is ..."\_x000D\_  
----\_x000D\_

1. Less active than other children of {his/her} age?\_x000D\_
2. About as active?\_x000D\_
3. Slightly more active?\_x000D\_
4. A lot more active than other children of {his/her} age?\_x000D\_

Question "Does {CHILD} have any emotional or psychological difficulties?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Do you think {CHILD}'s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?"\_x000D\_  
----\_x000D\_

1. Mild problem\_x000D\_
2. Moderate problem\_x000D\_
3. Severe problem\_x000D\_

Question "{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/ coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/ behaving and relating to adults{,} {or}/ {his/her} overall activity level{,} {or}/ {his/her} emotional or psychological difficulties?"\_x000D\_  
\_x000D\_

InstResp "The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?"\_x000D\_

InstResp "The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What was the diagnosis or were the diagnoses?"\_x000D\_

InstResp "Select all that apply"\_x000D\_

----\_x000D\_

1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)\_x000D\_
2. Attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)\_x000D\_
3. Developmental delay\_x000D\_
4. Asperger's syndrome/autism/pervasive developmental disorder (PDD)/Other autism spectrum disorder\_x000D\_
5. Intellectual or cognitive disability\_x000D\_
6. Orthopedic impairment\_x000D\_
7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)\_x000D\_
8. Traumatic brain injury\_x000D\_
9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)\_x000D\_
91. Other (Please specify):\_x000D\_

Question "What type of learning disability does {CHILD} have?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Dyslexia\_x000D\_
2. Dyscalculia\_x000D\_
3. Dysgraphia\_x000D\_
91. Other (Please specify):\_x000D\_

Question "What type of autistic spectrum disorder does {CHILD} have?"\_x000D\_  
----\_x000D\_

1. Asperger's syndrome\_x000D\_
2. Autism\_x000D\_
3. Pervasive developmental disorder (PDD)\_x000D\_
4. Rett syndrome\_x000D\_
5. Childhood disintegrative disorder (CDD)\_x000D\_
91. Other (Please specify):\_x000D\_

Question: "What type of emotional disturbance does {CHILD} have?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Panic disorder\_x000D\_
2. Separation anxiety disorder\_x000D\_
3. Obsessive compulsive disorder\_x000D\_
4. Generalized anxiety disorder\_x000D\_
5. Other anxiety disorder\_x000D\_
6. Bipolar disorder\_x000D\_
7. Depression\_x000D\_
8. Oppositional defiant disorder (ODD)\_x000D\_
9. Eating disorders\_x000D\_
10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)\_x000D\_
11. Schizophrenia\_x000D\_
91. Other (Please specify):\_x000D\_

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?"\_x000D\_  
\_x000D\_

SaVisible "True"\_x000D\_  
----\_x000D\_

1. Answer in months\_x000D\_
  2. Answer in years\_x000D\_
- DON'T KNOW

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder /an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?\_x000D\_  
\_x000D\_  
Months:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in months"

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/ Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?\_x000D\_  
\_x000D\_  
Years:"\_x000D\_  
\_x000D\_  
Watermark "Enter age in years"

Question "What was the month and year when the diagnosis was made?"\_x000D\_  
\_x000D\_  
InstResp "If there was more than one diagnosis, report the earliest."\_x000D\_  
\_x000D\_  
Pre-unit "Month:"\_x000D\_  
\_x000D\_  
Watermark "Enter month"

Pre-unit "Year:"\_x000D\_  
\_x000D\_  
Watermark "Enter year"

Question "Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/attention deficit disorder (ADD) / attention-deficit hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/intellectual or cognitive disability/orthopedic impairment/emotional disturbance/traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?"\_x000D\_

----\_x000D\_

1. At school\_x000D\_
2. At home\_x000D\_
3. Both at school and at home\_x000D\_

Question "How long has {CHILD} taken such prescription medicine for {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}, in total?"\_x000D\_

----\_x000D\_

1. Less than one month\_x000D\_
2. Less than a year\_x000D\_
3. 1 to 2 years\_x000D\_
4. 3 to 4 years\_x000D\_
5. 5 years or more\_x000D\_

Question "For the next question, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} pronounces words, communicates with, and understands others..."\_x000D\_

\_x000D\_

InstResp "If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty."\_x000D\_

----\_x000D\_

1. Better than other children {his/her} age\_x000D\_
2. As well as other children\_x000D\_
3. Slightly less well than other children\_x000D\_
4. Much less well than other children\_x000D\_

Question "When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Did or does {CHILD} have any of the following? \_x000D\_

\_x000D\_

Problem with talking too loudly"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Problem with talking too softly" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "A problem chewing" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "A problem swallowing" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{Continued} Did or does {CHILD} have any of the following? \_x000D\_ \_x000D\_

A problem with stuttering" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "A cleft lip and/or palate" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Abnormalities of the face or head" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Malformation of the ear" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?" \_x000D\_

\_x000D\_

InstResp "This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes {CHILD}'s hearing?"\_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."\_x000D\_

----\_x000D\_

1. Excellent\_x000D\_
2. Good\_x000D\_
3. A little trouble hearing\_x000D\_
4. Moderate trouble hearing\_x000D\_
5. A lot of trouble hearing\_x000D\_
6. Deaf\_x000D\_

Question "Please indicate whether the following statement describes {CHILD}'s hearing. \_x000D\_

\_x000D\_

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room."\_x000D\_

\_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room."\_x000D\_

\_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room." \_x000D\_ \_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear." \_x000D\_ \_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Is {CHILD}'s hearing worse in one ear?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes {CHILD}'s hearing in {his/her} worse ear?" \_x000D\_ \_x000D\_

InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device." \_x000D\_

----\_x000D\_

1. Excellent\_x000D\_
2. Good\_x000D\_
3. A little trouble hearing\_x000D\_
4. Moderate trouble hearing\_x000D\_
5. A lot of trouble hearing\_x000D\_
6. Deaf\_x000D\_

Question “{Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?”\_x000D\_  
\_x000D\_

InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional.”\_x000D\_  
\_x000D\_

For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.”\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question “Did you obtain a diagnosis of a problem from a professional?”\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Awaiting evaluation\_x000D\_

Question “What was the diagnosis?”\_x000D\_  
\_x000D\_

InstResp “Select all that apply”\_x000D\_  
----\_x000D\_

1. Ear wax\_x000D\_
2. Ear canal deformity\_x000D\_
3. Ear infection\_x000D\_
4. Fluid in the ear\_x000D\_
5. Eardrum problem\_x000D\_
6. Illness\_x000D\_
7. Cytomegalovirus (CMV)\_x000D\_
8. Ototoxic exposure to drugs or medicines\_x000D\_
9. Noise exposure\_x000D\_
10. Genetic cause\_x000D\_
11. Injury or trauma to head and neck\_x000D\_
12. Ear or facial surgery\_x000D\_
13. Nerve deafness\_x000D\_
14. Central auditory processing disorder\_x000D\_
15. Deafness\_x000D\_
16. Hearing loss, cause unknown\_x000D\_
91. Other (Please specify):\_x000D\_

Question "How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
Question "How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"_x000D_ _x000D_ Pre-unit: "Months:"_x000D_ _x000D_ Watermark "Enter months"
Question "How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?"_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark: "Enter years"
Question "What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed?"_x000D_ _x000D_ InstResp "If there was more than one diagnosis, enter the month and year for the earliest diagnosis."_x000D_ _x000D_ Watermark "Enter the month"_x000D_ _x000D_ "Don't know"
Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"
Question "{Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?"_x000D_ ----_x000D_ 1. Yes, currently_x000D_ 2. Yes, in the past_x000D_ 3. No_x000D_

Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_

\_x000D\_

InstResp "This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid."\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_

2. Answer in years\_x000D\_

DON'T KNOW

Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?"\_x000D\_

\_x000D\_

Pre-unit "Years:"\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "How often does {CHILD} use the hearing aid(s) in school?"\_x000D\_

----\_x000D\_

1. All of the time\_x000D\_

2. Most of the time\_x000D\_

3. Sometimes\_x000D\_

4. Rarely\_x000D\_

5. Never\_x000D\_

Question "Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid{s}."\_x000D\_

\_x000D\_

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “{Since last spring has/Has} a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”\_x000D\_  
\_x000D\_  
SaVisible “True”\_x000D\_  
----\_x000D\_  
1. Answer in months\_x000D\_  
2. Answer in years\_x000D\_  
DON'T KNOW

Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”\_x000D\_  
\_x000D\_  
Pre-unit “Months:”\_x000D\_  
\_x000D\_  
Watermark “Enter months”

Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”\_x000D\_  
\_x000D\_  
Pre-unit “Years:”\_x000D\_  
\_x000D\_  
Watermark “Enter years”

Question "Does {CHILD} have a cochlear implant?"\_x000D\_

----\_x000D\_

1. Yes, one ear only - right ear\_x000D\_
2. Yes, one ear only - left ear\_x000D\_
3. Yes, in both ears\_x000D\_
4. No\_x000D\_

Question "In what year was it implanted?"\_x000D\_

\_x000D\_

Pre-unit "Year:"\_x000D\_

\_x000D\_

Watermark "Enter year"\_x000D\_

\_x000D\_

"Don't know"

Question "How old was {CHILD} when it was implanted?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

DON'T KNOW

Question "How old was {CHILD}, in months, when it was implanted?"\_x000D\_

\_x000D\_

Pre-unit "Months:"\_x000D\_

\_x000D\_

Watermark "Enter months"

Question "How old was {CHILD}, in years, when it was implanted?"\_x000D\_

\_x000D\_

Pre-unit "Years:"\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "In what years were they implanted?"\_x000D\_

\_x000D\_

Unit "and"\_x000D\_

\_x000D\_

Watermark "Enter year for left ear"

Watermark "Enter year for right ear"

Question "{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Answer in months\_x000D\_
2. Answer in years\_x000D\_

DON'T KNOW

Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”\_x000D\_  
\_x000D\_  
Pre-unit “Age in months:”\_x000D\_  
\_x000D\_  
Watermark “Enter age in months for left ear”

Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”\_x000D\_  
\_x000D\_  
Pre-unit “Age in years:”\_x000D\_  
\_x000D\_  
Watermark “Enter age in years for left ear”

Question “And in the right ear?”\_x000D\_  
\_x000D\_  
Pre-unit “Age in months:”\_x000D\_  
\_x000D\_  
Watermark “Enter age in months for right ear”\_x000D\_  
\_x000D\_  
“Don’t know”

Question “And in the right ear?”\_x000D\_  
\_x000D\_  
Pre-unit “Age in years:”\_x000D\_  
\_x000D\_  
Watermark “Enter age in years for right ear”

Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s). \_x000D\_  
\_x000D\_  
{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear."\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?"\_x000D\_  
\_x000D\_  
SaVisible "True"\_x000D\_  
----\_x000D\_  
1. Yes, seeing things up close\_x000D\_  
2. Yes, seeing things in the distance\_x000D\_  
3. Yes, both\_x000D\_  
4. No\_x000D\_  
DON'T KNOW

Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Did you obtain a diagnosis of a vision-related problem from an eye care professional?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
3. Awaiting evaluation\_x000D\_

Question "What was the diagnosis?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Nearsightedness (Myopia)\_x000D\_  
2. Farsighted (Hyperopia)\_x000D\_  
3. Color blindness or deficiency\_x000D\_  
4. Astigmatism\_x000D\_  
5. Crossed or wandering eye (Strabismus)\_x000D\_  
6. Amblyopia or "lazy eye"\_x000D\_  
7. Retinopathy\_x000D\_  
8. Blindness\_x000D\_  
9. Condition requiring glasses - Specific condition unspecified\_x000D\_  
91. Other (Please specify):\_x000D\_

<p>Question "How old was {CHILD} when the first diagnosis of a problem was made?" _x000D_ _x000D_ SaVisible "True" _x000D_ ---- _x000D_ 1. Answer in months _x000D_ 2. Answer in years _x000D_ DON'T KNOW</p>
<p>Question "How old was {CHILD}, in months, when the first diagnosis of a problem was made?"  Pre-unit "Months:"  Watermark "Enter months"</p>
<p>Question "How old was {CHILD}, in years, when the first diagnosis of a problem was made?" _x000D_ _x000D_ Pre-unit "Years:" _x000D_ _x000D_ Watermark "Enter years"</p>
<p>Question "What was the month and year the diagnosis was made?" _x000D_ _x000D_ InstResp "If there was more than one diagnosis, report the earliest." _x000D_ _x000D_ Pre-unit "Month:" _x000D_ _x000D_ Watermark "Enter month"</p>
<p>Pre-unit "Year:" _x000D_ _x000D_ Watermark "Enter the year"</p>
<p>Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>
<p>Question "How often does {CHILD} wear glasses or contact lenses?" _x000D_ ---- _x000D_ 1. All of the time _x000D_ 2. Most of the time _x000D_ 3. Sometimes _x000D_ 4. Rarely _x000D_ 5. Never _x000D_ 6. Child does not have glasses or contacts _x000D_</p>

Question "Does {CHILD} have glasses or contact lenses?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?"\_x000D\_

----\_x000D\_

1. See things up close\_x000D\_
2. See things in the distance\_x000D\_
3. Both\_x000D\_

Question "Would you say {CHILD}'s health is ..."\_x000D\_

----\_x000D\_

1. Excellent\_x000D\_
2. Very good\_x000D\_
3. Good\_x000D\_
4. Fair, or\_x000D\_
5. Poor?\_x000D\_

Question "During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?"\_x000D\_

InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?"\_x000D\_

InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Is {CHILD} still receiving any of these services?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What is the month and year when the last of these services was received?"

\_x000D\_

\_x000D\_

Pre-unit "Month:"\_x000D\_

\_x000D\_

Watermark "Enter month"

Pre-unit "Year:"\_x000D\_  
\_x000D\_  
Watermark "Enter year"

Question "During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?"\_x000D\_  
----\_x000D\_

1. Completely satisfied\_x000D\_
2. Very satisfied\_x000D\_
3. Fairly satisfied\_x000D\_
4. Somewhat satisfied\_x000D\_
5. Very dissatisfied\_x000D\_

Question "Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often has this happened?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_  
----\_x000D\_

1. Rarely\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_

Question "During this school year, have other children ever told lies or untrue stories about {CHILD}?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often has this happened?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_

----\_x000D\_

1. Rarely\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_

Question "During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often has this happened?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_

----\_x000D\_

1. Rarely\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_

Question "During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often has this happened?"\_x000D\_  
\_x000D\_

InstResp "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."\_x000D\_  
----\_x000D\_

1. Rarely\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_

Question "Now, we would like to ask you about your health. In general, would you say that your health is..."\_x000D\_  
----\_x000D\_

1. Excellent\_x000D\_
2. Very good\_x000D\_
3. Good\_x000D\_
4. Fair, or\_x000D\_
5. Poor?\_x000D\_

Question "During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?"\_x000D\_  
----\_x000D\_

1. A lot of stress\_x000D\_
2. A moderate amount of stress\_x000D\_
3. Relatively little stress\_x000D\_
4. Almost no stress at all\_x000D\_

Question "During the past 12 months, to what extent would you agree that the coronavirus pandemic has increased your amount of stress?"\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Somewhat disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Somewhat agree\_x000D\_
5. Strongly agree\_x000D\_

Question "These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2021.\_x000D\_

\_x000D\_  
{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "{I/We} couldn't afford to eat balanced meals."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often did this happen?"\_x000D\_

----\_x000D\_

1. Almost every month\_x000D\_
2. Some months, but not every month\_x000D\_
3. In only 1 or 2 months\_x000D\_

Question "In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, did you lose weight because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often did this happen?"\_x000D\_

----\_x000D\_

1. Almost every month\_x000D\_
2. Some months, but not every month\_x000D\_
3. In only 1 or 2 months\_x000D\_

Question "Please select whether the statement was often true, sometimes true, or never true in the last 12 months), that is, since last {CURRENT MONTH}, 2021, for {{CHILD}/children living in the household who are under 18 years old}.\_x000D\_

{I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food."\_x000D\_

----\_x000D\_

1. Often true\_x000D\_
2. Sometimes true\_x000D\_
3. Never true\_x000D\_

Question "In the last 12 months, that is, since last {CURRENT MONTH}, 2021, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "How often did this happen?"_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_
Question "In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "During the last 6 months, did you or anyone in your household get free groceries or a free meal because of money problems related to the coronavirus pandemic?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Where did you get free groceries or free meals?"_x000D_ _x000D_ InstResp: Select all that apply._x000D_ ----_x000D_ 1. Free meals through the school or other programs aimed at children_x000D_ 2. Food pantry or food bank_x000D_ 3. Home-delivered meal service like Meals on Wheels_x000D_ 4. Church, synagogue, temple, mosque or other religious organization_x000D_ 5. Shelter or soup kitchen_x000D_ 6. Other community program_x000D_ 7. Family, friends, or neighbors_x000D_

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}

What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}'s {biological/adoptive} {mother/father}} {have/has} completed?"

----

0. Never went to school
1. 1st grade
2. 2nd grade
3. 3rd grade
4. 4th grade
5. 5th grade
6. 6th grade
7. 7th grade
8. 8th grade
9. 9th grade
10. 10th grade
11. 11th grade
12. 12th grade but no diploma
13. High school equivalent/GED
14. High school diploma
15. Vocational or technical program after high school but no vocational/technical diploma
16. Vocational or technical program after high school, diploma
17. Some college but no degree
18. Associate's degree
19. Bachelor's degree
20. Graduate or professional school but no degree
21. Master's degree (MA, MS)
22. Doctorate degree (Ph.D, Ed.D)
23. Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

Question "{Now we have some questions about {CHILD}'s parents' education.} {Are you/Is {NAME}/Is {CHILD}'s {biological/adoptive} {mother/father}} currently attending or enrolled in any courses from a school, college, or university?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {mother/father}} currently taking courses full time or part time?"\_x000D\_

----\_x000D\_

1. Full-time\_x000D\_
2. Part-time\_x000D\_

<p>Question "{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work for pay?" _x000D_ _x000D_ InstResp "If {you are/{NAME} is} self-employed, select yes." _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>
<p>Question "{Were you/Was {NAME}} on leave or vacation from a job?" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>
<p>Question "How many jobs {do you/does {NAME}} have now?" _x000D_ _x000D_ Pre-unit "Jobs:"_x000D_ _x000D_ Watermark "Number of jobs"</p>
<p>Question "About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all{#} jobs}?" _x000D_ _x000D_ InstResp "If hours vary, provide average hours per week." _x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"</p>
<p>Question "{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?"_x000D_ _x000D_ Inst Resp "By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending/submitting a resume or filling out applications; contacting a school or university employment center; or checking a union or professional register."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>

Question "What {have you/has {NAME}} been doing in the past 4 weeks to find work?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Checked with public employment agency\_x000D\_
2. Checked with private employment agency\_x000D\_
3. Checked with employer directly/sent resume\_x000D\_
4. Checked with friends or relatives\_x000D\_
5. Placed or answered ads/sent resume/applications\_x000D\_
6. Contacted school/university employment center\_x000D\_
7. Checked a union register or professional register\_x000D\_
8. Attended job training\_x000D\_
9. Read want-ads/Internet search\_x000D\_
91. Something else (Please specify):\_x000D\_

Question "What {were you/was {NAME}} doing most of last week?"\_x000D\_  
\_x000D\_

InstResp "If you did more than one of the following last week, please select the one you did the most."\_x000D\_

----\_x000D\_

1. Keeping house or caring for children or other family members\_x000D\_
2. Going to school\_x000D\_
3. Retired\_x000D\_
4. Unable to work\_x000D\_
91. Something else (Please specify):\_x000D\_

Question "Could {you/{NAME}} have taken a job last week if one had been offered?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?"\_x000D\_  
\_x000D\_

----\_x000D\_

InstResp "Please type the name of the company, business, organization, or other employer. {If {you/{NAME}} {work/works} more than one current job, type the one at which {you spend/{NAME} spends} the most time.}\_x000D\_

----\_x000D\_

Pre-unit "Name:"\_x000D\_

----\_x000D\_

Watermark "Enter employer name"

<p>Question "What kind of business or industry {is/was} this?" _x000D_ _x000D_ InstResp "Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming." _x000D_ _x000D_ Pre-unit "Business or industry:" _x000D_ _x000D_ Watermark "Enter industry description"</p>
<p>Question "What kind of work {are/is/were/was} {you/{NAME}} doing?" _x000D_ _x000D_ InstResp "Please type what {your/{NAME}'s} job {is/was} called. For example, electrical engineer, stock clerk, administrative assistant, or farmer." _x000D_ _x000D_ Pre-unit "Title:" _x000D_ _x000D_ Watermark "Enter job title"</p>
<p>Question "What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?" _x000D_ _x000D_ InstResp "For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete." _x000D_ _x000D_ Pre-unit "Duties:" _x000D_ _x000D_ Watermark "Enter job duties"</p>
<p>Question "Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?" _x000D_ _x000D_ InstResp "Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies." _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>
<p>Question "{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?" _x000D_ _x000D_ InstResp "Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies." _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>

Question "Does {CHILD} receive complete school lunches for free or reduced price at school?"_x000D_ _x000D_ InstResp "By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Are these lunches free or reduced price?"_x000D_ ----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_
Question "Does {CHILD}'s school offer breakfast for its students?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Does {CHILD} usually receive a breakfast provided by the school?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Does {CHILD} receive free or reduced price breakfasts at school?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
Question "Are these breakfasts free or reduced price?"_x000D_ ----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_
Question "During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?"_x000D_ _x000D_ Pre-unit "Breakfasts:"_x000D_ _x000D_ Watermark "Number of breakfasts"

Question "In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?"\_x000D\_

----\_x000D\_

1. \$5,000 or less\_x000D\_
2. \$5,001 to \$10,000\_x000D\_
3. \$10,001 to \$15,000\_x000D\_
4. \$15,001 to \$20,000\_x000D\_
5. \$20,001 to \$25,000\_x000D\_
6. \$25,001 to \$30,000\_x000D\_
7. \$30,001 to \$35,000\_x000D\_
8. \$35,001 to \$40,000\_x000D\_
9. \$40,001 to \$45,000\_x000D\_
10. \$45,001 to \$50,000\_x000D\_
11. \$50,001 to \$55,000\_x000D\_
12. \$55,001 to \$60,000\_x000D\_
13. \$60,001 to \$65,000\_x000D\_
14. \$65,001 to \$70,000\_x000D\_
15. \$70,001 to \$75,000\_x000D\_
16. \$75,001 to \$100,000\_x000D\_
17. \$100,001 to \$200,000\_x000D\_
18. \$200,001 or more\_x000D\_

Question "What was your total household income last year, to the nearest thousand?"\_x000D\_

\_x000D\_

Pre-unit "Total income:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Did you use a voucher provided by the government to attend {his/her} current school?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
  2. No\_x000D\_
- DON'T KNOW

Question "Since {CHILD} was born, have you had to move from your home because you couldn't afford it?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?"\_x000D\_  
\_x000D\_  
InstResp "Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more."\_x000D\_  
\_x000D\_  
Watermark "Number of places"

Question "Why did you move?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply. Please select reasons for all moves since {CHILD} was born."\_x000D\_  
----\_x000D\_  
1. So child could go to a better school\_x000D\_  
2. Bought a house\_x000D\_  
3. Moved to be nearer job; job-related reasons\_x000D\_  
4. Moved to nicer apartment/house\_x000D\_  
5. Moved to safer area, crime-related reasons\_x000D\_  
6. Moved to less expensive living quarters\_x000D\_  
7. Bank had to buy back the home (foreclosed)\_x000D\_  
8. Was evicted, could not pay rent in previous residence\_x000D\_  
9. Old house/apartment was damaged\_x000D\_  
10. Moved because of marital separation, divorce, death in family\_x000D\_  
91. Other (Please specify):\_x000D\_

Question "How long has {CHILD} lived in {his/her} current residence?"\_x000D\_  
\_x000D\_  
Watermark "Years"

Pre-unit "Months:"\_x000D\_  
\_x000D\_  
Watermark "Months"

Question "In case we contact you for the next survey two years from now, we would like to ask a few questions about how to reach you."\_x000D\_  
\_x000D\_  
InstResp "Select Next to continue."

Question "Please enter your contact information. \_x000D\_  
\_x000D\_  
Email Address:"\_x000D\_  
\_x000D\_  
Watermark "name@domain.com"

Question "Or\_x000D\_  
\_x000D\_  
Mobile Number:"

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

Question "We have recorded that {NAME OF RELATIVE/FRIEND}\_x000D\_  
 \_x000D\_  
 at {EMAIL ADDRESS}\_x000D\_  
 \_x000D\_  
 on \_x000D\_  
 {STREET ADDRESS, LINE 1}\_x000D\_  
 {STREET ADDRESS, LINE 2}\_x000D\_  
 {CITY}\_x000D\_  
 {STATE}\_x000D\_  
 {ZIP CODE}\_x000D\_  
 \_x000D\_  
 will always know where you are if you move. Is this still true?"\_x000D\_  
 \_x000D\_  
 InstResp "We will only contact this person if we cannot locate you for the next  
 survey."\_x000D\_  
 ----\_x000D\_  
 1. Yes - no correction needed\_x000D\_  
 2. Yes - minor corrections needed\_x000D\_  
 3. No\_x000D\_

Question "Is there {another/a} relative or friend, who does not live in this household,  
 who will always know where you are if you move?"\_x000D\_  
 \_x000D\_  
 InstResp "We will only contact this person if we cannot locate you for the next  
 survey."\_x000D\_  
 ----\_x000D\_  
 1. Yes\_x000D\_  
 2. No\_x000D\_

Question "Please {enter/correct/enter new} contact information for that  
 person.\_x000D\_  
 \_x000D\_  
 First Name: "

Question Last Name:"
Question Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question " Mailing address:_x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"
Question "City:"

Question "State:"\_x000D\_

\_x000D\_

InstResp "Please select a state, district, or territory."\_x000D\_

\_x000D\_

Watermark "Select a state"

Question "ZIP code:"

Question "Please {enter/correct} person's relationship to you:"\_x000D\_

----\_x000D\_

1. Relative\_x000D\_
2. Person at your job\_x000D\_
3. Neighbor\_x000D\_
4. Friend\_x000D\_
5. Other\_x000D\_

We have also recorded that {NAME OF RELATIVE/FRIEND}\_x000D\_

\_x000D\_

at {EMAIL ADDRESS}\_x000D\_

\_x000D\_

on\_x000D\_

{STREET ADDRESS, LINE 1}\_x000D\_

{STREET ADDRESS, LINE 2}\_x000D\_

{CITY}\_x000D\_

{STATE}\_x000D\_

{ZIP CODE}\_x000D\_

\_x000D\_

will always know where you are if you move. Is this still true?\_x000D\_

\_x000D\_

InstResp "We will only contact this person if we cannot locate you for the next survey."\_x000D\_

----\_x000D\_

1. Yes - no correction needed\_x000D\_
2. Yes - minor corrections needed\_x000D\_
3. No\_x000D\_

Question "Besides {PERSON FROM PRELOAD/PERSON AT CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?"\_x000D\_

\_x000D\_

InstResp "We will only contact this person if we cannot locate you for the next survey."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Please {enter/correct/enter new} contact information for that person.\_x000D\_

\_x000D\_

First Name:"

Question "Last Name:"
Question "Email address:"_x000D_ _x000D_ Watermark "name@domain.com"
Question "Mailing address:_x000D_ _x000D_ Address Line 1:"
Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"
Question "City:"
Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"
Question "ZIP code:"
Question "Please {enter/correct } person's relationship to you:"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete the survey and return to the MyECLS website. This will save your responses and keep them secure."
measure discrimination are shown at the end of the specification document.

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

Alternate respondent selection	NA
Respondent selection	NA
Respondent selection	NA

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



Confirmation of email address	NA
Mobile number	NA
Landline number	NA
Parent's choice of school for child	P-RQ1, P-RQ3
Parent's choice of school for child	P-RQ1, P-RQ3
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4

School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
School-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Other specify for school-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Child's experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5

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

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

School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Whether school provides translated materials	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Barriers to involvement with the school, whether school methods of communication are in the respondent's native language	P-RQ1, P-RQ2, P-RQ3, P-RQ5

Parent satisfaction with the school	P-RQ3
How many times the child has been late for school	P-RQ2, P-RQ3
Perception of the amount of homework	P-RQ3
How often parent or someone else helps the child with homework	P-RQ3, P-RQ5
How often parent or someone else checked that the child completed homework	P-RQ3, P-RQ5
Parent report of the child's grades	P-RQ5

The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
The child's school avoidance	P-RQ2, P-RQ3
Family structure change and loss (e.g., remarriage, divorce, and death)	P-RQ1, P-RQ2, P-RQ5

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

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

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

Current household roster	P-RQ1, P-RQ2, P-RQ5
Change in family relationship of key parent figures to the child (e.g., became adopted)	P-RQ1, P-RQ2, P-RQ5
Change in family relationship of key parent figures to the child (e.g., became adopted)	P-RQ1, P-RQ2, P-RQ5
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5

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

Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5
Race of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3

Frequency of reading activities with the child	P-RQ2, P-RQ3
Frequency of reading activities with the child	P-RQ2, P-RQ3
Literacy materials in the home	P-RQ2
Literacy materials in the home	P-RQ2
Library use	P-RQ2

Reading by the child	P-RQ2
Reading by the child	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2
Math activities	P-RQ2

Math activities	P-RQ2

Math activities	P-RQ2
Availability and use of a home computer/digital device	P-RQ2
Amount of time the child plays video games	P-RQ2

Amount of time the child plays video games	P-RQ2
How often the child uses a home computer/digital device for educational purposes	P-RQ2
Tutoring	P-RQ5
Tutoring	P-RQ2
Other specify for tutoring	P-RQ2
Children's organized activities (sports, music, art, etc.)	P-RQ2

Outside play and perception of how safe it is for children to play outside	P-RQ2
Outside play and perception of how safe it is for children to play outside, neighborhood safety	P-RQ2
Frequency with which the family eats meals together	P-RQ2
Frequency with which the family eats meals together	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Hours of child sleep and whether child has regular bedtime	P-RQ2
Social interaction	P-RQ2, P-RQ5
Social interaction	P-RQ2, P-RQ5

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

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

Attention Focusing	P-RQ2, P-RQ5

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

Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Inhibitory Control	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5

Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Affective empathy	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5

Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Emotional socialization	P-RQ2, P-RQ5
Marital satisfaction	P-RQ5
Social support	P-RQ5

Social support	P-RQ5
Social support	P-RQ5
Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3

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

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

Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Number of ECE arrangements, by type of arrangement (eg, nonrelative nonnonrelative center-based) (nonrelative)	P-RQ1, P-RQ2, P-RQ3
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3

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

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

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

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

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Other specify payment for current ECE arrangements unit (center)	P-RQ1, P-RQ2, P-RQ3
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3

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

Biological parents' vital status	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3
Introduction to nonresident parent section	P-RQ1, P-RQ2, P-RQ3

Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3
Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household	P-RQ1, P-RQ2, P-RQ3
Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5

Parenting stress	P-RQ2, P-RQ5
Parenting stress	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5

Parent-child communication	P-RQ2, P-RQ5
Parent-child communication	P-RQ2, P-RQ5
Inconsistent discipline	P-RQ2, P-RQ5
Inconsistent discipline	P-RQ2, P-RQ5
Inconsistent discipline	P-RQ2, P-RQ5

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

Ear infections since kindergarten	P-RQ2
Ear infections since kindergarten	P-RQ2
Ear infections since kindergarten	P-RQ2
Treatments used for ear infections	P-RQ2
Other specify for treatments used for ear infections	P-RQ2
Treatments used for ear infections	P-RQ2

Asthma	P-RQ2
Asthma	P-RQ2
Health insurance coverage	P-RQ2
Exercise/physical activities	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2

Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
Parent report of child's height and weight	P-RQ2
History of receiving early intervention	P-RQ1, P-RQ2

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

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

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

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

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

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

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

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

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

Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5
Vision and hearing problems	P-RQ2, P-RQ5

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

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

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







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

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

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

Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Peer victimization	P-RQ3
Peer victimization	P-RQ3

Peer victimization	P-RQ3

Peer victimization	P-RQ3
Peer victimization	P-RQ3
Respondent's general health status	P-RQ5
Overall life stress	P-RQ5
Overall life stress	P-RQ5

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

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

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5

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

Parents' current employment	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Parents' current employment	P-RQ1, P-RQ2
Parents' work schedule	P-RQ1, P-RQ2
Looking for work	P-RQ1, P-RQ2

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

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



Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Use of a government voucher to attend school	P-RQ3, P-RQ4
Whether the family has had to leave their home because they could not afford it	P-RQ2, P-RQ5

Number of places lived	P-RQ2, P-RQ5
Why the family moved	P-RQ2, P-RQ5
Other specify for why the family moved	P-RQ2, P-RQ5
Length of time at current residence	P-RQ2, P-RQ5
Length of time at current residence	P-RQ2, P-RQ5
Introduction to contact information	NA
Email address	NA
Telephone number	NA

Telephone number	NA
Other specify for telephone number	NA





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

Section	Item #	Renumbered Items
TQA	A0	CSA000
TQA	A1	CSA010
TQA	A2	CSA020
TQA	A3	CSA030

TQA	A4	CSA040
TQA	A5	CSA050
TQA	A6	CSA060
TQA	A7a	CSA070a

TQA	A7b	CSA070b
TQA	A7c	CSA070c
TQA	A7d	CSA070d
TQA	A7e	CSA070e

TQA	A7f	CSA070f
TQA	A7g	CSA070g
TQA	A7h	CSA070h
TQA	A7i	CSA070i

TQA	A8a	CSA080a
TQA	A8b	CSA080b
TQA	A8c	CSA080c
TQA	A8d	CSA080d

TQA	A8e	CSA080e
TQA	A8f	CSA080f
TQA	A8g	CSA080g
TQA	A8h	CSA080h

TQA	A9a	CSA090a
TQA	A9b	CSA090b
TQA	A9c	CSA090c
TQA	A9d	CSA090d
TQA	A9e	CSA090e

TQA	A10	CSA100
TQA	A11a	CSA110a
TQA	A11b	CSA110b
TQA	A11c	CSA110c
TQA	A11d	CSA110d

TQA	A11e	CSA110e
TQA	A12	CSA120
TQA	A13a	CSA130a
TQA	A13b	CSA130b

TQA	A13c	CSA130c
TQA	A13d	CSA130d
TQA	A13e	CSA130e

TQA	A13f	CSA130f
TQA	A13g	CSA130g
TQA	A13h	CSA130h

TQA	A14a	CSA140a
TQA	A14b	CSA140b
TQA	A14c	CSA140c
TQA	A14d	CSA140d

TQA	A14e	CSA140e
TQA	A16	CSA150
TQA	A19	CSA180

TQA	A22	CSA190
TQA	A25a	CSA200a
TQA	A25b	CSA200b
TQA	A25c	CSA200c

TQA	A25d	CSA200d
TQA	A26	CSA210
TQA	A27a	CSA220a
TQA	A27b	CSA220b

TQA	A27c	CSA220c
TQA	A27d	CSA220d
TQA	A27e	CSA220e
TQA	A27f	CSA220f

TQA	A30	CSA230
TQA	A31	CSA240
TQA	A32	CSA250
TQA	A33	CSA260

TQA	A34a	CSA270a
TQA	A34b	CSA270b
TQA	A34c	CSA270c
TQA	A35	CSA280

TQA	A36	CSA290
TQA	A36OS	CSA290OS
TQA	A38	CSA300

TQA	A39	CSA310
TQA	A40	CSA320
	A40OS	CSA320OS
TQA	A41	CSA330

TQA	B1a	VSA010a
TQA	B1b	VSA010b
TQA	B1c	VSA010c
TQA	B1d	VSA010d

TQA	B1e	VSA010e
TQA	B1f	VSA010f
TQA	B1g	VSA010g
TQA	B1h	VSA010h
TQA	B1i	VSA010i

TQA	B1j	VSA010j
TQA	B1k	VSA010k
TQA	B1l	VSA010l
TQA	B1m	VSA010m
TQA	B2a	VSA020a

TQA	B2b	VSA020b
TQA	B2c	VSA020c
TQA	B2d	VSA020d
TQA	B2e	VSA020e
TQA	B2f	VSA020f

TQA	B2g	VSA020g
TQA	B2h	VSA020h
TQA	B3a	VSA030a
TQA	B3b	VSA030b
TQA	B3c	VSA030c

TBA	C1	TBA010
TBA	C2	TBA020
TBA	C3	TBA030
TBA	C4	TBA040
TBA	C5	TBA050

TBA	C7	TBA070
TBA	C8	TBA080
TBA	C9	TBA090

TBA	C10	TBA100
TBA	C11	TBA110
TBA	C11OS	TBA110OS
TBA	C12a	TBA120a
TBA	C12b	TBA120b

TBA	New Ite	TBA120c
TBA	C13	TBA130
TBA	C14	TBA140
TBA	C15	TBA150
TBA	C16	TBA160

TBA	C17a	TBA170a
TBA	C17b	TBA170b
TBA	C17c	TBA170c
TBA	C17d	TBA170d
TBA	C17e	TBA170e

TBA	C17f	TBA170f
TBA	C17g	TBA170g
TBA	C17h	TBA170h
TBA	C17i	TBA170i
TBA	C17j	TBA170j
TBA	C17k	TBA170k
TBA	C17l	TBA170l

TBA	C17m	TBA170m
TBA	C18	TBA180
TBA	C19	TBA190

## Item Wording National

Question "Thank you for launching the ECLS survey!"

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."

Question "The first several questions pertain to your roles and responsibilities as a teacher.

Which of the following describes the kindergarten class or classes you currently teach?"

InstResp "Select all that apply."

----

1. Full-day
2. Morning half-day class
3. Afternoon half-day class
4. One class, some children stay for a full-day, some for a half-day

Question "How many hours per day does your {morning class/afternoon class/full-day class} normally meet?"

InstResp "This amount should include when you are meeting in person or through a remote classroom. Enter the number to the nearest half hour, for example, 2.5, 3.5..."

Pre-unit "Number:"

Watermark "Hours per day"

Question "How many days per week does your {morning class/afternoon class/full-day class} normally meet?"

Pre-unit "Number:"

Watermark "Days per week"

Question "What type of kindergarten program(s) do you teach in your {morning class/afternoon class/full-day class}?"

InstResp "Select all that apply."

----

1. Regular 1-year kindergarten program
2. First year of a 2-year kindergarten program
3. Second year of a 2-year kindergarten program
4. Transitional kindergarten program
5. Transitional/pre-first grade program
6. Ungraded program with at least some kindergarten-aged students
7. Multigrade program with at least some kindergarten-aged children
8. Special education class

Question "Do you currently teach a multigrade class?"

----

1. Yes
2. No

Question "What grade levels are included in your {full-day class/morning class/afternoon class}?"

InstResp "Select all that apply."

----

1. Prekindergarten
2. Transitional kindergarten
3. Regular kindergarten
4. Transitional/pre-first grade
5. First grade
6. Second grade
7. Third grade or higher

Question "As of today's date, how many children are there in your {full-day class/morning class/afternoon class}?"

Pre-unit "Number:"

Watermark "Enter number"

Question "As of today's date, how many children that you teach in your {full-day class/morning class/afternoon class} are the following ages?"

3 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "4 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "5 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "6 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "7 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "8 years old"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "9 years old or older"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular age, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question: "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Your previous responses about the number of children by age indicate that you have a total of {NUMBER FROM SUM OF CSA070b - h} children in your {full-day class/morning class/afternoon class}. Is this correct?"

----

1. Yes
2. No

Question "As of today's date, how many of the students you teach are members of the following groups in your {full-day class/morning class/afternoon class}?"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

"Hispanic or Latino/Latina of any race "

Pre-unit "Number:"

Watermark "Enter number"

Question "American Indian or Alaska Native, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Asian, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Black or African American, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "White, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Two or more races, non-Hispanic"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. If there are no children of a particular race or ethnicity, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Your previous responses about the number of children by group indicate that you have a total of {NUMBER FROM SUM OF CSA080a - g} children in your {full-day class/morning class/afternoon class}. Is this correct?"

----

1. Yes
2. No

Question "As of today's date, how many boys and girls are there in your {full-day class/morning class/afternoon class}?"

Number of boys"

InstResp "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. If there are no children of a particular gender, enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Number of girls"

Pre-unit "Number:"

Watermark "Enter number"

Question "Number of students of another gender"

Pre-unit "Number:"

Watermark "Enter number"

Question "Number of students of unknown gender"

Pre-unit "Number:"

Watermark "Enter number"

Question "As a reminder, you previously indicated that you have {NUMBER IN CSA070a} children in your {full-day class/morning class/afternoon class}. Your previous responses about the number of children by gender indicate that you have a total of {NUMBER FROM SUM OF CSA090a - d} children in your {full-day class/morning class/afternoon class}. Is this correct?"

----

1. Yes
2. No

Question "How many of the children in your {full-day class/morning class/afternoon class} are repeating kindergarten this year?"

InstResp ""If none, enter "0."

In your count, include children who participated in any type of kindergarten last year and are now in any type of kindergarten this year. Kindergarten includes traditional kindergarten, Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades."

Pre-unit "Number:"

Watermark "Enter number"

Question "As of today's date, how many children with the following characteristics in your {full-day class/morning class/afternoon class} have been identified for an IEP?"

Boys"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If there are no children of a particular group, enter "0.""

Question "Girls"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If there are no children of a particular group, enter "0.""

Question "Another gender"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If there are no children of a particular group, enter "0.""

Question "Unknown gender"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If there are no children of a particular group, enter "0.""

Question "English language learners (ELL)"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If there are no children of a particular group, enter "0.""

Question "During this school year, approximately how many of all the students that you teach have experienced housing insecurity or homelessness?"

InstResp "If no students experienced this, enter "0.""

Pre-unit: "Number:"

Watermark: "Enter number"

"Don't know"

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Name all upper and lower case letters"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Read sight words"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

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

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Use morphemes to figure out meanings of new 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."

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Recognize numbers to 20"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Counting forward from a given number other than 1"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Write numbers to 20"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?"

Add or subtract two single digit numbers"

----

1. Less than  $\frac{1}{4}$  of the children
2. About  $\frac{1}{4}$  of the children
3. About  $\frac{1}{2}$  of the children
4. About  $\frac{3}{4}$  of the children
5. More than  $\frac{3}{4}$  of the children

Question "The next group of questions ask about classroom practices.

In a typical day, how much time does a child in your class spend in the following activities?

Working independently"

InstResp "Do not include lunch or recess breaks. If you teach more than one class, consider all of your classes."

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working on individual tasks under teacher direction"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working with peers under teacher direction"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working in small groups with teacher"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Teacher lecture with large group and/or large group discussion led by teacher"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Do you implement any of the following technology use practices as learning tools in your classroom?"

InstResp "Select all that apply. If you teach more than one class, consider all of your classes."

----

1. Encourage students to use personal tablets, cell phones, or other digital devices
2. Require students to use personal tablets, cell phones, or other digital devices
3. Encourage students to use school-provided tablets or other digital devices
4. Require students to use school-provided tablets or other digital devices
5. Encourage students to use school computers
6. Require students to use school computers
7. None of the above

Question "In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Are any of the following done in your school?"

InstResp "Select all that apply."

----

1. I (or someone at the school) phone or send home information about kindergarten program to parents.
2. Preschoolers spend some time in the kindergarten classroom.
3. The school days are shortened at the beginning of the school year.
4. Parents and children visit kindergarten prior to the start of the school year.
5. I (or another teacher) visit the homes of the children at the beginning of the school year.
6. Parents come to the school for orientation prior to the start of the school year.
7. Staggered school entry where kindergartners start the school year in smaller groups before meeting with the full class.
8. None of the above

Question "How much time per day would you estimate that you spend handling disruptive student behavior in your classes?"

----

1. Less than ½ hour
2. ½ hour to less than 1 hour
3. 1 to less than 1 ½ hours
4. 1 ½ to less than 2 hours
5. 2 to less than 2 ½ hours
6. 2 ½ to less than 3 hours
7. 3 hours or more

Question "How strongly do you agree or disagree with the following statements about your classroom?"

Pictures, posters, artwork, and other decor reflect the cultures and ethnic backgrounds of each student in the class."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "All notices and communications to families/caregivers of students in this class are written in their language of origin."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in this class."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Books, movies, and other media resources are screened for negative cultural, ethnic, or racial stereotypes before they are used in this classroom."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "The next series of questions asks about the use of different languages in your classroom by teachers, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?"

----

1. Yes
2. No

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in reading/literacy"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in mathematics"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in other subjects"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For instructional support (for example, explaining directions, etc.)"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For controlling and directing student behavior (classroom management)"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For conversation"

----

1. Never
2. Less than half the time
3. About half the time
4. More than half the time
5. All the time

Question "Do any of the children in your {full-day class/morning class/afternoon class} speak a language other than English (aside from native English speakers who are learning a foreign language)? Please include all children who speak a non-English language, including those who speak English well."

----

1. Yes
2. No

Question "Which languages other than English are spoken by one or more children in your {full-day class/morning class/afternoon class}?"

InstResp "Select all that apply."

----

1. Spanish
2. A European language other than Spanish such as French, German, or Russian
3. A Chinese language or dialect
4. A Filipino language
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer
6. A South Asian language such as Hindi or Tamil
7. Another Asian language such as Japanese or Korean
8. A Middle Eastern language such as Arabic or Farsi
9. An African language such as Swahili or Amharic
10. Other language

Question "Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?"

----

1. Yes
2. No

Question "How many English language learners (ELLs) do you have in your {full-day class/morning class/afternoon class}?"

Number of ELL children"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many of the {NUMBER REPORTED IN CSA260} ELL children in your {full-day class/morning class/afternoon class} receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways?"

Receive no ELL instruction in the school"

Pre-unit "Number:"

Watermark "Enter number"

InstResp "If no students receive particular instruction, enter "0.""

Question "Receive ELL instruction within the regular class"

Pre-unit "Number:"

Watermark "Enter number"

Question "Receive ELL instruction outside the regular class within the school setting"

Pre-unit "Number:"

Watermark "Enter number"

Question "If you provide specialized language instruction in your {full-day class/morning class/afternoon class} for English language learners (ELLs), would you say this instruction is primarily:"

----

1. English as a Second Language (ESL)
2. Bilingual education
3. Dual-language (also called two-way immersion (TWI))
4. No specialized language instruction provided

Question "Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your {full-day class/morning class/afternoon class} for instructional support or conversation?"

InstResp "Select all that apply."

----

1. None other than English
2. Spanish
3. A European language other than Spanish such as French, German, or Russian
4. A Chinese language or dialect
5. A Filipino language
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer
7. A South Asian language such as Hindi or Tamil
8. Another Asian language such as Japanese or Korean
9. A Middle Eastern language such as Arabic or Farsi
10. An African language such as Swahili or Amharic
91. Other language(s) {(Please specify):/(Please specify on next screen.)}

Question "The next few items pertain to student progress and the COVID-19 pandemic. How concerned are you that the children in your class are currently behind academically in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?"

InstResp "The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions."

----

1. Extremely concerned
2. Very concerned
3. Somewhat concerned
4. Not too concerned
5. Not at all concerned

Question "How concerned are you that the children in your class are currently behind socially or behaviorally in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?"

InstResp "The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions."

----

1. Extremely concerned
2. Very concerned
3. Somewhat concerned
4. Not too concerned
5. Not at all concerned

Question "What strategies, if any, are you using to help students catch up?"

----

1. One-on-one tutoring
2. Small group tutoring
3. Extra math class period during the school day
4. Extra reading class period during the school day
5. Small group/differentiated instruction
6. Extra homework
7. Not applicable. My students are not displaying learning losses.
91. Other {(Please specify):/(Please specify on next screen.)}

Question "To what extent do you agree that students, who have fallen behind due to disruptions caused by the COVID-19 pandemic, will be able to catch up to grade-level expectations by the end of the school year?"

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Next we would like to ask about students' kindergarten readiness and their parental support.

How important do you believe the following characteristics are for a child to be ready for kindergarten?

Finishes tasks"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Can count to 20 or more"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Takes turns and shares"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Has good problem-solving skills"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Is able to use pencils and paint brushes"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Is not disruptive of the class"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "{(Continued) }How important do you believe the following characteristics are for a child to be ready for kindergarten?

Knows the English language"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Is sensitive to other children's feelings"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Sits still and pays attention"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Knows most of the letters of the alphabet"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Can follow directions"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Identifies primary colors and shapes"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Communicates needs, wants, and thoughts verbally in primary language"

----

1. Not important
2. Not very important
3. Somewhat important
4. Very important
5. Essential

Question "Please indicate the extent to which you agree with each of the following statements on children's preparation for school.

Attending preschool (for example, nursery school, prekindergarten, or Head Start) is very important for success in kindergarten."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Children who begin formal reading and math instruction in preschool will do better in elementary school."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents should make sure their children know the alphabet before they start kindergarten."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Most children should learn to read in kindergarten."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents need help in learning how to teach their children how to read."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents should set aside time every day for their kindergarten children to practice schoolwork."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Homework should be given to kindergarten children almost every day."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents should read to their children and play counting games at home regularly."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Next we would like to ask a few questions about your teaching position.

How much control do you feel you have in your classroom in the following areas?

Selecting skills to be taught"

----

1. No control
2. Slight control
3. Some control
4. Moderate control
5. A great deal of control

Question "Deciding teaching techniques"

----

1. No control
2. Slight control
3. Some control
4. Moderate control
5. A great deal of control

Question "Disciplining children"

----

1. No control
2. Slight control
3. Some control
4. Moderate control
5. A great deal of control

Question "The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics.

What is your gender?"

----

1. Male
2. Female
3. Another gender

Question "In what year were you born?"

Watermark: "Enter year"

Question "Are you Hispanic or Latino/Latina of any race?"

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

----

1. Yes
2. No

Question "Which best describes your race?"

InstResp "Select all that apply."

----

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White

Question "What is the highest level of education you have completed?"

----

1. Did not complete high school
2. High school diploma or equivalent/GED
3. Some college or technical or vocational school
4. Associate's degree
5. Bachelor's degree
6. Master's degree
7. An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)

Question "What was your undergraduate major field(s) of study?"

InstResp "Select all that apply."

----

1. Early childhood education
2. Elementary education
3. Special education
4. Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)
5. Other major (such as history, English, etc.)
6. None of the above

Question "What was the major field(s) of study of your highest level graduate degree?"

----

1. Early childhood education
2. Elementary education
3. Special education
4. Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)
5. Other major (such as history, English, etc.)
6. None of the above

Question "Have you ever taken a college course in the following areas?"

InstResp "Select all that apply."

----

1. Early childhood education
2. Elementary education
3. Special education
4. English as a Second Language (ESL) or teaching English language learners (ELL)
5. Child development
6. Methods of teaching reading/language arts
7. Methods of teaching mathematics
8. Methods of teaching science
9. Classroom management
10. None of the above

Question "Which of the following describes the teaching certificate you currently hold in {STATE}?"

----

1. Regular or standard state certificate or advanced professional certificate
2. Certificate issued after satisfying all requirements except the completion of a probationary period
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
4. Certificate issued to persons who must complete a certification program in order to continue teaching
5. I do not hold any of the above certifications in {state}.

Question "In what areas are you certified?"

InstResp "Select all that apply."

----

1. Elementary education
2. Early childhood education
3. Special education
4. English as a Second Language (ESL) or instruction for English language learners (ELL)
91. Other {(Please specify):/(Please specify on next screen.)}

Question: "Which of the following best describes the type of educator preparation program you participated in while earning your current certification?"

----

1. Traditional four-year undergraduate program based at an institution of higher education
2. Traditional graduate program at an institution of higher education
3. Alternative program based at an institution of higher education
4. Alternative program not based at an institution of higher education
5. Other preparation program

Question "Is your current certification the same as your initial certification?"

----

1. Yes
2. No

Question "Which of the following best describes the type of educator preparation program you participated in while earning your initial certification?"

----

1. Traditional four-year undergraduate program based at an institution of higher education
2. Traditional graduate program at an institution of higher education
3. Alternative program based at an institution of higher education
4. Alternative program not based at an institution of higher education
5. Other preparation program

Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"

----

1. Yes
2. No

Question "What was the result of your National Board for Professional Teaching Standards exam?"

----

1. Awaiting test results
2. Passed
3. Have not yet passed

Question "The next few questions pertain to your years of experience.

Counting this school year, how many years have you taught in your current school, including part-time teaching?"

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If this is your first semester teaching in this school, enter 0.5."

Watermark: "Enter years"

Question "Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time?"

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If you are a new teacher and this is your first semester teaching, enter 0.5."

Watermark: "Enter years"

Question: "Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part-time?"

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. Please include part-time teaching. If this is your first semester teaching the grade or program, enter 0.5. Enter "0" if you have never taught the grade or program listed."

"Preschool"

Pre-Unit "Years:"

Watermark: "Enter years"

Question "Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?"

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. Please include part-time teaching. If this is your first semester teaching the grade or program, enter 0.5. Enter "0" if you have never taught the grade or program listed."

"Kindergarten"

Pre-Unit "Year:"

Watermark: "Enter years"

Question "First grade"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Second grade"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Third grade"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Fourth grade"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Fifth grade"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Sixth grade or higher"

Pre-Unit "Year:"

Watermark "Enter years"

Question "{(Continued) }Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part-time?

InstResp "Enter the number of years to the nearest full school year. If this is your first year teaching, enter "1". Enter "0" if you have never taught the grade or program listed.

English as a Second Language (ESL), bilingual education, and/or dual language program"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Special education program"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Program for gifted children"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Art or music program"

Pre-Unit "Year:"

Watermark "Enter years"

Question "Physical education program"

Pre-Unit "Year:"

Watermark: "Enter years"

Question "How long do you plan to continue to teach?"

----

1. As long as I am able
2. Until I am eligible for retirement benefits from this job
3. Until I am eligible for retirement benefits from a previous job
4. Until I am eligible for Social Security benefits
5. Until a specific life event occurs (for example, parenthood, marriage)
6. Until a more desirable job opportunity comes along
7. Definitely plan to leave as soon as I can
8. Undecided at this time

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you."

Construct	Research Question
Introduction	NA
Class time (full/half day, hours per day, days per week)	T-RQ1
Class time (full/half day, hours per day, days per week)	T-RQ1
Class time (full/half day, hours per day, days per week)	T-RQ1

Program type (regular kindergarten, 2-year kindergarten, transitional program, etc.);	T-RQ1
Grade levels of classes the teacher teaches	T-RQ1
Program type (regular kindergarten, 2-year kindergarten, transitional program, etc.);	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Equitable classroom practices	T-RQ2 T-RQ3

Equitable classroom practices	T-RQ2 T-RQ3
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	T-RQ2
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8

Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8

Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8
Students' reading and mathematics skills upon kindergarten entry	T-RQ8

Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1
Class organization (teacher-directed and child-selected activities)	T-RQ1

Class organization (teacher-directed and child-selected activities)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Transition activities into kindergarten	T-RQ1

School climate	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types	T-RQ1 T-RQ2

<p>Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)</p>	<p>T-RQ1 T-RQ3</p>
<p>Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)</p>	<p>T-RQ1 T-RQ3</p>
<p>Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)</p>	<p>T-RQ1 T-RQ3</p>
<p>Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)</p>	<p>T-RQ1 T-RQ3</p>

Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3
Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ1 T-RQ3

Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3
Languages used in the classroom	T-RQ1 T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ1 T-RQ3

Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3
Instructional approach for English language learners	T-RQ1 T-RQ3

Languages used in the classroom	T-RQ1 T-RQ3
Other specify for languages used in the classroom	T-RQ1 T-RQ3
COVID-19 Pandemic	T-RQ1 T-RQ3

COVID-19 Pandemic	T-RQ1 T-RQ3
COVID-19 Pandemic	T-RQ1 T-RQ3
Other specify for COVID-19 Pandemic	
COVID-19 Pandemic	T-RQ1 T-RQ3

Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4

Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Views on transition into kindergarten activities and school "readiness."	T-RQ1 T-RQ4
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4

Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Type of teaching certification held	T-RQ4
Type of teaching certification held	T-RQ4
Other specify for Type of teaching certification held	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

	T-RQ4
National Board certification	T-RQ4
National Board certification	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4

Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4



Teaching experience, by school and grade	T-RQ4
Intention to remain in teaching	T-RQ4
Thank you to respondent	NA

Section	Item #	Renumbered
TQA		CSA000
TQA	A1	CSA010
TQA	A2a	CSA070A
TQA	A2b	CSA070B
TQA	A2c	CSA070C

TQA	A3a	CSA500A
TQA	A3b	CSA500B
TQA	A3c	CSA500C
TQA	A3d	CSA500D
TQA	A3e	CSA500E
TQA	A3f	CSA500F
TQA	A3g	CSA500G
TQA	A3h	CSA500H

TQA	A4a	CSA510A
TQA	A4b	CSA510B
TQA	A5a	CSA520A
TQA	A5b	CSA520B
TQA	A5c	CSA520C

TQA	B1a	CPA010A
TQA	B1b	CPA010B
TQA	B1c	CPA010C
TQA	B1d	CPA010D
TQA	B1e	CPA010E

TQA	B2a	CPA020A
TQA	B2b	CPA020B
TQA	B2c	CPA020C
TQA	B2d	CPA020D
TQA	B2e	CPA020E

TQA	B2f	CPA020F
TQA	B2g	CPA020G
TQA	B2h	CPA020H
TQA	B2i	CPA020I
TQA	B3a	CPA030A

TQA	B3b	CPA030B
TQA	B3c	CPA030C
TQA	B3d	CPA030D
TQA	B3e	CPA030E
TQA	B3f	CPA030F

TQA	B3g	CPA030G
TQA	B3h	CPA030H
TQA	B3i	CPA030I
TQA	B6a	CPA040A
TQA	B6c	CPA040B

TQA	B7a	CPA050A
TQA	B7c	CPA050B
TQA	B8a1	CPA060
TQA	BNew1	CPA070
TQA	B10a	CPA080
TQA	B11	CPA090

TQA	B12a	CPA100A
TQA	B12b	CPA100B
TQA	B12c	CPA100C
TQA	B13a	CPA110A
TQA	B13b	CPA110B
TQA	B17a	CPA120A

TQA	B17b	CPA120B
TQA	B17c	CPA120C
TQA	C3a	IAA010A
TQA	C3b	IAA010B

TQA	C3c	IAA10C
TQA	C4a	IAA020A
TQA	C4b	IAA020B
TQA	C4c	IAA020C
TQA	C4d	IAA020D
TQA	C4e	IAA020E

TQA	C4f	IAA020F
TQA	C4g	IAA020G
TQA	C4h	IAA020H
TQA	C4i	IAA020I
TQA	C5b	IAA050A
TQA	C5e	IAA050B

TQA	C5f	IAA050C
TQA	C5g	IAA050D
TQA	C5h	IAA050E
TQA	C5i	IAA050F
TQA	C5l	IAA050G

TQA	C5m	IAA050H
TQA	C5n	IAA050I
TQA	C5o	IAA050J
TQA	C5p	IAA050K
TQA	C5q	IAA050L

TQA	C5r	IAA050M
TQA	C5t	IAA050N
TQA	C5v	IAA050O
TQA	C5w	IAA050P
TQA	C5y	IAA050Q

TQA	C5a1	IAA050R
TQA	C6a	IAA060A
TQA	C6b	IAA060B
TQA	C6c	IAA060C
TQA	C6d	IAA060D
TQA	C6e	IAA060E

TQA	C6f	IAA060F
TQA	C6g	IAA060G
TQA	C6h	IAA060H
TQA	C6i	IAA060I
TQA	C6j	IAA060J

TQA	C6k	IAA060K
TQA	C6l	IAA060L
TQA	C6m	IAA060M
TQA	C6n	IAA060N
TQA	C6o	IAA060O

TQA	C6p	IAA060P
TQA	C6r	IAA060Q
TQA	C6u	IAA060R
TQA	C6v	IAA060S
TQA	C6w	IAA060T

TQA	C7a	IAA070A
TQA	C7c	IAA070B
TQA	C7d	IAA070C
TQA	C7e	IAA070D
TQA	C7f	IAA070E

TQA	C7g	IAA070F
TQA	C7h	IAA070G
TQA	C7i	IAA070H
TQA	C7j	IAA070I
TQA	C7k	IAA070J

TQA	C7l	IAA070K
TQA	C7m	IAA070L
TQA	C7p	IAA070M
TQA	C7q	IAA070N
TQA	C8a	IAA080A

TQA	C8b	IAA080B
TQA	C8c	IAA080C
TQA	C8e	IAA080D
TQA	C8f	IAA080E
TQA	C8g	IAA080F
TQA	C8h	IAA080G

TQA	C8i	IAA080H
TQA	C8j	IAA080I
TQA	C8k	IAA080J
TQA	C8l	IAA080K
TQA	C8m	IAA080L
TQA	C8n	IAA080M

TQA	C8q	IAA080N
TQA	C9a	IAA090A
TQA	C9b	IAA090B
TQA	C9c	IAA090C
TQA	C9d	IAA090D

TQA	C9f	IAA090E
TQA	C9g	IAA090F
TQA	C9h	IAA090G
TQA	C9i	IAA090H
TQA	C9j	IAA090I

TQA	C9l	IAA090J
TQA	C9m	IAA090K
TQA	C9n	IAA090L
TQA	C9p	IAA090M
TQA	C9q	IAA090N

TQA	C9s	IAA0900
TQA	C13	IAA100
TQA	C14a	IAA110A
TQA	C14b	IAA110B
TQA	C14c	IAA110C

TQA	C14d	IAA110D
TQA	C15	IAA120
TQA	C16a	IAA130A
TQA	C16b	IAA130B
TQA	C16c	IAA130C
TQA	D1	FIA010

TQA	D2a	FIA020A
TQA	D2b	FIA020B
TQA	D2c	FIA020C
TQA	D2d	FIA020D
TQA	D3a	FIA030
TQA	E2a	EGA010

TQA	E3	EGA020
TQA	F1a	SSA010
TQA	F2	SSA020
TQA	F4b	SSA030
TQA	F5	SSA040

TQA	G1b	SCA010A
TQA	G1f	SCA010B
TQA	G1i	SCA010C
TQA	G2a	SCA020A
TQA	G2c	SCA020B
TQA	G4d	SCA030A

TQA	G4e	SCA030B
TQA	G4f	SCA030C
TQA		TBA010
TQA		TBA020
TQA		TBA030
TQA		TBA040
TQA		TBA050

TQA		TBA100
TQA		TBA110
TQA		TBA160
TQA		TBA170B
TQA	G6	END000

## Item Wording

Question "Thank you for launching the ECLS survey!"

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."

Question "The first several questions pertain to your roles and responsibilities as a teacher.

Which of the following describes the kindergarten class or classes you currently teach?"

InstResp "Select all that apply."

----

1. Full-day
2. Morning half-day class
3. Afternoon half-day class
4. One class, some children stay for a full-day, some for a half-day

Question "We would like to start by asking about the characteristics of the students in your class(es). As of today's date, how many children:

Are currently enrolled in your {full-day class/morning class/afternoon class}?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many children in your {full-day class/morning class/afternoon class} have the following characteristics?  
Are classified as Gifted and Talented?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are participating in a Gifted and Talented program?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are below grade level in their English reading skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are about on grade level in their English reading skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are above grade level in their English reading skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "{Continued} How many children in your {full-day class/morning class/afternoon class} have the following characteristics?

Are below grade level in their mathematics skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are about on grade level in their mathematics skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "Are above grade level in their mathematics skills?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many children in your {full-day class/morning class/afternoon class} have a diagnosed disability and need special health or educational accommodations or services?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?"

Pre-unit "Number:"

Watermark "Enter number"

Question "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} need more help than they are currently receiving?"

Pre-unit "Number:"

Watermark "Enter number"

Question "The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class or classes spend in the following activities?"

Working independently"

InstResp "Do not include lunch or recess breaks."

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working on individual tasks under teacher direction"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working with peers under teacher direction"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Working in small groups with teacher"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "Teacher lecture with large group and/or large group discussion led by teacher"

----

1. No time
2. Half hour or less
3. About one hour
4. About two hours
5. About three hours
6. Four hours or more

Question "How often does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?"

Reading and language arts"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Mathematics"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Social studies"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Science"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Music"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Art"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "{Continued} How often does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?

Physical education"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Dance/creative movement"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "Theater/creative dramatics"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas?

Reading and language arts"

----

1. Not applicable/never
2. Less than ½ hour a day
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. 3 hours or more

Question "Mathematics"

----

1. Not applicable/never
2. Less than  $\frac{1}{2}$  hour a day
3.  $\frac{1}{2}$  hour to less than 1 hour
4. 1 to less than  $1\frac{1}{2}$  hours
5.  $1\frac{1}{2}$  to less than 2 hours
6. 2 to less than  $2\frac{1}{2}$  hours
7. 3 hours or more

Question "Social studies"

----

1. Not applicable/never
2. Less than  $\frac{1}{2}$  hour a day
3.  $\frac{1}{2}$  hour to less than 1 hour
4. 1 to less than  $1\frac{1}{2}$  hours
5.  $1\frac{1}{2}$  to less than 2 hours
6. 2 to less than  $2\frac{1}{2}$  hours
7. 3 hours or more

Question "Science"

----

1. Not applicable/never
2. Less than  $\frac{1}{2}$  hour a day
3.  $\frac{1}{2}$  hour to less than 1 hour
4. 1 to less than  $1\frac{1}{2}$  hours
5.  $1\frac{1}{2}$  to less than 2 hours
6. 2 to less than  $2\frac{1}{2}$  hours
7. 3 hours or more

Question "Music"

----

1. Not applicable/never
2. Less than  $\frac{1}{2}$  hour a day
3.  $\frac{1}{2}$  hour to less than 1 hour
4. 1 to less than  $1\frac{1}{2}$  hours
5.  $1\frac{1}{2}$  to less than 2 hours
6. 2 to less than  $2\frac{1}{2}$  hours
7. 3 hours or more

Question "Art"

----

1. Not applicable/never
2. Less than  $\frac{1}{2}$  hour a day
3.  $\frac{1}{2}$  hour to less than 1 hour
4. 1 to less than  $1\frac{1}{2}$  hours
5.  $1\frac{1}{2}$  to less than 2 hours
6. 2 to less than  $2\frac{1}{2}$  hours
7. 3 hours or more

Question “[Continued] On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas?”

Physical education”

----

1. Not applicable/never
2. Less than ½ hour a day
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. 3 hours or more

Question “Dance/creative movement”

----

1. Not applicable/never
2. Less than ½ hour a day
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. 3 hours or more

Question “Theater/creative dramatics”

----

1. Not applicable/never
2. Less than ½ hour a day
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. 3 hours or more

Question “In an average week, how often do you divide your class or classes into achievement groups for reading activities or lessons?”

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question “On days when you divide your class or classes into achievement groups for reading, how many minutes do the groups usually stay together?”

Pre-unit “Number of minutes:”

Watermark “Enter number”

Question "In an average week, how often do you divide your class or classes into achievement groups for math activities or lessons?"

----

1. Never
2. Less than once a week
3. 1 day a week
4. 2 days a week
5. 3 days a week
6. 4 days a week
7. 5 days a week

Question "On days when you divide your class or classes into achievement groups for math, how many minutes do the groups usually stay together?"

Pre-unit "Number of minutes:"

Watermark "Enter number"

Question "Which of the following services, if any, do children in your class or classes who need more help with reading receive?"

InstResp "Please select all that apply."

----

1. Extra individual assistance from you, the teacher
2. Individual tutoring from an aide or volunteer
3. Individual tutoring from a credentialed specialist
4. Pull-out instruction in small groups
5. Other
6. No extra services are available.

Question "Does your classroom have the following interest areas or centers for activities?"

- 1 Area for playing with puzzles and blocks (Legos, etc.)
- 2 Water or sand table
- 3 Dramatic play area or corner
- 4 Art area

Question "How often do the children in your class or classes do the following activities?"

Go to the school library or media center"

----

1. No library or media center in this school
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "How many days a week do children have recess?"

Pre-unit "Number:"

Watermark "Enter number"

Question "In a typical day, how much time do children in your class or classes spend in the following activities?"

"Lunch"

----

1. No time
2. 1-15 minutes
3. 16-30 minutes
4. 31-45 minutes
5. Longer than 45 minutes

Question "Free play indoors"

----

1. No time
2. 1-15 minutes
3. 16-30 minutes
4. 31-45 minutes
5. Longer than 45 minutes

Question "Free play outdoors (including recess)"

----

1. No time
2. 1-15 minutes
3. 16-30 minutes
4. 31-45 minutes
5. Longer than 45 minutes

Question "Which of the following types of aides do you receive help from in your classroom?."

InstResp "Please select all that apply."

----

1. Regular aides who work directly with children
2. Special education aides who work directly with children
3. English as a Second Language (ESL) or bilingual education aides who work directly with children
4. Volunteers (for example, parents, high school students, community members) who work directly with children
5. Any type of aide or volunteer doing non-instructional work (for example, photocopying, preparing materials, etc.)
6. No aides are available.

Question "Approximately how many hours per week do you have an aide working in your classroom?"

If multiple aides are in your classroom during the same one hour, please count that as one hour.

Enter to the half hours. For example, 1 ½ hours would be entered as 1.5. As another example, 30 minutes would be entered as 0.5."

Question "Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class or classes in the following subject areas:

Reading and language arts"

----

1. I get all the resources I need.
2. I get most of the resources I need.
3. I get some of the resources I need.
4. I don't get any of the resources I need.

Question "Mathematics"

----

1. I get all the resources I need.
2. I get most of the resources I need.
3. I get some of the resources I need.
4. I don't get any of the resources I need.

Question "Science"

----

1. I get all the resources I need.
2. I get most of the resources I need.
3. I get some of the resources I need.
4. I don't get any of the resources I need.

Question "The next series of questions are focused on your instructional activities and curricular focus in your class or classes.

How strongly do you agree or disagree that you utilize the following practices in your class or classes?

Display pictures, posters, artwork, and other décor that reflect the cultures and ethnic backgrounds of each student in your class or classes."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

Question "All notices and communications to families/caregivers of students in your class or classes are written in their language of origin."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

Question "Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class or classes."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

Question "The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in your class or classes?"

Core or primary reading text for all students (e.g., basal reading series)

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Leveled or guided reading books (multiple books, each at a specific reading level)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Children's newspapers and/or magazines"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Computer software and applications for reading instruction (including those for laptops, desktops, cell phones, or digital tablets)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Tradebooks (for example, collections of non-fiction)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "{Continued} How often do you use the following resources to teach reading in your class or classes? Reading materials from other subjects (for example, science, social studies)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "Big books and decodeable or sound/symbol books)"

----

1. Never or hardly ever
2. Once or twice a month
3. Once or twice a week
4. Almost every day

Question "The next series of questions is about your instruction in science and social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class or classes?"

Plants and animals"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Weather (for example, rainy, sunny)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Understand and measure temperature"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Water"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Sound"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Light"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class or classes?

Tools and their uses"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Health, safety, nutrition, and personal hygiene"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Important figures and events in American history"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Community resources (for example, grocery store, library)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Map-reading skills"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Different cultures"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question “[Continued] For this school year as a whole, how often did you teach the following science and social studies topics in your class or classes?

Reasons for rules, laws, and government”

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question “Geography”

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question “Social problem solving”

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question “Hands-on activities or investigations in science”

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question “Communicating ideas in science”

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Community service"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "How often do children in your class or classes do each of the following reading and language arts activities?"

Practice writing the letters of the alphabet"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Discuss new or difficult vocabulary"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Dictate stories to a teacher, aide, or volunteer"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Work on phonics"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Listen to you read stories where they see the print (for example, Big Books)"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “[Continued] How often do children in your class or classes do each of the following reading and language arts activities?

Listen to you read stories but they don't see the print”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Retell stories”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read aloud”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read from basal reading texts”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read silently”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “[Continued] How often do children in your class or classes do each of the following reading and language arts activities?”

Work in a reading workbook or on a worksheet”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Write words from dictation, to improve spelling”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Write with encouragement to use invented spellings, if needed”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read books they have chosen for themselves”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Compose and write stories or reports”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “[Continued] How often do children in your class or classes do each of the following reading and language arts activities?”

Do an activity or project related to a book or story”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Writing in a journal”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read text with controlled vocabulary”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read text with strong phonetic patterns”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question “Read text with patterned or predictable text”

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class or classes?"

Conventions of print (left to right orientation, book holding)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Rhyming words and word families"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Blending separate sounds of a word to say the word (for example, "/c/ /a/ /t/ - cat")"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Verbally manipulating syllables within a word (for example, what is cowboy without cow?)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Reading multi-syllable words, like "adventure""

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "{Continued} For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class or classes?"

Use of common prepositions such as over and under, up and down"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Identifying the main idea and parts of a story"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Orally retelling stories, including key details"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Remembering and following directions that include a series of actions"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Using capitalization and punctuation"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Composing and writing complete sentences"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "{Continued} For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class or classes?"

Conventional spelling"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Reading age appropriate books independently with comprehension"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "How often do children in your class or classes do each of the following math activities?"

Count out loud"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Work with geometric manipulatives"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Play math-related games"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Use music to understand math concepts"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Use creative movement or creative drama to understand math concepts"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Work with rulers, measuring cups, spoons, or other measuring instruments"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "{Continued} How often do children in your class or classes do each of the following math activities?"

Explain how a math problem is solved"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Engage in calendar-related activities"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Do math worksheets"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Do math problems from their textbooks"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Complete math problems independently in front of whole group"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Solve math problems in small groups or with a partner"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "{Continued} How often do children in your class or classes do each of the following math activities?"

Work on math problems that reflect real-life situations"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "Use a number line to understand number concepts"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "For this school year as a whole, how often did you teach each of the following math skills in your class or classes?"

Correspondence between number and quantity"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Counting by 2s, 5s, and 10s"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Counting on from a given number instead of 1"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Counting beyond 100"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Recognizing and naming geometric shapes"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Identifying relative quantity (for example, equal, most, less, more)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class or classes?"

Sorting objects into subgroups according to a rule"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Ordering objects by size or other properties"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Making, copying, or extending patterns"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Adding single-digit numbers"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Subtracting single-digit numbers"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Uses place value to compose and decompose numbers into tens and ones"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class or classes?"

Interpreting simple graphs"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Performing simple data collection and graphing"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Decomposes numbers less than or equal to 10 by using objects or drawings"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily
6. Not taught because this is taught at a higher grade level
7. Not taught because children should already know

Question "Do you have any students who are English language learners (ELLs) in your class or classes?"

----

1. Yes
2. No

Question "How often do English language learners (ELL children) in your class or classes do each of the following activities (in your classroom or in a pull-out program)?"

"Take assessments to monitor their English language acquisition"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily

Question "Take assessments to assess their progress in English reading and literacy skills"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily

Question "Work in small groups of ELL children or individually on intensive English reading and literacy skills"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily

Question "Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)"

----

1. Once a month or less
2. Two or three times a month
3. Once or twice a week
4. Three or four times a week
5. Daily

Question "The next series of questions is about homework. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day."

----

0. 0 days
1. 1 day
2. 2 days
3. 3 days
4. 4 days
5. 5 or more days

Question "On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?"

Reading and language arts"

----

1. I never assign homework.
2. 1 to 10 minutes
3. 11 to 20 minutes
4. 21 to 30 minutes
5. More than 30 minutes

Question "Math"

----

1. I never assign homework.
2. 1 to 10 minutes
3. 11 to 20 minutes
4. 21 to 30 minutes
5. More than 30 minutes

Question "Other"

----

1. I never assign homework.
2. 1 to 10 minutes
3. 11 to 20 minutes
4. 21 to 30 minutes
5. More than 30 minutes

Question "Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class or classes during the school year?"

----

1. No conferences
2. One conference
3. Two conferences
4. Three or more conferences

Question "What percentage of children in your class or classes have parents who participate in the following activities?"

Attend teacher-parent conferences"

----

1. 0%
2. 1-25%
3. 26-50%
4. 51-75%
5. 76% or more

Question "Volunteer regularly to help in your classroom or another part of the school"

----

1. 0%
2. 1-25%
3. 26-50%
4. 51-75%
5. 76% or more

Question "Attend open houses or parties"

----

1. 0%
2. 1-25%
3. 26-50%
4. 51-75%
5. 76% or more

Question "Attend art/music events or demonstrations"

----

1. 0%
2. 1-25%
3. 26-50%
4. 51-75%
5. 76% or more

Question "During this school year, how often have you made contacts with all parents (for example, through newsletters, letters, emails, list-serve messages, group text messages, or other notices sent home for group updates or information; or updates to a classroom website)?"

----

1. Never
2. 1-2 times
3. 3-5 times
4. 6-10 times
5. 11-14 times
6. 15 or more times

Question "The next questions pertain to evaluation and grading practices.

Across all subjects, how often are students administered state or local standardized tests?"

----

1. Never
2. 1 or 2 times a year
3. 1 or 2 times a month
4. 1 or 2 times a week
5. 3 or more times a week

Question "Which of the following do you use to provide kindergartners' parents with information about their children's performance?"

InstResp "Select all that apply."

----

1. Standard report card (for example, a letter grade or other standard grade assigned for each subject)
2. Progress report form
3. Competency based checklists
4. Portfolio of child's work
5. Standardized test scores
6. Benchmark assessments
7. None of the above

Question "The next set of questions pertains to school-related activities. How often have you participated in the following activity since the beginning of the academic year?"

Meeting with other teachers to discuss instruction-related topics (e.g., lesson planning, curriculum development)"

----

1. Never
2. Once a month or less
3. Two or three times a month
4. Once or twice a week
5. Three or four times a week
6. Daily

Question "In which of the following staff development and training activities have you participated during the current academic year?"

InstResp "Select all that apply."

----

- 1 Worked with a master or mentor teacher assigned to you by your school or district
- 2 Workshops involving study groups or small-group problem solving
- 3 Direct instruction from an outside consultant on a specific topic
- 4 Peer observation and feedback
- 5 Visits to, or observations of, other schools
- 6 Release time for attending professional conferences
- 7 Enrollment in college or university courses related to your profession
- 8 Professional development via distance learning (web-based, etc.)
- 9 Workshops on using computers and technology in the classroom
- 10 Coaching (for example, working with an individual specifically trained in instruction or a particular subject area)
- 11 None of the above

Question "In the past 12 months, did you participate in any professional development activities pertaining to the direct engagement of students and families during the kindergarten transition?"

----

1. Yes
2. No

Question "In the past 12 months, how many hours did you spend on professional development activities?"

----

1. 10 hours or less
2. 11 - 20 hours
3. 21 - 30 hours
4. 31 - 40 hours
5. More than 40 hours

Question "The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements.

Many of the children I teach are not capable of learning the material I am supposed to teach them."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents are supportive of school staff."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "The academic standards at this school are too low."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "To what extent do you agree with the following statements?"

I am adequately trained to teach the children with disabilities in my class."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

Question "I am adequately trained to teach English language learners (ELLs) in my class."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree
6. Not applicable

Question "To what extent do you agree or disagree with each of the following statements as it applies to your instruction?"

I really enjoy my present teaching job."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "I am certain I am making a difference in the lives of the children I teach."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "If I could start over, I would choose teaching again as my career."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics.

\_x000D\_

What is your gender?"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_
3. Another gender\_x000D\_

Question "In what year were you born?"\_x000D\_

\_x000D\_

Watermark: "Enter year"

Question "Are you Hispanic or Latino/Latina of any race?"\_x000D\_

\_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes your race?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or Other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "What is the highest level of education you have completed?"\_x000D\_

----\_x000D\_

1. Did not complete high school\_x000D\_
2. High school diploma or equivalent/GED\_x000D\_
3. Some college or technical or vocational school\_x000D\_
4. Associate's degree\_x000D\_
5. Bachelor's degree\_x000D\_
6. Master's degree\_x000D\_
7. An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)\_x000D\_

Question "Which of the following describes the teaching certificate you currently hold in {STATE}?"\_x000D\_  
----\_x000D\_  
1. Regular or standard state certificate or advanced professional certificate\_x000D\_  
2. Certificate issued after satisfying all requirements except the completion of a probationary period\_x000D\_  
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained\_x000D\_  
4. Certificate issued to persons who must complete a certification program in order to continue teaching\_x000D\_  
5. I do not hold any of the above certifications in {state}.\_x000D\_

Question "In what areas are you certified?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Elementary education\_x000D\_  
2. Early childhood education\_x000D\_  
3. Special education\_x000D\_  
4. English as a Second Language (ESL) or instruction for English language learners (ELLs)\_x000D\_  
91. Other {(Please specify):/(Please specify on next screen.)}

Question "Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part time?"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If you are a new teacher and this is your first semester teaching, enter 0.5."\_x000D\_  
\_x000D\_  
Watermark: "Enter years"

Question "Counting this school year, how many years have you taught kindergarten, including years in which you taught part time?"  
  
InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. Please include part-time teaching. If this is your first semester teaching the grade or program, enter 0.5."  
\_x000D\_  
"Kindergarten"\_x000D\_  
\_x000D\_  
Pre-Unit "Years:"\_x000D\_  
\_x000D\_  
Watermark: "Enter years"

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you."

Construct	Research Question
Introduction	N/A
Class time (full/half day, hours per day, days per week)	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of students who enter or leave during the school year	T-RQ2



Number of children tardy or absent on an average day	T-RQ2
Number of children tardy or absent on an average day	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3

Class organization	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Class organization	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ2
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ2

<p>Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);</p>	<p>T-RQ2</p>
<p>Availability, use, and adequacy of instructional materials</p>	<p>T-RQ1</p>
<p>Availability, use, and adequacy of instructional materials</p>	<p>T-RQ1</p>
<p>Availability, use, and adequacy of instructional materials</p>	<p>T-RQ1</p>
<p>Availability, use, and adequacy of instructional materials</p>	<p>T-RQ1</p>
<p>Availability, use, and adequacy of instructional materials</p>	<p>T-RQ1</p>

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1





Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>	<p>T-RQ1</p>
<p>Number of language minority (LM) children and English-language learners (ELL) in the classroom</p>	<p>T-RQ3</p>
<p>Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)</p>	<p>T-RQ3</p>
<p>Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)</p>	<p>T-RQ3</p>
<p>Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)</p>	<p>T-RQ3</p>

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Use of homework	T-RQ1
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6

Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Communication with parents about children's performance	T-RQ6
Use of standardized tests	T-RQ9

Communication with parents about children's performance	T-RQ6
Frequency of meeting with other teachers and specialists	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Kindergarten transition	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
Teachers' sense of efficacy	T-RQ4
Teachers' sense of efficacy	T-RQ4
Job satisfaction	T-RQ4

Job satisfaction	T-RQ4
Job satisfaction	T-RQ4
Teacher background	T-RQ4

Teacher background	T-RQ4
Thank you to respondent.	T-RQ4

Section	Item #
TQA	A1
TQA	A2a
TQA	A2b
TQA	A2c
TQA	A3a
TQA	A3b

TQA	A3c
TQA	A3d
TQA	A3e
TQA	A3f
TQA	A3g
TQA	A3h
TQA	A4a
TQA	A4b

TQA	A5
TQA	A6a
TQA	A6b
TQA	A6c
TQA	A6d
TQA	A6e

TQA	A6f
TQA	A6g
TQA	A6h
TQA	A6i
TQA	A6j
TQA	A6k

TQA	A6l
TQA	A6m
TQA	A6n
TQA	A6o
TQA	A6p
TQA	A6q
TQA	A6qOS

TQA	A7a
TQA	A7b
TQA	A8a
TQA	A8b
TQA	A8c
TQA	A9

TQA	A10
TQA	A11
TQA	A12
TQA	A13a
TQA	A13b
TQA	A13c

TQA	A13d
TQA	A13e
TQA	A13f
TQA	A13g
TQA	A13h
TQA	A13i
TQA	A14a

TQA	A14b
TQA	A14c
TQA	A14d
TQA	A14e
TQA	A14f
TQA	A14g
TQA	A15a
TQA	A15b

TQA	A15c
TQA	A15d
TQA	A15e
TQA	A16
TQA	A17a
TQA	A17b
TQA	A17c

TQA	A17d
TQA	A17e
TQA	A17f
TQA	A17g
TQA	A17h
TQA	A17i
TQA	A17j

TQA	A18
TQA	A19a
TQA	A19b
TQA	A19c
TQA	A19d
TQA	A19e

TQA	A19f
TQA	A19g
TQA	A19h
TQA	A19i
TQA	A19j
TQA	A19k
TQA	A19l

TQA	A20a
TQA	A21a
TQA	A21b
TQA	A22

TQA	A23a
TQA	A23b
TQA	A23c
TQA	A23d

TQA	A23e
TQA	A23f
TQA	A24
TQA	A24OS

TQA	A25
TQA	A25OS
TQA	A26
TQA	A27

TQA	A270S
TQA	A28
TQA	A29
TQA	A30a
TQA	A30b
TQA	A30c

TQA	A31
TQA	A32
TQA	A32OS
TQA	A33a

TQA	A33b
TQA	A33c
TQA	A33d
TQA	B0

TQA	B1a
TQA	B1b
TQA	B1c
TQA	B1d

TQA	B1e
TQA	B2a
TQA	B2b
TQA	B2c

TQA	B2d
TQA	B2e
TQA	B2f
TQA	B2g

TQA	B2h
TQA	B2i
TQA	B2j
TQA	B2k

TQA	B3a
TQA	B3b
TQA	B3c
TQA	B3d

TQA	B3e
TQA	B3f
TQA	B3g
TQA	B3h

TQA	B3i
TQA	B3j
TQA	B3k
TQA	B4

TQA	B5
TQA	B6a
TQA	B6b
TQA	B6c

TQA	B7a
TQA	B7b
TQA	B7c
TQA	B8a1

TQA	B8a2
TQA	B8b1
TQA	B8b2
TQA	B8c1
TQA	B8c2

TQA	B8d1
TQA	B8d2
TQA	B8f1
TQA	B8f1OS
TQA	B9a

TQA	B9b
TQA	B9c
TQA	B9d
TQA	B9e

TQA	B9f
TQA	B9g
TQA	B9h
TQA	B9i

TQA	B9j
TQA	B9k
TQA	B9l
TQA	B9m

TQA	B9n
TQA	B9o
TQA	B9p
TQA	B9q

TQA	B9r
TQA	B9s
TQA	B9t
TQA	B9u

TQA	B9v
TQA	B9w
TQA	B9x
TQA	B9y

TQA	B9z
TQA	B9a1
TQA	B9a2
TQA	B10a

TQA	B10b
TQA	B11
TQA	B12a
TQA	B12b
TQA	B12c

TQA	B13a
TQA	B13b
TQA	B13c
TQA	B13d

TQA	B16a
TQA	B16b
TQA	B16c
TQA	B16d

TQA	B17a
TQA	B17b
TQA	B17c
TQA	B18a
TQA	B18b

TQA	B18c
TQA	B18d
TQA	B18e
TQA	B18f
TQA	B18g

TQA	B18h
TQA	B18i
TQA	B18j
TQA	B18k
TQA	B18l

TQA	B18m
TQA	B18n
TQA	B18o
TQA	B18p
TQA	B18q

TQA	B18r
TQA	B19
TQA	B19OS
TQA	B20

TQA	B21
TQA	B22
TQA	B24a
TQA	B24b
TQA	B24c

TQA	B24d
TQA	B24e
TQA	B25
TQA	B26

TQA	B27a
TQA	B27b
TQA	B27c
TQA	B27d

TQA	B27e
TQA	B27f
TQA	B27g
TQA	B27h

TQA	B27i
TQA	B27j
TQA	B27k
TQA	B28a

TQA	B28b
TQA	B28c
TQA	B28d
TQA	B28e

TQA	B28f
TQA	B28g
TQA	B28h

TQA	B28i
TQA	B28j
TQA	B28k
TQA	B29a

TQA	B29b
TQA	B29c
TQA	B30a
TQA	B30b
TQA	B30c

TQA	B31a
TQA	B31b
TQA	B32
TQA	B33a

TQA	B33b
TQA	B33c
TQA	B34
TQA	B35a
TQA	B35b

TQA	B35c
TQA	B35d
TQA	B36a
TQA	B36b
TQA	B37a

TQA	B37b
TQA	B38a
TQA	B38b
TQA	B38c

TQA	B38d
TQA	B38e
TQA	B38f
TQA	B39a
TQA	B39b

TQA	B39c
TQA	B39d
TQA	B39e
TQA	B39f
TQA	B40a

TQA	B40b
TQA	B40c
TQA	B40d
TQA	B40e
TQA	B40f

TQA	B41a
TQA	B41b
TQA	B41c
TQA	B41d
TQA	B41e

TQA	B41f
TQA	B42a
TQA	B42b
TQA	B42c
TQA	C1a

TQA	C1b
TQA	C1c
TQA	C1d
TQA	C1e
TQA	C1f

TQA	C1g
TQA	C2a
TQA	C2b
TQA	C2c

TQA	C2d
TQA	C2e
TQA	C3a
TQA	C3b

TQA	C3c
TQA	C3d
TQA	C4a
TQA	C4b
TQA	C4c

TQA	C4d
TQA	C4e
TQA	C4f
TQA	C4g
TQA	C4h

TQA	C4i
TQA	C4j
TQA	C4k
TQA	C4l
TQA	C4m

TQA	C5a
TQA	C5b
TQA	C5c
TQA	C5d

TQA	C5e
TQA	C5f
TQA	C5g
TQA	C5h

TQA	C5i
TQA	C5j
TQA	C5k
TQA	C5l

TQA	C5m
TQA	C5n
TQA	C5o
TQA	C5p

TQA	C5q
TQA	C5r
TQA	C5s
TQA	C5t

TQA	C5u
TQA	C5v
TQA	C5w
TQA	C6a

TQA	C6b
TQA	C6c
TQA	C6d
TQA	C6e

TQA	C6f
TQA	C6g
TQA	C6h
TQA	C6i

TQA	C6j
TQA	C6k
TQA	C6l
TQA	C6m

TQA	C6n
TQA	C6o
TQA	C6p
TQA	C6q

TQA	C7a
TQA	C7b
TQA	C7c
TQA	C7d

TQA	C7e
TQA	C7f
TQA	C7g
TQA	C7h

TQA	C7i
TQA	C7j
TQA	C7k
TQA	C7l

TQA	C7m
TQA	C7n
TQA	C7o
TQA	C7p

TQA	C7q
TQA	C8a
TQA	C8b
TQA	C8c

TQA	C8d
TQA	C8e
TQA	C8f
TQA	C8g

TQA	C8h
TQA	C8i
TQA	C8j
TQA	C8k

TQA	C8l
TQA	C8m
TQA	C8n
TQA	C8o

TQA	C8p
TQA	C8q
TQA	C8r
TQA	C8s

TQA	C8t
TQA	C8u
TQA	C8v
TQA	C8w

TQA	C9
TQA	C10a
TQA	C10b
TQA	C10c
TQA	C10d

TQA	C10e
TQA	C10f
TQA	C11
TQA	C12
TQA	C13a

TQA	C13b
TQA	C13c
TQA	C13d
TQA	C14

TQA	C15a
TQA	C15b
TQA	C15c
TQA	C15cOS
TQA	C16a

TQA	C16b
TQA	C16c
TQA	C16d
TQA	C16e
TQA	C16f

TQA	C16g
TQA	C17a
TQA	C17b
TQA	C17c

TQA	C17d
TQA	C17e
TQA	C18a
TQA	C18b

TQA	C18c
TQA	C18d
TQA	C19a
TQA	C19b
TQA	C19c

TQA	C19d
TQA	C19e
TQA	C19f
TQA	C19g
TQA	C19h

TQA	C19i
TQA	C19j
TQA	C19k
TQA	C19l
TQA	C19m

TQA	C20a
TQA	C20b
TQA	C20c
TQA	C20d

TQA	C20e
TQA	C20f
TQA	C20g
TQA	C20h

TQA	C20i
TQA	C20j
TQA	C20k
TQA	C20l

TQA	C20m
TQA	C20n
TQA	C20o
TQA	C20p

TQA	C20q
TQA	C20r
TQA	C20s
TQA	C20t

TQA	C20u
TQA	C20v
TQA	C20w
TQA	C20x

TQA	C21a
TQA	C21b
TQA	C21c
TQA	C21d

TQA	C21e
TQA	C21f
TQA	C21g
TQA	C21h

TQA	C21j
TQA	C21k
TQA	C21l
TQA	C21m

TQA	C21n
TQA	C21o
TQA	C21p
TQA	C21q

TQA	C21r
TQA	C21s
TQA	C21t
TQA	C21u

TQA	C21v
TQA	C21w
TQA	C21x
TQA	C21y

TQA	C21z
TQA	C21aa
TQA	C21bb
TQA	C21cc

TQA	C21dd
TQA	C21ee
TQA	C22a
TQA	C22b

TQA	C22c
TQA	C22d
TQA	C22e
TQA	C22f

TQA	C22g
TQA	C23
TQA	C24

TQA	C25a
TQA	C25b
TQA	C25c
TQA	C25cOS
TQA	D1

TQA	D2a
TQA	D2b
TQA	D2c
TQA	D2d

TQA	D3a
TQA	D3b
TQA	D3c
TQA	D3d

TQA	D3e
TQA	D3f
TQA	D3g
TQA	E1a

TQA	E1b
TQA	E1c
TQA	E1d
TQA	E1e
TQA	E1f

TQA	E1g
TQA	E1h
TQA	E1i
TQA	E2a

TQA	E2b
TQA	E2c
TQA	E2d
TQA	E2e

TQA	E3
TQA	E4a
TQA	E4b

TQA	E4c
TQA	E4d
TQA	E4e
TQA	E5a

TQA	E5b
TQA	E5c
TQA	E5d
TQA	E5e

TQA	F1a
TQA	F1b
TQA	F6
TQA	F7

TQA	F8
TQA	F9
TQA	F11a
TQA	F11b

TQA	F11c
TQA	F11d
TQA	F11e
TQA	F11f
TQA	F12a

TQA	F12b
TQA	F12c
TQA	F12d
TQA	F12e
TQA	F13

TQA	G1a
TQA	G1b
TQA	G1c
TQA	G1d

TQA	G1e
TQA	G1f
TQA	G1g
TQA	G1h

TQA	G1i
TQA	G1j
TQA	G1k
TQA	G1l

TQA	G2a
TQA	G2b
TQA	G2c
TQA	G2d

TQA	G2e
TQA	G2f
TQA	G2g
TQA	G3a

TQA	G3b
TQA	G3c
TQA	G3d
TQA	G3e

TQA	G3f
TQA	G3g
TQA	G3h
TQA	G3i

TQA	G3j
TQA	G3k
TQA	G4a
TQA	G4b

TQA	G4c
TQA	G5a
TQA	G5b
TQA	G5c

TQA	G6a
TQA	G6b
TQA	G6c

TQA	G7a
TQA	G7b
TQA	G7c

TQA	H1
TQA	H2
TQA	H3
TQA	H4
TQA	H5
TQA	H6a

TQA	H6b
TQA	H6c
TQA	H7
TQA	H8

TQA	H9
TQA	H10
TQA	H10OS
TQA	H11

TQA	H12a
TQA	H12b
TQA	H13
TQA	H14
TQA	H15

TQA	H16
TQA	H17a
TQA	H17b
TQA	H17c
TQA	H17d
TQA	H17e
TQA	H17f
TQA	H17g
TQA	H17h

TQA	H17i
TQA	H17j
TQA	H17k
TQA	H17l
TQA	H17m
TQA	H18
TQA	H19
TQA	H19

Item Wording National

Question: "The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach?" \_x000D\_ \_x000D\_

InstResp "Select all that apply." \_x000D\_ ---- \_x000D\_

1. Full-day \_x000D\_
2. Morning half-day class \_x000D\_
3. Afternoon half-day class \_x000D\_
4. One class, some children stay for a full-day, some for a half-day \_x000D\_

Question: "We would like to start by asking about the characteristics of the students in your class(es). As of today's date, how many children?" \_x000D\_ \_x000D\_

"Are currently enrolled in your {full-day class/morning class/afternoon class}?" \_x000D\_ \_x000D\_

Pre-unit: "Number:" \_x000D\_ \_x000D\_

Watermark: "Enter number"

Question: "Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?" \_x000D\_ \_x000D\_

Pre-unit: "Number:" \_x000D\_ \_x000D\_

Watermark: "Enter number"

Question: "Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?" \_x000D\_ \_x000D\_

Pre-unit: "Number:" \_x000D\_ \_x000D\_

Watermark: "Enter number"

Question: "How many children in your {full-day class/morning class/afternoon class} have the following characteristics? \_x000D\_ \_x000D\_

Are classified as Gifted and Talented" \_x000D\_ \_x000D\_

Pre-unit: "Number:" \_x000D\_ \_x000D\_

Watermark: "Enter number"

Question: "Are participating in a Gifted and Talented program" \_x000D\_ \_x000D\_

Pre-unit: "Number:" \_x000D\_ \_x000D\_

Watermark: "Enter number"

Question: "Are below grade level in their (English) language arts skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Are about on grade level in their (English) language arts skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Are above grade level in their (English) language arts skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Are below grade level in their mathematics skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Are about on grade level in their mathematics skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Are above grade level in their mathematics skills" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"

<p>Question "During this school year, approximately what percentage of students in your {full-day class/morning class/afternoon class} that you teach have experienced housing insecurity or homelessness?"_x000D_ _x000D_ InstResp "Please enter the total as a number or percent."_x000D_ _x000D_ Watermark "Enter percentage"_x000D_ _x000D_ "Don't know"</p>
<p>Question: "How many children in your {full-day class/morning class/afternoon class} have a diagnosed disability and need special health or educational accommodations or services?"_x000D_ _x000D_ Pre-unit: "Number:"_x000D_ _x000D_ Watermark: "Enter number"</p>
<p>Question: "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?"_x000D_ _x000D_ Pre-unit: "Number:"_x000D_ _x000D_ Watermark: "Enter number"</p>
<p>Question: "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class} need more help than they are currently receiving?"_x000D_ _x000D_ Pre-unit: "Number:"_x000D_ _x000D_ Watermark: "Enter number"</p>
<p>Question: "How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?_x000D_ _x000D_ Speech or language impairments"_x000D_ _x000D_ Pre-unit: "Number:"_x000D_ _x000D_ Watermark: "Enter number"</p>
<p>Question: "Specific learning disabilities"_x000D_ _x000D_ Pre-unit: "Number:"_x000D_ _x000D_ Watermark: "Enter number"</p>

Question: "Emotional disturbances" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Intellectual disability" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Developmental delay" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "{Continued} How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities? \_x000D\_  
\_x000D\_  
Vision impairments (including blindness)" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities? \_x000D\_  
\_x000D\_  
Hearing impairments (including deafness)" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Orthopedic impairments" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Other health impairments" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Autism" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "{Continued} How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities? \_x000D\_  
\_x000D\_  
Traumatic brain injury" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Deaf-blindness" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Other (Please specify)" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "For how many of these children in your {full-day class/morning class/afternoon class} with diagnosed disabilities do the following apply?"\_x000D\_

Have an Individualized Education Program (IEP) for children with disabilities"\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "Have a Section 504 plan"\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "We would like to start by asking about the characteristics of the students in your class(es). As of today's date, how many children:"\_x000D\_

"Are currently enrolled in your class?"\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "Have joined your class since the beginning of the school year?"\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "Have left your class since the beginning of the school year?"\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "How many hours per day does your {full-day class/morning class/afternoon class/class} normally meet?"\_x000D\_

InstResp "InstResp "This amount should include when you are meeting in person or through a remote classroom. Enter the number to the nearest half hour, for example, 2.5, 3.5..."\_x000D\_

Pre-unit: "Hours:"\_x000D\_

Watermark: "Enter hours"

Question: "How many days per week does your {full-day class/morning class/afternoon class/class} normally meet?"\_x000D\_  
\_x000D\_  
Pre-unit: "Days:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number of days"

Question: "Do you currently teach a multigrade class?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question: "What grade levels are included in the {full-day class/morning class/afternoon class/class} that you teach."\_x000D\_  
\_x000D\_  
Inst Resp: "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Prekindergarten\_x000D\_  
2. Transitional kindergarten\_x000D\_  
3. Regular kindergarten\_x000D\_  
4. Transitional/pre-first grade\_x000D\_  
5. First grade\_x000D\_  
6. Second grade\_x000D\_  
7. Third grade\_x000D\_  
8. Fourth grade or higher\_x000D\_

Question: "As of today's date, how many children that you teach are the following ages in your {full-day class/morning class/afternoon class/class}?"\_x000D\_  
\_x000D\_  
3 years old"\_x000D\_  
\_x000D\_  
InstResp: "If there are no children of a particular age, enter "0." "\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "4 years old"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "5 years old"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "6 years old" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "7 years old" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "8 years old" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "9 years old" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "10 years old or older"

Question: "Based on your previous responses you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class/class}. Is this correct?" \_x000D\_  
---- \_x000D\_  
1. Yes \_x000D\_  
2. No \_x000D\_

Question: "As of today's date, how many of the students you teach are members of the following groups in your {full-day class/morning class/afternoon class/class}?" \_x000D\_  
\_x000D\_  
InstResp "Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race." \_x000D\_  
\_x000D\_  
InstResp: "If there are no children of a particular age, enter "0."" \_x000D\_  
\_x000D\_  
Hispanic or Latino/Latina of any race" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "American Indian or Alaska Native, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Asian, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Black or African American, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Native Hawaiian or Other Pacific Islander, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "White, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question: "Two or more races, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "As of today's date, how many boys and girls are there in your {full-day class/morning class/afternoon class/class}? _x000D_ _x000D_ Number of boys" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Number of girls" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"

Question "Number of students of another gender" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Number of students of unknown gender" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class/class}. Is this correct?"

Question "How many of the children in your {full-day class/morning class/afternoon class/class} are repeating {kindergarten/first grade} this year?" \_x000D\_  
\_x000D\_  
InstResp "If none, enter "0"." \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "How many children in your {full-day class/morning class/afternoon class/class} have the following characteristics? \_x000D\_  
\_x000D\_  
Are classified as Gifted and Talented" \_x000D\_  
\_x000D\_  
InstResp: "If none, enter "0."" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are participating in a Gifted and Talented program" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are below grade level in their English reading skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are about on grade level in their English reading skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are above grade level in their English reading skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "{Continued} How many children in your {full-day class/morning class/afternoon class/class} have the following characteristics? \_x000D\_  
\_x000D\_  
Are below grade level in their mathematics skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are about on grade level in their mathematics skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are above grade level in their mathematics skills" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are tardy, on an average day" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "Are absent, on an average day" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question: "As of today's date, how many children with IEPs are in your {full-day class/morning class/afternoon class/class}?"\_x000D\_  
\_x000D\_  
InstResp: "If none, enter "0.""\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "As of today's date, how many children with the following characteristics in your {full-day class /morning class/afternoon class/class} have been identified for an IEP?"\_x000D\_  
\_x000D\_  
Boys"\_x000D\_  
\_x000D\_  
InstResp: "If there are no children in a class with a particular characteristic, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Girl"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Another gender"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Unknown gender"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "English language learners (ELL)"\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question “{Continued} As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class/class} have been identified for an IEP?\_x000D\_  
\_x000D\_  
Hispanic or Latino/Latina of any race”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question “American Indian or Alaska Native, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question: “Asian, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question “Black or African American, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question “White, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question “Two or more races, non-Hispanic”\_x000D\_  
\_x000D\_  
Pre-unit: “Number:”\_x000D\_  
\_x000D\_  
Watermark: “Enter number”

Question: "How many children in your {full-day class/morning class/afternoon class/class} have a diagnosed disability and need special health or educational accommodations or services?"\_x000D\_

InstResp "Please add the following InstResp to align with paper: "If there are no children, enter "0.""\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class/class} are currently receiving special health or educational accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations?"\_x000D\_

InstResp: "If there are no children, enter "0.""\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "How many of those children with a diagnosed disability in your {full-day class/morning class/afternoon class/class} need more help than they are currently receiving?"\_x000D\_

InstResp: "If there are no children, enter "0.""\_x000D\_

Pre-unit: "Number:"\_x000D\_

Watermark: "Enter number"

Question: "The next series of questions asks about the use of different languages in the classroom by teachers, children, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class}?"\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For academic instruction in reading/literacy"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For academic instruction in mathematics"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For academic instruction in other subjects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For instructional support (for example, explaining directions, etc.)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For controlling and directing student behavior (classroom management)"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than half the time\_x000D\_
  3. About half the time\_x000D\_
  4. More than half the time\_x000D\_
  5. All the time\_x000D\_

Question: "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class/class} in the following ways?\_x000D\_

For conversation"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than half the time\_x000D\_
  3. About half the time\_x000D\_
  4. More than half the time\_x000D\_
  5. All the time\_x000D\_

Question: "What languages are used for academic instruction in your {full-day class/morning class/afternoon class/class}?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

- \_x000D\_
1. English\_x000D\_
  2. Spanish\_x000D\_
  3. A European language other than Spanish such as French, German, or Russian\_x000D\_
  4. A Chinese language or dialect\_x000D\_
  5. A Filipino language\_x000D\_
  6. A Southeast Asian language such as Vietnamese, Thai, or Khmer\_x000D\_
  7. A South Asian language such as Hindi or Tamil\_x000D\_
  8. Another Asian language such as Japanese or Korean\_x000D\_
  9. A Middle Eastern language such as Arabic or Farsi\_x000D\_
  10. An African language such as Swahili or Amharic\_x000D\_
  91. Other language(s) (Please specify):\_x000D\_

Question: "In which languages other than English are the books or other written materials in your classroom?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply. If you teach more than one class, consider all your classes."\_x000D\_  
----\_x000D\_

1. None other than English\_x000D\_
2. Spanish\_x000D\_
3. A European language other than Spanish such as French, German, or Russian\_x000D\_
4. A Chinese language or dialect\_x000D\_
5. A Filipino language\_x000D\_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer\_x000D\_
7. A South Asian language such as Hindi or Tamil\_x000D\_
8. Another Asian language such as Japanese or Korean\_x000D\_
9. A Middle Eastern language such as Arabic or Farsi\_x000D\_
10. An African language such as Swahili or Amharic\_x000D\_
91. Other language(s) (Please specify):\_x000D\_

Question: "Do any of the children in your class speak a language other than English (aside from native English speakers who are learning a foreign language)?"\_x000D\_  
\_x000D\_

InstResp "Please include all children who speak a non-English language, including those who speak English well."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question: "Which languages other than English are spoken by one or more children in your {full-day class/morning class/afternoon class/class}?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Spanish\_x000D\_
2. A European language other than Spanish such as French, German, or Russian\_x000D\_
3. A Chinese language or dialect\_x000D\_
4. A Filipino language\_x000D\_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer\_x000D\_
6. A South Asian language such as Hindi or Tamil\_x000D\_
7. Another Asian language such as Japanese or Korean\_x000D\_
8. A Middle Eastern language such as Arabic or Farsi\_x000D\_
9. An African language such as Swahili or Amharic\_x000D\_
91. Other language (Please specify):\_x000D\_

Question: "Do you have any children who are English language learners (ELLs) in your {full-day class/morning class/afternoon class/class}?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question: "How many English language learners (ELL) do you have in your {full-time class/morning class/afternoon class/class}?"\_x000D\_

\_x000D\_

Number of ELL children"\_x000D\_

\_x000D\_

InstResp: "If there are no children, enter "0" "\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question: "How many of the ELL children in your {full-day class/morning class/afternoon class/class} receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways?"\_x000D\_

\_x000D\_

Receive no ELL instruction in the school"\_x000D\_

\_x000D\_

InstResp: "If there are no children, enter "0" "\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question: "Receive ELL instruction within the regular class"\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question: "Receive ELL instruction outside the regular class within the school setting"\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question: "If you provide specialized language instruction in your {full-day class/morning class/afternoon class/class} for English language learners (ELL), would you say these services are primarily" \_x000D\_

---- \_x000D\_

1. English as a Second Language (ESL) program \_x000D\_
2. Bilingual education program \_x000D\_
3. Dual-language program (also called two-way immersion (TWI)) \_x000D\_
4. No specialized language instruction provided \_x000D\_

Question: "Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your {full-day class/morning class/afternoon class/class} for instructional support or conversation?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. None other than English \_x000D\_
2. Spanish \_x000D\_
3. A European language other than Spanish such as French, German or Russian \_x000D\_
4. A Chinese language or dialect \_x000D\_
5. A Filipino language \_x000D\_
6. A Southeast Asian language such as Vietnamese, Thai, or Khmer \_x000D\_
7. A South Asian language such as Hindi or Tamil \_x000D\_
8. Another Asian language such as Japanese or Korean \_x000D\_
9. A Middle Eastern language such as Arabic or Farsi \_x000D\_
10. An African language such as Swahili or Amharic \_x000D\_
91. Other language (Please specify): \_x000D\_

Question: "How often do English language learners (ELL children) in your {full-time class/morning class/afternoon class/class} do each of the following activities? \_x000D\_

\_x000D\_

Take assessments to monitor their English language acquisition" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. 2 to 3 times a month \_x000D\_
3. 1 to 2 times a week \_x000D\_
4. 3 to 4 times a week \_x000D\_
5. Daily \_x000D\_

Question: "Take assessments to assess their progress in English reading and literacy skills" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question: "Work in small groups of ELL children or individually on intensive English reading and literacy skills" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question: "Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question "Thank you for launching the ECLS survey! \_x000D\_ \_x000D\_

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_
- 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. \_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.\_x000D\_
- You may skip any questions that you do not want to answer.\_x000D\_ \_x000D\_

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

Question "The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class or classes spend in the following activities?\_x000D\_

Working independently"\_x000D\_

InstResp "Do not include lunch or recess breaks."\_x000D\_

- 1. No time\_x000D\_
- 2. Half hour or less\_x000D\_
- 3. About one hour\_x000D\_
- 4. About two hours\_x000D\_
- 5. About three hours\_x000D\_
- 6. Four hours or more\_x000D\_

Question "Working on individual tasks under teacher direction"\_x000D\_

----\_x000D\_

- 1. No time\_x000D\_
- 2. Half hour or less\_x000D\_
- 3. About one hour\_x000D\_
- 4. About two hours\_x000D\_
- 5. About three hours\_x000D\_
- 6. Four hours or more\_x000D\_

Question "Working with peers under teacher direction"\_x000D\_

----\_x000D\_

- 1. No time\_x000D\_
- 2. Half hour or less\_x000D\_
- 3. About one hour\_x000D\_
- 4. About two hours\_x000D\_
- 5. About three hours\_x000D\_
- 6. Four hours or more\_x000D\_

Question "Working in small group with teacher"\_x000D\_

----\_x000D\_

- 1. No time\_x000D\_
- 2. Half hour or less\_x000D\_
- 3. About one hour\_x000D\_
- 4. About two hours\_x000D\_
- 5. About three hours\_x000D\_
- 6. Four hours or more\_x000D\_

Question "Teacher lecture with large group and/or large group discussion led by teacher" \_x000D\_  
----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "How often does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?"\_x000D\_  
\_x000D\_

Reading and language arts" \_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Mathematics" \_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Social studies" \_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Science" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Music" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Art" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "{Continued} How often does the typical child in your class or classes usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?\_x000D\_

\_x000D\_

Physical education" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Dance/creative movement" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Theater/creative dramatics" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Foreign language" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Computer science (including coding)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas?\_x000D\_

Reading and language arts"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Mathematics"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Social studies"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Science"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Music" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Art" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "{Continued} On the days children work in these areas, how much time does the typical child in your class or classes usually work on lessons or projects in the following general subject areas?\_x000D\_

\_x000D\_

Physical education" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Dance/creative movement" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Theater/creative dramatics" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Foreign language" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "Computer science (including coding)" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "The next few questions ask about disruptive student behavior interfering with instruction in each of your classes. \_x000D\_

\_x000D\_

How often does disruptive student behavior interfere with your class or classes?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Seldom\_x000D\_
3. Usually\_x000D\_
4. Always\_x000D\_

Question: "How much time per day would you estimate that you spend handling disruptive student behavior?"\_x000D\_  
----\_x000D\_  
1. Less than ½ hour\_x000D\_  
2. ½ hour to less than 1 hour\_x000D\_  
3. 1 to less than 1 ½ hours\_x000D\_  
4. 1 ½ to less than 2 hours\_x000D\_  
5. 2 to less than 2 ½ hours\_x000D\_  
6. 2 ½ to less than 3 hours\_x000D\_  
7. 3 hours or more\_x000D\_

Question "In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?"\_x000D\_  
----\_x000D\_  
1. Never\_x000D\_  
2. Less than once a week\_x000D\_  
3. 1 day a week\_x000D\_  
4. 2 days a week\_x000D\_  
5. 3 days a week\_x000D\_  
6. 4 days a week\_x000D\_  
7. 5 days a week\_x000D\_

Question "When you use achievement groups for reading, how many groups do you typically have?"\_x000D\_  
\_x000D\_  
InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_  
Pre-unit: "Number:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?"\_x000D\_  
\_x000D\_  
InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_  
Pre-unit: "Number of minutes:"\_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "When you use achievement groups for math, how many groups do you typically have?"\_x000D\_

\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?"\_x000D\_

\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_

\_x000D\_

Pre-unit: "Number of minutes:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"\_x000D\_

\_x000D\_

Extra individual assistance from you"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_

Question "How many minutes per session of extra help in reading do they receive from you, on average?"\_x000D\_

\_x000D\_

InstResp "Do not count time spent moving between class and the service."\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?\_x000D\_

\_x000D\_

Individual tutoring from an aide or volunteer"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_

Question "How many minutes per session of extra help in reading do they receive from the aide or volunteer, on average, not counting time spent moving between class and the service?"\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?\_x000D\_

\_x000D\_

Individual tutoring from a credentialed specialist"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_

Question "How many minutes per session of extra help in reading do they receive from the specialist, on average, not counting time spent moving between class and the service?"\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"\_x000D\_

Pull-out instruction in small groups" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. Once a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_

Question "How many minutes per session of extra help in reading do they receive in the small group, on average, not counting time spent moving between class and the service?"\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "How many minutes per session of extra help in reading do they receive in other reading support, on average, not counting time spent moving between class and the service?"\_x000D\_

InstResp: "Enter number in box. If none, enter "0." "\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "Please describe the other reading support."

Question: "The next series of questions is about your instruction in science and social studies. For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?"\_x000D\_

\_x000D\_

Human body" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Plants and animals" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Dinosaurs and fossils" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Solar system and space" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Weather (for example, rainy, sunny)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?\_x000D\_

Understand and measure temperature"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Water"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Sound"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Light"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Magnetism and electricity" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?\_x000D\_

\_x000D\_

Machines and motors" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Tools and their uses" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Health, safety, nutrition, and personal hygiene" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Important figures and events in American history" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Community resources (for example, grocery store, library)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?\_x000D\_

\_x000D\_

Map-reading skills" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Different cultures" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Reasons for rules, laws, and government" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Ecology"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Geography"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)?\_x000D\_

\_x000D\_

Scientific method" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Social problem solving" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Hands-on activities or investigations in science" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Laboratory skills or techniques" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Communicating ideas in science" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach the following science and social studies topics in your class(es)? \_x000D\_ \_x000D\_

Relevance of science to society" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Community service" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Current events in the news" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "How often do the children in your class(es) do the following activities? \_x000D\_ \_x000D\_

Go to the school library or media center" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Once a month or less \_x000D\_
3. Two or three times a month \_x000D\_
4. Once or twice a week \_x000D\_
5. Three or four times a week \_x000D\_
6. Daily \_x000D\_

Question "Borrow materials from the library or media center" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "How many days a week do children have recess?" \_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "In a typical day, how much time does/do your class(es) spend in the following activities?"

\_x000D\_

\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_

\_x000D\_

Lunch"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. 1-15 minutes\_x000D\_
3. 16-30 minutes\_x000D\_
4. 31-45 minutes\_x000D\_
5. Longer than 45 minutes\_x000D\_

Question "Free play indoors"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. 1-15 minutes\_x000D\_
3. 16-30 minutes\_x000D\_
4. 31-45 minutes\_x000D\_
5. Longer than 45 minutes\_x000D\_

Question "Free play outdoors (including recess)"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. 1-15 minutes\_x000D\_
3. 16-30 minutes\_x000D\_
4. 31-45 minutes\_x000D\_
5. Longer than 45 minutes\_x000D\_

Question "How many hours a week do different types of paid aides or volunteers usually work with children on instructional tasks either in your classroom or in a pull-out setting?"\_x000D\_  
\_x000D\_  
Regular aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "Special education aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "ESL or bilinugal education aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "Volunteers (for example, parents, high school students, community members)"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "How many hours a week do different types of paid aides or volunteers usually do non-instructional work (for example, photocopying, preparing materials, etc.) either in your classroom or in a pul-out setting?"\_x000D\_  
\_x000D\_  
Regular aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "Special education aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "ESL or bilinugal education aides"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "Volunteers (for example, parents, high school students, community members)"\_x000D\_  
\_x000D\_  
InstResp "Enter the number of hours for each type of paid aide or volunteer. If none, write "0.""\_x000D\_  
\_x000D\_  
Pre-unit "Hours:"\_x000D\_  
\_x000D\_  
Watermark "Enter hours"

Question "Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas?\_x000D\_

\_x000D\_Reading and language arts"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "Mathematics"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "Science"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "In general, how adequate is each of the following for your class(es)?\_x000D\_

\_x000D\_Textbooks"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Tradebooks (for example, novels, collections of poetry, nonfiction)"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Basal reader books" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Manipulatives (for example, blocks, puzzles)"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Digital tablets (such as an iPad)"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Visual display technology (for example, Smart Board)"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "{Continued} In general, how adequate is each of the following for your class(es)?

\_x000D\_

\_x000D\_

Computers with internet access (laptop or desktop)"\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Licensed computer software packages" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Paid digital substriptions (for example subscriptions to online apps, platforms and/or programs)."\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Paper and pencils" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Printing and reproduction" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Art materials, paints, clays" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question “{Continued} In general, how adequate is each of the following for your class(es)?

\_x000D\_

\_x000D\_

Musical instruments”\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question “Musical recordings”\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question “Materials for teaching ELL children”\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question “Materials for teaching children with disabilities”\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question “Heat and air-conditioning”\_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Classroom space" \_x000D\_

----\_x000D\_

1. I don't use these at this grade level.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Many schools have PTAs/PTOs that help provide additional support to their school.

Which of the following are supported by funds raised or donated by your PTA/PTO?"\_x000D\_  
\_x000D\_

InstResp "Please include programs run by the school and those run by outside groups. \_x000D\_  
\_x000D\_

Select all that apply."\_x000D\_

----\_x000D\_

1. Books for class library\_x000D\_
2. Technology for your classroom (Smartboards, Chromebooks, tablets, apps, etc.)\_x000D\_
3. Basic classroom supplies (paper, pencils, crayons, etc.)\_x000D\_
4. Classroom arts supplies (for musical, visual, dance, and dramatic arts activities)\_x000D\_
5. Field trips\_x000D\_
6. Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs)\_x000D\_
7. PTA/PTO does not provide funds or donations to support my classroom\_x000D\_
8. Our school does not have a PTA/PTO\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Which statements are true of how the following technology is used as a learning tool by students in your classroom?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Students are encouraged to use personal cell phones and/or tablets\_x000D\_
2. Students are required to use personal cell phones and/or tablets\_x000D\_
3. Students are encouraged to use school-provided tablets or other digital devices\_x000D\_
4. Students are required to use school-provided tablets or other digital devices\_x000D\_
5. Students are encouraged to use school computers\_x000D\_
6. Students are required to use school computers\_x000D\_
7. None of the above\_x000D\_

Question "Which of the following best describes the mode of instruction that you use in your classes?"\_x000D\_

----\_x000D\_

1. In-person instruction only\_x000D\_
2. Web-based instruction only\_x000D\_
3. Blended instruction\_x000D\_

Question "During this school year, approximately what percentage of the blended instruction that you provide is in-person?"\_x000D\_

\_x000D\_

Watermark "Enter percentage"

Question "The next group of questions asks about classroom practices. In a typical day, how much time does a child in your class spend in the following activities?"\_x000D\_

\_x000D\_

Working independently"\_x000D\_

\_x000D\_

InstResp "Do not include lunch or recess breaks."\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "Working on individual tasks under teacher direction"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "Working with peers under teacher direction"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "Working in small groups with teacher" \_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "Teacher lecture with large group and/or large group discussion led by teacher" \_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. Half hour or less\_x000D\_
3. About one hour\_x000D\_
4. About two hours\_x000D\_
5. About three hours\_x000D\_
6. Four hours or more\_x000D\_

Question "How often does disruptive student behavior interfere with your instruction?" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Seldom\_x000D\_
3. Usually\_x000D\_
4. Always\_x000D\_

Question: "How much time per day would you estimate that you spend handling disruptive student behavior?" \_x000D\_

----\_x000D\_

1. Less than ½ hour\_x000D\_
2. ½ hour to less than 1 hour\_x000D\_
3. 1 to less than 1 ½ hours\_x000D\_
4. 1 ½ to less than 2 hours\_x000D\_
5. 2 to less than 2 ½ hours\_x000D\_
6. 2 ½ to less than 3 hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?"\_x000D\_

Reading and language arts"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than once a week\_x000D\_
  3. 1 day a week\_x000D\_
  4. 2 days a week\_x000D\_
  5. 3 days a week\_x000D\_
  6. 4 days a week\_x000D\_
  7. 5 days a week\_x000D\_

Question "Mathematics"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than once a week\_x000D\_
  3. 1 day a week\_x000D\_
  4. 2 days a week\_x000D\_
  5. 3 days a week\_x000D\_
  6. 4 days a week\_x000D\_
  7. 5 days a week\_x000D\_

Question "Social studies"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than once a week\_x000D\_
  3. 1 day a week\_x000D\_
  4. 2 days a week\_x000D\_
  5. 3 days a week\_x000D\_
  6. 4 days a week\_x000D\_
  7. 5 days a week\_x000D\_

Question "Science"\_x000D\_

- \_x000D\_
1. Never\_x000D\_
  2. Less than once a week\_x000D\_
  3. 1 day a week\_x000D\_
  4. 2 days a week\_x000D\_
  5. 3 days a week\_x000D\_
  6. 4 days a week\_x000D\_
  7. 5 days a week\_x000D\_

Question "Music" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Art" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "{Continued} How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements? \_x000D\_

\_x000D\_

Physical education" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Dance/creative movement" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Theater/creative dramatics" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Foreign language (excluding English for ELL students)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "Computer science (including coding)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?\_x000D\_

\_x000D\_

Reading and language arts" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "Mathematics" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Social studies" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Science" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Music" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Art" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "{Continued} On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?

\_x000D\_

\_x000D\_

Physical education" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Dance/creative movement" \_x000D\_

----\_x000D\_

1. Not applicable/Never \_x000D\_
2. Less than ½ hour a day \_x000D\_
3. ½ hour to less than 1 hour \_x000D\_
4. 1 to less than 1 ½ hours \_x000D\_
5. 1 ½ to less than 2 hours \_x000D\_
6. 2 to less than 2 ½ hours \_x000D\_
7. 2 ½ to less than 3 hours \_x000D\_
8. 3 hours or more \_x000D\_

Question "Theater/creative dramatics" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "Foreign language (excluding English for ELL students)" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "Computer science (including coding)" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour a day\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "When you use achievement groups for reading, how many groups do you typically have?"\_x000D\_  
\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_

Pre-unit: "Number:"\_x000D\_  
\_x000D\_

Watermark: "Enter number"

Question "On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?"\_x000D\_  
\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_

Pre-unit: "Number of minutes:"\_x000D\_  
\_x000D\_

Watermark: "Enter number"

Question "In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week\_x000D\_

Question "When you use achievement groups for math, how many groups do you typically have?"\_x000D\_  
\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_

Pre-unit: "Number:"\_x000D\_  
\_x000D\_

Watermark: "Enter number"

Question "On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?"\_x000D\_  
\_x000D\_

InstResp "If you have more than one class, enter the average for your classes."\_x000D\_  
\_x000D\_

Pre-unit: "Number of minutes:"\_x000D\_  
\_x000D\_

Watermark: "Enter number"

Question "How often do the children in your class(es) do the following activities? \_x000D\_ \_x000D\_

Go to the school library or media center" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Once a month or less \_x000D\_
3. Two or three times a month \_x000D\_
4. Once or twice a week \_x000D\_
5. Three or four times a week \_x000D\_
6. Daily \_x000D\_

Question "Borrow materials from the library or media center" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Once a month or less \_x000D\_
3. Two or three times a month \_x000D\_
4. Once or twice a week \_x000D\_
5. Three or four times a week \_x000D\_
6. Daily \_x000D\_

Question "How many days a week do children have recess?" \_x000D\_

\_x000D\_

Pre-unit: "Number:" \_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "In a typical day, how much time does/do your class(es) spend in the following activities?

\_x000D\_

\_x000D\_

InstResp "If you have more than one class, enter the average for your classes." \_x000D\_

\_x000D\_

Lunch" \_x000D\_

---- \_x000D\_

1. No time \_x000D\_
2. 1-15 minutes \_x000D\_
3. 16-30 minutes \_x000D\_
4. 31-45 minutes \_x000D\_
5. Longer than 45 minutes \_x000D\_

Question "Free play indoors" \_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. 1-15 minutes\_x000D\_
3. 16-30 minutes\_x000D\_
4. 31-45 minutes\_x000D\_
5. Longer than 45 minutes\_x000D\_

Question "Free play outdoors (including recess)"\_x000D\_

----\_x000D\_

1. No time\_x000D\_
2. 1-15 minutes\_x000D\_
3. 16-30 minutes\_x000D\_
4. 31-45 minutes\_x000D\_
5. Longer than 45 minutes\_x000D\_

Question "Do any of the following staff members provide direct instruction to students in your class who are struggling or at risk of failure in reading or math?"\_x000D\_

InstResp: "Select all that apply. Include staff other than yourself who provide direct instruction either in your class or in a pull-out setting. Exclude paraprofessionals/aides."\_x000D\_

----\_x000D\_

1. A reading specialist/interventionist who has specialized training in reading instruction\_x000D\_
2. A math specialist/interventionist who has specialized training in math instruction\_x000D\_
3. A special education teacher\_x000D\_

Question "How many hours a week do different types of paid professionals/aides or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting? General paraprofessionals/aides"\_x000D\_

\_x000D\_

InstResp "Enter the number of hours in the appropriate boxes below. If none, write "0."\_x000D\_

\_x000D\_

Pre-unit: "Hours per week:"\_x000D\_

\_x000D\_

Watermark: "Enter hours per week"

Question "Special education paraprofessionals/aides"\_x000D\_

\_x000D\_

Pre-unit: "Hours per week:"\_x000D\_

\_x000D\_

Watermark: "Enter hours per week"

Question "ESL or bilingual education paraprofessionals or aides" \_x000D\_  
\_x000D\_  
Pre-unit: "Hours per week:" \_x000D\_  
\_x000D\_  
Watermark: "Enter hours per week"

Question "Volunteers (for example, parents, high school students, community members)" \_x000D\_  
\_x000D\_  
Pre-unit: "Hours per week:" \_x000D\_  
\_x000D\_  
Watermark: "Enter hours per week"

Question "Please report the following about the computers located in your classroom every day.  
Total number of devices" \_x000D\_  
\_x000D\_  
InstResp "Please include any desktop, laptop, or other computer-type device (for example, tablets)  
used for instructional or administrative purposes. If none, write "0." If your school provides each  
student with a device, but those devices must stay at school, please report those devices  
here." \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Please report the following about the computers located in your classroom every day.  
Number with internet access" \_x000D\_  
\_x000D\_  
InstResp "Please include any desktop, laptop, or other computer-type device (for example, tablets)  
used for instructional or administrative purposes. If none, write "0." If your school provides each  
student with a device, but those devices must stay at school, please report those devices  
here." \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Please report the following about the computers that can be brought into your  
classroom (for example, laptops on carts, or school-provided student computers if students are  
allowed to take their computers home). Total number of devices" \_x000D\_  
\_x000D\_  
InstResp "Please include any desktop, laptop, or other computer-type device (for example, tablets)  
used for instructional or administrative purposes. If none, write "0." \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "Please report the following about the computers that can be brought into your classroom (for example, laptops on carts, or school-provided student computers if students are allowed to take their computers home). Number with internet access" \_x000D\_

\_x000D\_  
InstResp "Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. If none, write "0." \_x000D\_

\_x000D\_  
Pre-unit: "Number:" \_x000D\_

\_x000D\_  
Watermark: "Enter number"

Question "How frequently do you or your students use computers (desktop, laptop, or other computer-type devices such as a Chrome Book) in the following instructional activities? \_x000D\_

\_x000D\_  
Daily assignments" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Rarely \_x000D\_
3. Sometimes \_x000D\_
4. Often \_x000D\_
5. Not available \_x000D\_

Question "Internet research" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Rarely \_x000D\_
3. Sometimes \_x000D\_
4. Often \_x000D\_
5. Not available \_x000D\_

Question "Special projects" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Rarely \_x000D\_
3. Sometimes \_x000D\_
4. Often \_x000D\_
5. Not available \_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?" \_x000D\_

\_x000D\_

"Daily assignments" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "How frequently do your students use digital cameras (still or video) in the following instructional activities? \_x000D\_

\_x000D\_

Daily assignments" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?"\_x000D\_

-----\_x000D\_

Daily assignments"\_x000D\_

-----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Internet research"\_x000D\_

-----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Special projects"\_x000D\_

-----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Presentations"\_x000D\_

-----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Homework"\_x000D\_

-----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Accessing digital resources available through the district (intranet)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not available\_x000D\_

Question "Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas?\_x000D\_

\_x000D\_

English language arts"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "Mathematics"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "Science"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "The next set of questions relates to your instructional activities and resources. To what extent do you agree that the following behavioral support practices are characteristic of your teaching in your classes?\_x000D\_

\_x000D\_

Classroom routines are consistently implemented."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Expectations of students are clearly communicated in positive terms."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question: "You gain the attention of all students before beginning a lesson."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question: "You solicit both group and individual responses to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question: "You provide all students with individual opportunities to respond to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question: "There is a system for documenting and rewarding appropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question: "You use a range of consequences to discourage inappropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "To what extent do you agree that you teach the following social and emotional competencies in your classes?"\_x000D\_

Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Self-management (teaching students to regulate emotions and manage daily stressors)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "How strongly do you agree or disagree that you utilize the following practices in your class?"\_x000D\_

\_x000D\_

Display pictures, posters, artwork, and other décor that reflect the cultures and ethnic backgrounds of each student in your class."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Ensure that all notices and communications to families and caregivers are written in their language of origin."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Use alternative formats and varied approaches to communicate and share information with families and caregivers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them in your classes."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in this class?\_x000D\_

\_x000D\_

Basal reading series (a core or primary reading text for all students)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Leveled or guided reading books (multiple books, each at a specific reading level)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Newspapers and/or magazines"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Computer software for reading instruction"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Applications for cell phones or digital tablets"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "A variety of trade books (for example, novels, collections of poetry, nonfiction)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "{Continued} How often do you use the following resources to teach reading in this class?"\_x000D\_  
\_x000D\_

Materials from other subjects (for example, science, social studies)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Big books"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Decodable books, sound/symbols books"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Read-along books paired with audiobooks"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "How often do children in this class do each of the following READING and LANGUAGE ARTS activities?"\_x000D\_  
\_x000D\_

Practice writing the letters of the alphabet"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Discuss new or difficult vocabulary"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Dictate stories to a teacher, aide, or volunteer"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Work on phonics"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Listen to you read stories where they see the print (for example, Big Books)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Listen to you read stories but they don't see the print"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "{Continued} How often do children in this class do each of the following READING and LANGUAGE ARTS activities?\_x000D\_

\_x000D\_

Retell stories"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read aloud"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read from basal reading texts" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read silently" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Work in a reading workbook or on a worksheet" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Write words from dictation, to improve spelling" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “{Continued} How often do children in this class do each of the following READING and LANGUAGE ARTS activities?”\_x000D\_  
\_x000D\_

Write with encouragement to use invented spellings, if needed”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Read books they have chosen for themselves”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Compose and write stories or reports”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Project based activities related to a book or story”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Perform plays and skits" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Writing in a journal" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "{Continued} How often do children in this class do each of the following READING and LANGUAGE ARTS activities? \_x000D\_

\_x000D\_

Work in mixed-achievement groups on language arts activities" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Peer tutoring" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read text with controlled vocabulary" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read text with strong phonetic patterns" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Read text with patterned or predictable text" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "For this school year as a whole, how often did you teach each of the following language arts topics in your class(es)? \_x000D\_

\_x000D\_

Conventions of print (left to right orientation, book holding)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Writing own name (first and last)"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Rhyming words and word families"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Blending separate sounds of a word to say the word (for example, "/c/ /a/ /t/ - cat")"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Verbally manipulating syllables within a word (for example, what is cowboy without cow?)"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach each of the following language arts topics in your class(es)? \_x000D\_ \_x000D\_

Reading multi-syllable words, like "adventure" \_x000D\_ ---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Use of common prepositions such as over and under, up and down" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Identifying the main idea and parts of a story" \_x000D\_

---- \_x000D\_

1. Once a month or less \_x000D\_
2. Two or three times a month \_x000D\_
3. Once or twice a week \_x000D\_
4. Three or four times a week \_x000D\_
5. Daily \_x000D\_
6. Not taught because this is taught at a higher grade level \_x000D\_
7. Not taught because children should already know \_x000D\_

Question "Orally retelling stories, including key details" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Remembering and following directions that include a series of actions" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach each of the following language arts topics in your class(es)? \_x000D\_

\_x000D\_

Using capitalization and punctuation" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Composing and writing complete sentences" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Writing narratives with two or more appropriately sequenced events" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Conventional spelling" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Alphabetizing" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Reading age appropriate books independently with comprehension" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "How often do children in this class do each of the following math activities?"\_x000D\_  
\_x000D\_

Count out loud"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Work with geometric manipulatives"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Play math-related games"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Use a calculator for math"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Use music to understand math concepts" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Use creative movement or creative drama to understand math concepts" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "{Continued} How often do children in this class do each of the following math activities?

\_x000D\_

\_x000D\_

Work with rulers, measuring cups, spoons, or other measuring instruments" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Explain how a math problem is solved" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Engage in calendar-related activities" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Do math worksheets" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Do math problems from their textbooks" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "How often do children in this class do each of the following math activities? \_x000D\_ \_x000D\_

Complete math problems independently in front of whole group" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “{Continued} How often do children in this class do each of the following math activities?”

\_x000D\_

\_x000D\_

Solve math problems in small groups or with a partner”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Work on math problems that reflect real-life situations”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Work in mixed achievement groups on math activities”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question “Peer tutoring”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Use a number line to understand number concepts" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question: "For this school year as a whole, how often did you teach each of the following math skills in your class(es)? \_x000D\_

\_x000D\_

Correspondence between number and quantity" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Counting by 2s, 5s, and 10s" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Counting on from a given number instead of 1" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Counting beyond 100" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Writing all numbers between 1 and 100" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Recognizing and naming geometric shapes" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)? \_x000D\_

\_x000D\_

Identifying relative quantity (for example, equal, most, less, more)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Sorting objects into subgroups according to a rule" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Ordering objects by size or other properties" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Making, copying, or extending patterns" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Recognizing the value of coins and currency" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Adding single-digit numbers" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)? \_x000D\_

\_x000D\_

Subtracting single-digit numbers" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Uses place value to compose and decompose numbers into tens and ones" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Reading three-digit numbers" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Interpreting simple graphs" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Performing simple data collection and graphing" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Measuring to nearest whole number using common instruments (for example, rulers, tape measures, thermometers, or scales)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)? \_x000D\_

\_x000D\_

Decomposes numbers less than or equal to 10 by using objects or drawings" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Telling time" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Estimating quantities" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Estimating probability" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "Writing math equations to solve word problems" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. Two or three times a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Three or four times a week\_x000D\_
5. Daily\_x000D\_
6. Not taught because this is taught at a higher grade level\_x000D\_
7. Not taught because children should already know\_x000D\_

Question "The next series of questions asks about the use of different languages in your classroom by teachers, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?"\_x000D\_

\_x000D\_

For academic instruction in reading/literacy"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "For academic instruction in mathematics"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "For academic instruction in other subjects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "For instructional support (for example, explaining directions, etc.)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "For controlling and directing student behavior (classroom management)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?\_x000D\_

\_x000D\_

For conversation"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Less than half the time\_x000D\_
3. About half the time\_x000D\_
4. More than half the time\_x000D\_
5. All the time\_x000D\_

Question "How much time per day do you and any other teacher or aide speak any non-English language in your {full-day class/morning class/afternoon class}?"\_x000D\_

----\_x000D\_

1. 1-15 minutes a day\_x000D\_
2. 16-30 minutes a day\_x000D\_
3. 31-60 minutes a day\_x000D\_
4. More than 60 minutes a day\_x000D\_

Question: "Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How often do English language learners (ELL children) in your {full-time class/morning class/afternoon class} do each of the following activities (in your classroom or in a pull-out program)?\_x000D\_

\_x000D\_

Take assessments to monitor their English language acquisition"\_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question "Take assessments to assess their progress in English reading and literacy skills" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question "Work in small groups of ELL children or individually on intensive English reading and literacy skills" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question "Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)" \_x000D\_

----\_x000D\_

1. Once a month or less\_x000D\_
2. 2 to 3 times a month\_x000D\_
3. 1 to 2 times a week\_x000D\_
4. 3 to 4 times a week\_x000D\_
5. Daily\_x000D\_

Question "The next series of questions is about homework. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day." \_x000D\_

----\_x000D\_

1. 0 days\_x000D\_
2. 1 day\_x000D\_
3. 2 days\_x000D\_
4. 3 days\_x000D\_
5. 4 days\_x000D\_
6. 5 days\_x000D\_

Question "On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?\_x000D\_

Reading and language arts"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question "Math"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question: "Other"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question "Please describe the other homework."

Question "The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching?\_x000D\_

\_x000D\_

Classroom routines are consistently implemented."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Expectations of students are communicated in positive terms."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "You gain the attention of all students before beginning a lesson."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "You solicit both group and individual responses to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "You provide all students with individual opportunities to respond to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is a system for documenting and rewarding appropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "You use a range of consequences to discourage inappropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "How strongly do you agree or disagree that you teach the following social and emotional competencies in your class?\_x000D\_

\_x000D\_

Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Self-management (teaching students to regulate emotions and manage daily stressors)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "How strongly do you agree or disagree that you utilize the following practices in your class?"\_x000D\_

\_x000D\_

Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Ensure that all notices and communications to families and caregivers are written in their language of origin"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Use alternative formats and varied approaches to communicate and share information with families and caregivers" \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them with students" \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "How often do you use the following resources to teach reading in this class?\_x000D\_

\_x000D\_

Basal reading series (a core or primary reading text for all students)" \_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Leveled or guided reading books (multiple books, each at a specific reading level)" \_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Children's newspapers and/or magazines" \_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Computer software for reading instruction"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "{Continued} How often do you use the following resources to teach reading in this class?"\_x000D\_  
\_x000D\_  
\_x000D\_

Applications for digital tablets"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "A variety of trade books (for example, novels, collections of poetry, nonfiction)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Materials from other subjects (for example, science, social studies)"\_x000D\_  
----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "{Continued} How often do you use the following resources to teach reading in this class?

\_x000D\_

\_x000D\_

Big books"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Decodable books, sound/symbols books"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Read-along books paired with audiobooks"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)"\_x000D\_

----\_x000D\_

1. Never or hardly ever\_x000D\_
2. Once or twice a month\_x000D\_
3. Once or twice a week\_x000D\_
4. Almost every day\_x000D\_

Question "From the first day of school until today, please indicate how many days of each of the following reading skills and concepts has been covered in your class."\_x000D\_  
\_x000D\_

InstResp: "Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work."\_x000D\_  
\_x000D\_

"Identifying main ideas in a story"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Retelling stories, including main ideas and details"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Describing characters, settings, and major events in a story"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying words and phrases that suggest feelings or appeal to the senses"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying who is telling a story at different points in a text" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following reading skills and concepts has been covered in your class.\_x000D\_

Identifying main ideas and details in informational text" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying the reasons an author gives to support points in an opinion piece" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Describing similarities and differences between two reading selections" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Recognizing the differences between fiction and non-fiction" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Reading informational selections of appropriate complexity for this grade" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following reading skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

Reading prose and poetry of appropriate complexity for this grade" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Segmenting words into phonemes" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Manipulating phonemes to form new words" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Breaking spoken words into sounds" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Blending sounds to form words" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following reading skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

Reading irregularly spelled words" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Reading and rereading passages orally with guidance on pacing, intonation, and expression" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Reading accurately and fluently to support comprehension" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying character, setting, and plot" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Generating questions about character, setting, and plot" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following reading skills and concepts has been covered in your class.\_x000D\_  
\_x000D\_

Predicting what might occur next in the text"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Writing an opinion piece, giving reasons for the opinion"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Writing an informational piece that includes some facts on the topic"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Writing a narrative with two or more appropriately sequenced events"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class."\_x000D\_  
\_x000D\_

InstResp: "Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work."\_x000D\_  
\_x000D\_

"Counting objects up to 20 to establish quantity"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Labeling relative quantity using the terms "greater than," "less than," "equal to," "fewest," or "most"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Solving word problems by adding or subtracting numbers equal to 20 or less"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Solving word problems by adding three numbers whose sum is 20 or less"\_x000D\_  
----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Working with problems that demonstrate the relationship between counting, addition, and subtraction" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

The meaning of the equal sign" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

"Determining if both sides of an equation are equal or not equal using subtraction or addition (for example,  $7=8-1$ ;  $5+2=2+5$ )" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Solving for an unknown whole number in an addition or subtraction equation (for example,  $8 + ? = 11$ )" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Counting to 120, starting at any number less than 120" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Reading and writing numerals up to 120" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

Identifying the correspondence between number and quantity for quantities larger than 10" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying the numbers that represent the tens and ones places in a two-digit number" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Relative quantity when comparing two-digit numbers, using the symbols  $>$ ,  $=$ , and  $<$ "\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Adding numbers that sum to 100 or less, including adding a two-digit number and a one-digit number"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Finding 10 more or 10 less than a given two-digit number, without having to count"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

Skip-counting by 5s, 10s, and/or 100s"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Arranging three objects by length" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Comparing the length of two objects indirectly by using a third object (nonstandard measurement)" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Measuring the length of an object (for example, a desktop) as a whole number of length units, by laying multiple copies of a shorter object (for example, a pencil) end to end" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Telling time in hours and half hours" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class.\_x000D\_

Measuring the length of an object in standard units, using tools such as rulers, yardsticks, meter sticks, and/or measuring tapes"\_x000D\_

- 1. Not taught\_x000D\_
- 2. 1-10 days\_x000D\_
- 3. 11-20 days\_x000D\_
- 4. 21-40 days\_x000D\_
- 5. 41-80 days\_x000D\_
- 6. More than 80 days\_x000D\_

Question "Writing time in hours and half hours"\_x000D\_

----\_x000D\_

- 1. Not taught\_x000D\_
- 2. 1-10 days\_x000D\_
- 3. 11-20 days\_x000D\_
- 4. 21-40 days\_x000D\_
- 5. 41-80 days\_x000D\_
- 6. More than 80 days\_x000D\_

Question "Solving word problems involving quarters, dimes, nickels, and pennies"\_x000D\_

----\_x000D\_

- 1. Not taught\_x000D\_
- 2. 1-10 days\_x000D\_
- 3. 11-20 days\_x000D\_
- 4. 21-40 days\_x000D\_
- 5. 41-80 days\_x000D\_
- 6. More than 80 days\_x000D\_

Question "Drawing a picture graph and/or a bar graph to represent a data set with up to four categories"\_x000D\_

----\_x000D\_

- 1. Not taught\_x000D\_
- 2. 1-10 days\_x000D\_
- 3. 11-20 days\_x000D\_
- 4. 21-40 days\_x000D\_
- 5. 41-80 days\_x000D\_
- 6. More than 80 days\_x000D\_

Question "Answering questions about the data in a picture graph and/or a bar graph, for example, comparing one category with another" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "{Continued} From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class.\_x000D\_

\_x000D\_

Identifying the difference between defining attributes of shapes (for example, triangles are three-sided) versus non-defining attributes (for example, color, size)"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Putting two-dimensional or three-dimensional shapes together to create a composite shape" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Partitioning simple shapes into two and four equal shares" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Describing portions of simple shapes using the words halves, fourths, and quarters" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "From the first day of school until today, please indicate how many days of each of the following science skills and concepts has been covered in your class." \_x000D\_

\_x000D\_

InstResp: "Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work." \_x000D\_

\_x000D\_

"Using all 5 senses to make observations" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Using tools (for example, lenses, thermometers, rulers) to gather information about objects" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Classifying and comparing objects by their properties (for example, weight or size)"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Making logical predictions (hypotheses) based on observations"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Drawing conclusions based upon evidence"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Communicating scientific findings orally or in writing"\_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "Using graphs or charts to describe findings" \_x000D\_

----\_x000D\_

1. Not taught\_x000D\_
2. 1-10 days\_x000D\_
3. 11-20 days\_x000D\_
4. 21-40 days\_x000D\_
5. 41-80 days\_x000D\_
6. More than 80 days\_x000D\_

Question "From the first day of school until today, please indicate which of the following SCIENCE or SOCIAL STUDIES topics or skills is taught in either your class in its own unit or lesson or as part of a unit/lesson on a different topic."\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Three states of matter (gas, liquid, solid)\_x000D\_
2. Basic needs of plants (water, sunlight, etc.)\_x000D\_
3. Characteristics of animal classes (mammals, reptiles, birds, etc.)\_x000D\_
4. Natural resources\_x000D\_
5. Shadows and light\_x000D\_
6. Dinosaurs and fossils\_x000D\_
7. Solar system and space\_x000D\_
8. Weather\_x000D\_
9. Nutrition/healthy foods\_x000D\_
10. Important figures and events in American history\_x000D\_
11. Community resources (for example, grocery store, library)\_x000D\_
12. Map-reading skills\_x000D\_
13. Different cultures\_x000D\_
14. Reasons for rules, laws, and government\_x000D\_
15. Community service\_x000D\_
16. Current events in the news\_x000D\_

Question "In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day."\_x000D\_

----\_x000D\_

1. 0 days\_x000D\_
2. 1 day\_x000D\_
3. 2 days\_x000D\_
4. 3 days\_x000D\_
5. 4 days\_x000D\_
6. 5 days\_x000D\_

Question "On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?"\_x000D\_

Reading and language arts"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question "Math"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question "Other"\_x000D\_

----\_x000D\_

1. I never assign homework\_x000D\_
2. 1 to 10 minutes\_x000D\_
3. 11 to 20 minutes\_x000D\_
4. 21 to 30 minutes\_x000D\_
5. More than 30 minutes\_x000D\_

Question "Please describe the other homework."

Question "Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year?"\_x000D\_

----\_x000D\_

1. No conferences\_x000D\_
2. One conference\_x000D\_
3. Two conferences\_x000D\_
4. Three or more conferences\_x000D\_

Question "What percentage of children in your class have parents who participate in the following activities?"\_x000D\_  
\_x000D\_

Attend teacher-parent conferences" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. 1-25%\_x000D\_
3. 26-50%\_x000D\_
4. 51-75%\_x000D\_
5. 76% or more\_x000D\_

Question "Volunteer regularly to help in your classroom or another part of the school"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. 1-25%\_x000D\_
3. 26-50%\_x000D\_
4. 51-75%\_x000D\_
5. 76% or more\_x000D\_

Question "Attend open houses or parties"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. 1-25%\_x000D\_
3. 26-50%\_x000D\_
4. 51-75%\_x000D\_
5. 76% or more\_x000D\_

Question "Attend art/music events or demonstration"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. 1-25%\_x000D\_
3. 26-50%\_x000D\_
4. 51-75%\_x000D\_
5. 76% or more\_x000D\_

Question "During this school year, how often have you made contacts with parents in the following ways?"\_x000D\_

\_x000D\_

Sent home letters, newsletters, or other notices addressed to all parents and guardians"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Communicated with parents and guardians via text messaging"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Shared portfolios or other collections of children's work for parents and guardians to see"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Used email or list-serve to send out group updates or information to parents and guardians"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Maintained classroom website for families and guardians to access" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Used email to address individual questions or concerns of parents and guardians" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "Talked to parents and guardians by telephone" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1-2 times\_x000D\_
3. 3-5 times\_x000D\_
4. 6-10 times\_x000D\_
5. 11-14 times\_x000D\_
6. 15 or more times\_x000D\_

Question "The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class?\_x000D\_

\_x000D\_

Individual child's achievement relative to the rest of the class" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Individual child's achievement relative to local, state, or professional standards" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Individual improvement or progress over past performance" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Effort" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Class participation" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "{Continued} The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class? \_x000D\_

\_x000D\_

Daily attendance" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Classroom behavior or conduct" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Cooperativeness with other children" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Ability to follow directions" \_x000D\_

----\_x000D\_

1. Not important\_x000D\_
2. Somewhat important\_x000D\_
3. Very important\_x000D\_
4. Extremely important\_x000D\_
5. Not applicable\_x000D\_

Question "Across all subjects, how often do you use the following to assess your students?"\_x000D\_  
\_x000D\_

State or local standardized tests" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1 or 2 times a year\_x000D\_
3. 3 to 8 times a year\_x000D\_
4. 1 or 2 times a month\_x000D\_
5. 1 or 2 times a week\_x000D\_
6. 3 or more times a week\_x000D\_

Question "Classroom tests or quizzes (including those made by you and those from other sources)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1 or 2 times a year\_x000D\_
3. 3 to 8 times a year\_x000D\_
4. 1 or 2 times a month\_x000D\_
5. 1 or 2 times a week\_x000D\_
6. 3 or more times a week\_x000D\_

Question "Individual or group projects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1 or 2 times a year\_x000D\_
3. 3 to 8 times a year\_x000D\_
4. 1 or 2 times a month\_x000D\_
5. 1 or 2 times a week\_x000D\_
6. 3 or more times a week\_x000D\_

Question "Worksheets that you grade"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1 or 2 times a year\_x000D\_
3. 3 to 8 times a year\_x000D\_
4. 1 or 2 times a month\_x000D\_
5. 1 or 2 times a week\_x000D\_
6. 3 or more times a week\_x000D\_

Question "Teacher observation of specific objectives"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. 1 or 2 times a year\_x000D\_
3. 3 to 8 times a year\_x000D\_
4. 1 or 2 times a month\_x000D\_
5. 1 or 2 times a week\_x000D\_
6. 3 or more times a week\_x000D\_

Question "Which of the following do you use to provide students' parents with information about their children's performance?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Standard report card (for example, a letter grade or other standard grade assigned for each subject)\_x000D\_
2. Progress report form\_x000D\_
3. Competency based checklists\_x000D\_
4. Portfolio of child's work\_x000D\_
5. Standardized test scores\_x000D\_
6. Benchmark assessments\_x000D\_
7. None of these\_x000D\_

Question "How often do you use a formal assessment in reading for the following purposes?"\_x000D\_

\_x000D\_

To evaluate how well each student is responding to the core curriculum provided in the general education classroom"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To monitor each student's progress on specific skills over the school year."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To identify the deficits in specific skills of struggling students."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To monitor the progress of students who fall below benchmark levels."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To determine whether students need placement in a more or less intensive level of instruction."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "How often do you use a formal assessment in math for the following purposes?"\_x000D\_

\_x000D\_

To evaluate how well each student is responding to the core curriculum provided in the general education classroom"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To monitor each student's progress on specific skills over the school year."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To identify the deficits in specific skills of struggling students."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To monitor the progress of students who fall below benchmark levels."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "To determine whether students need placement in a more or less intensive level of instruction."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. 5 to 8 times a year\_x000D\_
6. 1 to 2 times a month\_x000D\_
7. 1 to 2 times a week\_x000D\_

Question "The next set of questions pertains to school-related activities. Have you participated in the following activities since the beginning of the academic year?"\_x000D\_

Meeting with other teachers to discuss lesson planning"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "Meeting with other teachers to discuss curriculum development"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a month or less\_x000D\_
3. Two or three times a month\_x000D\_
4. Once or twice a week\_x000D\_
5. Three or four times a week\_x000D\_
6. Daily\_x000D\_

Question "In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices tied to your teaching assignment?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the past 12 months, how many hours did you spend on these activities?"\_x000D\_

----\_x000D\_

1. 4 hours or less\_x000D\_
2. 5-8 hours\_x000D\_
3. 9-12 hours\_x000D\_
4. 13-16 hours\_x000D\_
5. 17-20 hours\_x000D\_
6. 21-24 hours\_x000D\_
7. 25-28 hours\_x000D\_
8. 29-32 hours\_x000D\_
9. 33 hours or more\_x000D\_

Question "To what extent was the professional development you received in the past 12 months relevant to your role as a teacher?"\_x000D\_

----\_x000D\_

1. Not relevant\_x000D\_
2. Somewhat relevant\_x000D\_
3. Relevant\_x000D\_
4. Very relevant\_x000D\_

Question "In which of the following staff development and training activities have you participated during the current academic year?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Workshops involving study groups or small-group problem solving\_x000D\_
2. Direct instruction from an outside consultant on a specific topic\_x000D\_
3. Peer observation and feedback\_x000D\_
4. Visits to, or observations of, other schools\_x000D\_
5. Release time for attending professional conferences\_x000D\_
6. Enrollment in college or university courses related to your profession\_x000D\_
7. Professional development via distance learning (web-based, etc)\_x000D\_
8. Workshops on using computers and technology in the classroom\_x000D\_
9. None of the above\_x000D\_

Question "How often did you participate in professional development activities covering the following topics in the last 12 months? \_x000D\_

\_x000D\_

How to use assessment data to identify students who are struggling or at risk of failure in reading"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "How to use assessment data to identify students who are struggling or at risk of failure in math"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "How to use and apply assessment data to guide reading instruction" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "How to use and apply assessment data to guide math instruction" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "How to implement the reading curriculum" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "How to implement the math curriculum" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 times a year\_x000D\_
4. 3 to 4 times a year\_x000D\_
5. More than 4 times a year\_x000D\_

Question "Have you received support from any of the following staff members during the current academic year? \_x000D\_

\_x000D\_

A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective reading instruction" \_x000D\_

----\_x000D\_

1. Yes, support received\_x000D\_
2. No, support not received\_x000D\_
3. Resources not available\_x000D\_

Question "A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective math instruction" \_x000D\_

----\_x000D\_

1. Yes, support received\_x000D\_
2. No, support not received\_x000D\_
3. Resources not available\_x000D\_

Question "A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports" \_x000D\_

----\_x000D\_

1. Yes, support received\_x000D\_
2. No, support not received\_x000D\_
3. Resources not available\_x000D\_

Question "A school or district staff member to support teachers in collecting, organizing, and managing assessment data" \_x000D\_

----\_x000D\_

1. Yes, support received\_x000D\_
2. No, support not received\_x000D\_
3. Resources not available\_x000D\_

Question "A school or district staff member to support teachers in the interpretation and use of assessment data to guide instruction" \_x000D\_

----\_x000D\_

1. Yes, support received\_x000D\_
2. No, support not received\_x000D\_
3. Resources not available\_x000D\_

Question "How often have you been observed by a peer for the purposes of receiving instructional feedback during the current academic year?" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once\_x000D\_
3. 2 times\_x000D\_
4. 3 to 4 times\_x000D\_
5. More than 4 times\_x000D\_

Question "The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements.\_x000D\_ \_x000D\_

The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Many of the children I teach are not capable of learning the material I am supposed to teach them."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I feel accepted and respected as a colleague by most staff members."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Teachers in this school are continually learning and seeking new ideas."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{Continued} Please indicate the extent to which you agree with each of the following statements.\_x000D\_

\_x000D\_

Routine administrative duties and paperwork interfere with my job of teaching."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Parents are supportive of school staff."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is a great deal of cooperative effort among the staff members."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "In this school, staff members are recognized for a job well done."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{Continued} Please indicate the extent to which you agree with each of the following statements."\_x000D\_

\_x000D\_  
The academic standards at this school are too low."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is broad agreement among the entire school faculty about the central mission of the school."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The school administrator sets priorities, makes plans, and sees that they are carried out."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The school administration's behavior toward the staff is supportive and encouraging."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "To what extent do you agree with the following statements?"\_x000D\_  
\_x000D\_

I am adequately trained to teach the children with disabilities who are in my class."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "Inclusion of children with disabilities in my class has worked well."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "I am adequately trained to teach English language learners in my class."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "Inclusion of English language learners (ELL) in my class has worked well."\_x000D\_  
----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "I have the resources I need to teach the children in my class who have disabilities."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "I have the resources I need to teach the children in my class who are English language learners (ELL)."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "I have the resources I need to teach a class of students who have a wide range of reading skills."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly disagree\_x000D\_
6. Not applicable\_x000D\_

Question "The next few questions pertain to your beliefs about teaching your students. To what extent do you agree with each of the following statements?\_x000D\_

\_x000D\_

If I try really hard, I can get through even to the most difficult or unmotivated students."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If some students in my class are not doing well, I feel that I should change my approach to the subject."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "By trying a different teaching method, I can significantly affect a student's achievement."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is really very little I can do to ensure that most of my students achieve at a high level."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{Continued} To what extent do you agree with each of the following statements?

\_x000D\_

\_x000D\_

I work to create lessons so my students will enjoy learning and become independent thinkers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I feel sometimes it is a waste of my time to try to do my best as a teacher."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The attitudes and habits students bring to my class greatly reduce their chances for academic success."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "{Continued} To what extent do you agree with each of the following statements?"\_x000D\_

\_x000D\_

\_x000D\_

The amount a student can learn is primarily related to family background"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If a student did not remember information I gave in a previous lesson, I would know how to increase the student's retention in the next lesson." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The next few items are about your job satisfaction. Please indicate the extent to which you agree or disagree with each of the following statements on working with children. \_x000D\_ \_x000D\_

I really enjoy my present job." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I am certain I am making a difference in the lives of the children I teach." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If I could start over, I would choose this again as my career."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Indicate how much you agree or disagree with the following statements about your school and staff?\_x000D\_

\_x000D\_

There is a consensus among administrators and teachers on goals and expectations."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "We have an active professional development program for teachers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Teachers are very active in planning staff development activities in this school."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "For each of the following statements about reading, indicate how strongly you agree or disagree. \_x000D\_

This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading in first grade." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither agree nor disagree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Don't know \_x000D\_

Question "For each of the following statements about READING, indicate how strongly you agree or disagree. \_x000D\_

This school has a set of clear, predetermined criteria for determining the level of intervention first-grade students will receive in reading." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither agree nor disagree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Don't know \_x000D\_

Question "For each of the following statements about READING, indicate how strongly you agree or disagree. \_x000D\_

This school has clear, predetermined criteria for determining when first-grade students no longer need a reading intervention." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither agree nor disagree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Don't know \_x000D\_

Question "For each of the following statements about math, indicate how strongly you agree or disagree." \_x000D\_

\_x000D\_ "This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math in first grade." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Don't know\_x000D\_

Question "For each of the following statements about Math, indicate how strongly you agree or disagree." \_x000D\_

\_x000D\_ "This school has a set of clear, predetermined criteria for determining the level of intervention first-grade students will receive in math." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Don't know\_x000D\_

Question "For each of the following statements about Math, indicate how strongly you agree or disagree." \_x000D\_

\_x000D\_ "This school has clear, predetermined criteria for determining when first grade students no longer need a math intervention." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Don't know\_x000D\_

Question "The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics. \_x000D\_ \_x000D\_

What is your gender?" \_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_
3. Another gender\_x000D\_

Question "In what year were you born?" \_x000D\_ \_x000D\_

Watermark: "Enter year"

Question "Are you Hispanic or Latino/Latina of any race?" \_x000D\_ \_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race." \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes your race?" \_x000D\_ \_x000D\_

InstResp "Select all that apply." \_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or Other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "What is the highest level of education you have completed?" \_x000D\_

----\_x000D\_

1. Did not complete high school\_x000D\_
2. High school diploma or equivalent/GED\_x000D\_
3. Some college or technical or vocational school\_x000D\_
4. Associate's degree\_x000D\_
5. Bachelor's degree\_x000D\_
6. Master's degree\_x000D\_
7. An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)\_x000D\_

Question "What is the name of the college or university where you earned your highest degree and where is it located?"

Question "City:"

Question "State:"\_x000D\_  
\_x000D\_

InstResp "Please select a state, district, or territory."\_x000D\_  
\_x000D\_

Watermark "Select a state"

Question "What was your undergraduate major field(s) of study?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Non-education major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "What was the major field(s) of study of your highest level graduate degree?"\_x000D\_  
\_x000D\_

InstResp: "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Non-education major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "Have you ever taken a college course in the following areas?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. English as a Second Language (ESL) or teaching English language learners (ELL)\_x000D\_
5. Child development\_x000D\_
6. Methods of teaching reading/language arts\_x000D\_
7. Methods of teaching mathematics\_x000D\_
8. Methods of teaching science\_x000D\_
9. Classroom management\_x000D\_
10. None of the above\_x000D\_

Question "In what areas are you certified?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Elementary education\_x000D\_
2. Early childhood education\_x000D\_
3. Special education\_x000D\_
4. English as a Second Language (ESL) or instruction for English language learners\_x000D\_
91. Other (Please specify):\_x000D\_

Question "The next few questions ask about your credentials. Which of the following describes the teaching certificate you currently hold in {state}?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Regular or standard state certificate or advanced professional certificate\_x000D\_
2. Certificate issued after satisfying all requirements except the completion of a probationary period\_x000D\_
3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained\_x000D\_
4. Certificate issued to persons who must complete a certification program in order to continue teaching\_x000D\_
5. I do not hold any of the above certifications in {state}.\_x000D\_

Question: "Which of the following best describes the type of educator preparation program you participated in while earning your current and initial certification?" \_x000D\_

Initial Certification" \_x000D\_

---- \_x000D\_

1. Traditional four-year program based at an institution of higher education \_x000D\_
2. Alternative program based at an institution of higher education \_x000D\_
3. Alternative program not based at an institution of higher education \_x000D\_
4. Other preparation program \_x000D\_

Question "Current certification" \_x000D\_

---- \_x000D\_

1. Traditional four-year program based at an institution of higher education \_x000D\_
2. Alternative program based at an institution of higher education \_x000D\_
3. Alternative program not based at an institution of higher education \_x000D\_
4. Other preparation program \_x000D\_

Question "Have you taken the exam for National Board for Professional Teaching Standards certification?" \_x000D\_

---- \_x000D\_

1. Yes \_x000D\_
2. No \_x000D\_

Question "What was the result of the National Board for Professional Teaching Standards exam?" \_x000D\_

---- \_x000D\_

1. Awaiting test results \_x000D\_
2. Passed \_x000D\_
3. Have not yet passed \_x000D\_

Question "Counting this school year, how many years have you taught in your current school, including part-time teaching?" \_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If this is your first semester teaching in this school, enter 0.5." \_x000D\_

\_x000D\_

Watermark: "Enter years"

<p>Question "Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time?"_x000D_ _x000D_ InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If you are a new teacher and this is your first semester teaching, enter 0.5."_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question: "Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?"_x000D_ _x000D_ InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If you are a new teacher and this is your first semester teaching, enter 0.5. Enter "0" if you have never taught the grade or program listed."_x000D_ _x000D_ "Preschool"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question "Kindergarten"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question "First grade"_x000D_ _x000D_ Watermark "Enter years"</p>
<p>Question "Second grade"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question "Third grade"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question "Fourth grade"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question "Fifth grade"_x000D_ _x000D_ Watermark: "Enter years"</p>
<p>Question: "Sixth grade or higher"_x000D_ _x000D_ Watermark: "Enter years"</p>

Question: "{Continued} Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part tim_x000D_ _x000D_ English as a Second Language (ESL), bilingual education, and/or dual language program"_x000D_ _x000D_ Watermark: "Enter years"
Question: "Special education program"_x000D_ _x000D_ Watermark: "Enter years"
Question: "Program for gifted children"_x000D_ _x000D_ Watermark: "Enter years"
Question: "Art or music program"_x000D_ _x000D_ Watermark: "Enter years"
Question: "Physical education program"_x000D_ _x000D_ Watermark: "Enter years"
Question "How long do you plan to continue to teach?"_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and return to the MyECLS website. You can then check to see if there are any more surveys assigned to you."
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and return to the MyECLS website. You can then check to see if there are any more surveys assigned to you."

Construct	Research Question
Class time (full/half day, hours per day, days per week)	T-RQ1
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of students who enter or leave during the school year	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2
Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2

Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children tardy or absent on an average day	T-RQ2

Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	T-RQ8
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2



Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2
Other specify for numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2

<p>Number of children in the classroom receiving special services or in special programs (e.g., special education services, a gifted and talented program, remedial services)</p> <p>Number of students with IEPs or 504 Plans</p>	<p>T-RQ2 T-RQ3</p>
<p>Number of students with IEPs or 504 Plans</p>	<p>T-RQ2 T-RQ3</p>
<p>Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness</p>	<p>T-RQ2</p>
<p>Number of students who enter or leave during the school year</p>	<p>T-RQ2</p>
<p>Number of students who enter or leave during the school year</p>	<p>T-RQ2</p>
<p>Class time (full/half day, hours per day, days per week)</p>	<p>T-RQ1</p>

Class time (full/half day, hours per day, days per week)	T-RQ1
Grade levels of classes the teacher teaches	T-RQ2
Grade levels of classes the teacher teaches	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2





Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	T-RQ2
Number of children in the classroom receiving particular services or in special programs (e.g., special education services, a gifted and talented program, remedial services)	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2

Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children above or below grade level in reading and mathematics	T-RQ2
Number of children tardy or absent on an average day	T-RQ2
Number of children tardy or absent on an average day	T-RQ2





Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Numbers of children with disabilities by disability type (e.g. autism, speech or language impairments, emotional disturbance, intellectual disability, developmental delay, vision impairment, hearing impairment)	T-RQ2 T-RQ3
Languages used in the classroom	T-RQ3

Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3

Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ3

Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3
Languages used in the classroom	T-RQ3

Other speciy for languages used in the classroom	T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ3
Number of language minority (LM) children and English-language learners (ELL) in the classroom	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Languages used in the classroom	T-RQ3
Other specify for languages used in the classroom	T-RQ1
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Introduction	NA

Class organization	T-RQ1

Class organization	T-RQ1
Class organization	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1

Instructional time spent handling disruptive behavior	T-RQ1
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Use of achievement grouping	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3

Additional reading services	T-RQ1 T-RQ3

Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Additional reading services	T-RQ1 T-RQ3
Other specify for additional reading services	T-RQ1
Topics taught in social studies and science	T-RQ1 <del>T-RQ3</del>

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1

Topics taught in social studies and science	T-RQ1
Topics taught in social studies and science	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Other specify for PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Instructional activities	T-RQ1
Instructional activities	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1
Class organization	T-RQ1

Class organization	T-RQ1
Class organization	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1
Instructional time spent handling disruptive behavior	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1

Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of class time by subject area	T-RQ1
Use of achievement grouping	T-RQ1 T-RQ3

Use of achievement grouping	T-RQ1 T-RQ3

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1

Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Class activities outside of the regular class (library, lunch, and recess)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1

Classroom aides (paid aides and volunteers)	T-RQ1
Classroom aides (paid aides and volunteers)	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Technology in instruction	T-RQ1
Technology in instruction	T-RQ1
Technology in instruction	T-RQ1

Technology in instruction	T-RQ1

Technology in instruction	T-RQ1

Technology in instruction	T-RQ1

Technology in instruction	T-RQ1

Technology in instruction	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3

Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Use of languages other than English in the classroom (e.g., instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3

Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	T-RQ3
Use of homework	T-RQ1

Use of homework	T-RQ1
Use of homework	T-RQ1
Use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1
Instructional practices supportive of positive behavior in the classroom	T-RQ1

Instructional practices supportive of positive behavior in the classroom	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1

Socioemotional competencies taught	T-RQ1
Socioemotional competencies taught	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1

Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Culturally responsive teaching practices (e.g. display pictures reflecting all students' background, written communication to family in native language, use of alternative formats of communication, screening materials for negative racial and ethnic stereo-types);	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1
Availability, use, and adequacy of instructional materials	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1

Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Time spent on specific activities and skills in reading/language arts and in mathematics	T-RQ1
Use of homework	T-RQ1

Use of homework	T-RQ1
Use of homework	T-RQ1
Use of homework	T-RQ1
Other specify for use of homework	T-RQ1
Use of homework	T-RQ1

Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6
Parent involvement in school activities (volunteering, attending meetings, other activities).	T-RQ6

Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6

Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Communication with parents about children's performance	T-RQ6
Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)	T-RQ3 T-RQ7

<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>

<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Student factors assessed (e.g. individual achievement relative to class, individual achievement relative to state or professional standards of student learning, individual achievement relative past performance, effort, class participation, and class behavior)</p>	<p>T-RQ3 T-RQ7</p>
<p>Use of standardized tests</p>	<p>T-RQ9</p>

Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9

Communication with parents about children's performance	T-RQ6
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9

Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9

Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9
Methods of assessing children's progress	T-RQ9

Frequency of meeting with other teachers and specialists	T-RQ5
Frequency of meeting with other teachers and specialists	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5
Professional learning activities on evidence-based practices	T-RQ5

School climate	T-RQ4

School climate	T-RQ4

School climate	T-RQ4

Teachers' sense of efficacy	T-RQ4

Teachers' sense of efficacy	T-RQ4

Teachers' sense of efficacy	T-RQ4

Teachers' sense of efficacy	T-RQ4
Teachers' sense of efficacy	T-RQ4
Teachers' sense of efficacy	T-RQ4
Teachers' sense of efficacy	T-RQ4 T-RQ8

Teachers' sense of efficacy	T-RQ4 T-RQ8
Teachers' sense of efficacy	T-RQ4 T-RQ8
Job satisfaction	T-RQ4
Job satisfaction	T-RQ4

Job satisfaction	T-RQ4
School climate	T-RQ4
School climate	T-RQ4
School climate	T-RQ4

Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9

Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9
Use of formal assessments to ID struggling students	T-RQ9

Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's gender, age, and race/ethnicity	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Type of teaching certification held	T-RQ4
Other specify for type of teaching certification held	T-RQ4
Type of teaching certification held	T-RQ4

Teacher's education, including degrees and credentials/licenses	T-RQ4
Teacher's education, including degrees and credentials/licenses	T-RQ4
National Board certification	T-RQ4
National Board certification	T-RQ4
Teaching experience, by school and grade	T-RQ4



Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Teaching experience, by school and grade	T-RQ4
Intention to remain in teaching	T-RQ4
Thank you to respondent.	NA
Thank you to respondent.	NA

Section	Item #	Renumbered
SPA	0	IND000
SPA	1	TCD010
SPA	1os	TCD010 OS

		TCD020
SPA	2	
		TCD020 OS
SPA	2os	
		TCD030a
SPA	3a	
		TCD030b
SPA	3b	
		TCD040a
SPA	4a	
		TCD040b
SPA	4b	

		TCD040c
SPA	4c	
		TCD040d
SPA	4d	
		TCD040e
SPA	4e	
		TCD040f
SPA	4f	
		TCD040g
SPA	4g	
		TCD040h
SPA	4h	

		TCD050a
SPA	5a	
		TCD050b
SPA	5b	
		TCD050c
SPA	5c	
		TCD050d
SPA	5d	
		TCD050e
SPA	5e	
		TCD050f
SPA	5f	
		TCD050g
SPA	5g	

SPA	6a	TCD060a
SPA	6b	TCD060b
SPA	6c	TCD060c
SPA	6d	TCD060d
SPA	7	TCD070
SPA	8	TCD080

		TCD090
SPA	9	
		TCD100
SPA	10	
		TCD110
SPA	11	
		TCD120
SPA	13	

		TCD130a
SPA	16a	
		TCD130b
SPA	16b	
		TCD130c
SPA	16c	
SPA	16d	
		PDD010a
SPA	17	
		PDD010b
SPA	18	

SPA	19	PDD010c
SPA	20	PDD020
SPA		PDD030
SPA		CSD010a
SPA	24a	
SPA	24f	CSD010b

		CSD010c
SPA	24i	
		CSD020a
SPA	27a	
		CSD020b
SPA	27b	
		CSD020c
SPA	27c	
SPA	25a	CSD030a
SPA	25d	CSD030b

SPA	25e	CSD030c
SPA	25f	CSD030d
SPA	26a	CSD030e
SPA	26b	CSD030f
SPA	26c	CSD030g
		TRD010
SPA	T1	

		TRD020a
SPA	T2a	
		TRD020b
SPA	T2b	
		TRD020c
SPA	T2c	
		TRD020d
SPA	T2d	
		TRD020e
SPA	T2e	
		TRD030a
SPA	T6a	

		TRD030b
SPA	T6b	
		TRD030c
SPA	T6c	
		TRD030d
SPA	T6d	
		TRD030e
SPA	T6e	
		TRD030f
SPA	T6f	
		TRD040a
SPA	T7a	
		TRD040b
SPA	T7b	

		TRD040c
SPA	T7c	
		TRD040d
SPA	T7d	
		TRD040e
SPA	T7e	
		TRD040f
SPA	T7f	
		TRD050a
SPA	T9a	
		TRD050b
SPA	T9b	
		TRD050c
SPA	T9c	

		TRD050d
SPA	T9d	
		TRD050e
SPA	T9e	
		TRD050f
SPA	T9f	
		EBD010
SPA	28	
		EBD020
SPA	29	
		EBD030
SPA	30	
		EBD040
SPA	31	

		EBD050
SPA	32	
		EBD060
SPA	34	
		EBD070
SPA	35	
		EBD080
SPA	36	
		EBD090
SPA	37	

		EBD100
SPA	38	
		EBD110
SPA	39	
		EBD110 OS
SPA	39OS	
		EBD120a
SPA	40a	
		EBD120b
SPA		
		EBD120c
SPA	40b	
		EBD130a
SPA	41	

		EBD130b
SPA	42	
		EBD140
SPA	43	
		EBD150
SPA	44	
		EBD160
SPA	45	
		EBD170
SPA	46	
		TYD900
SPA	47	

## Item Wording

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_
- 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. \_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_
- You may skip any questions that you do not want to answer. \_x000D\_

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

Question "The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?" \_x000D\_

---- \_x000D\_

1. Special education teacher \_x000D\_
2. Special education teacher consultant \_x000D\_
3. General education teacher \_x000D\_
4. Special education classroom aide \_x000D\_
5. Speech-language pathologist \_x000D\_
6. Physical therapist \_x000D\_
7. Physical therapy assistant or aide \_x000D\_
8. Occupational therapist \_x000D\_
9. Occupational therapy assistant or aide \_x000D\_
10. School psychologist \_x000D\_
11. School counselor \_x000D\_
12. School social worker \_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)} \_x000D\_

Question "How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?"\_x000D\_

----\_x000D\_

1. Regular full-time teacher or service provider\_x000D\_
2. Regular part-time teacher or service provider\_x000D\_
3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)\_x000D\_
4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)\_x000D\_
5. Teacher aide\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "As of today's date, how many children with and without IEPs do you {teach/serve}?"\_x000D\_

With IEPs"\_x000D\_

\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Without IEPs"\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "As of today's date, how many children with IEPs that you {teach/serve} are the following ages?"\_x000D\_

\_x000D\_

3 years old"\_x000D\_

\_x000D\_

InstResp "Your best guess is fine."\_x000D\_

\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "4 years old"\_x000D\_

\_x000D\_

InstResp "Your best guess is fine."\_x000D\_

\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "5 years old" \_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "6 years old" \_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "7 years old" \_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "8 years old" \_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "9 years old or older" \_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "You entered that you {teach/serve} a total of {NUMBER} children with IEPs. Is this correct?" \_x000D\_  
---- \_x000D\_  
1. Yes \_x000D\_  
2. No \_x000D\_

Question "How many of the children with IEPs that you {teach/serve} belong to each of the following racial/ethnic groups?"\_x000D\_  
\_x000D\_

Hispanic or Latino/Latina of any race"\_x000D\_  
\_x000D\_

InstResp "Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race."\_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "American Indian or Alaska Native, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Asian, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Black or African American, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "White, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Two or more races, non-Hispanic" \_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "As of today's date, how many boys and girls with IEPs do you {teach/serve}?"\_x000D\_  
\_x000D\_  
Number of boys"\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of girls"\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of another gender"\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of unknown gender"\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?"\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "During the school year, how many children with IEPs have you worked with or provided services for, on average, each week?"\_x000D\_  
\_x000D\_  
InstResp "Include children you work with directly, as well as children for whom you consult with other general education teachers and/or special education teachers or service providers."\_x000D\_  
----\_x000D\_  
1. None\_x000D\_  
2. 1 - 2\_x000D\_  
3. 3 - 5\_x000D\_  
4. 6 - 10\_x000D\_  
5. 11 - 20\_x000D\_  
6. 21 - 40\_x000D\_  
7. More than 40\_x000D\_

Question "During this school year, where have you worked with children with IEPs?"\_x000D\_  
\_x000D\_

InstResp "Include only children who attend this school. Select all that apply."\_x000D\_

----\_x000D\_

1. In a general education classroom\_x000D\_
2. In a special education classroom\_x000D\_
3. In a non-classroom space at the school (for example, resource room, office, therapy room, small work space, mobile van)\_x000D\_
4. In a location outside the school setting (for example, a private clinic or a child's home, including virtual or video-based instruction)\_x000D\_
5. None of the above\_x000D\_

Question "For how many students with IEPs do you serve as case manager?"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. 1 - 2\_x000D\_
3. 3 - 5\_x000D\_
4. 6 - 10\_x000D\_
5. 11 - 20\_x000D\_
6. 21 - 40\_x000D\_
7. More than 40\_x000D\_

Question "Please indicate the extent to which you agree or disagree with the following statement. \_x000D\_  
\_x000D\_

I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve})."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "How much time per day would you estimate that you spend handling disruptive student behavior?"\_x000D\_

----\_x000D\_

1. Less than ½ hour\_x000D\_
2. ½ hour to less than 1 hour\_x000D\_
3. 1 to less than 1 ½ hours\_x000D\_
4. 1 ½ to less than 2 hours\_x000D\_
5. 2 to less than 2 ½ hours\_x000D\_
6. 2 ½ hours to less than 3 hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "How strongly do you agree or disagree with the following statements about your class or classes?"

Pictures, posters, artwork, and other décor reflect the cultures and ethnic backgrounds of each student in your class or classes."

----

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

Question "All notices and communications to families/caregivers of students in your class or classes are written in their language of origin."

----

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

Question "Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class or classes."

----

1. Strongly disagree
2. Disagree
3. Neither disagree nor agree
4. Agree
5. Strongly agree
6. Not applicable

Question "The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the past 12 months, how many hours did you spend on these professional development activities?"\_x000D\_

----\_x000D\_

1. 4 hours or less\_x000D\_
2. 5-8 hours\_x000D\_
3. 9-12 hours\_x000D\_
4. 13-16 hours\_x000D\_
5. 17-20 hours\_x000D\_
6. 21-24 hours\_x000D\_
7. 25-28 hours\_x000D\_
8. 29-32 hours\_x000D\_
9. 33-39 hours\_x000D\_
10. 40 hours or more\_x000D\_

Question "Overall, how helpful were these activities to you?"\_x000D\_

----\_x000D\_

1. Very unhelpful\_x000D\_
2. Unhelpful\_x000D\_
3. Neither unhelpful nor helpful\_x000D\_
4. Helpful\_x000D\_
5. Very helpful\_x000D\_

Question "To what extent was the professional development you received in the past 12 months relevant to your role {teaching/serving} students with disabilities?"\_x000D\_

----\_x000D\_

1. Not relevant\_x000D\_
2. Somewhat relevant\_x000D\_
3. Relevant\_x000D\_
4. Very relevant\_x000D\_

Question "In which of the following staff development and training activities have you participated during the current academic year?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Worked with a master or mentor teacher assigned to you by your school or district\_x000D\_
2. Workshops involving study groups or small-group problem solving\_x000D\_
3. Direct instruction from an outside consultant on a specific topic\_x000D\_
4. Peer observation and feedback\_x000D\_
5. Visits to, or observations of, other schools\_x000D\_
6. Release time for attending professional conferences\_x000D\_
7. Enrollment in college or university courses related to your profession\_x000D\_
8. Professional development via distance learning (web-based, etc.)\_x000D\_
9. Workshops on using computers and technology in the classroom\_x000D\_
10. Coaching (for example, working with an individual specifically trained in instruction or a particular subject area)\_x000D\_
11. None of the above\_x000D\_

Question: "The next few questions pertain to your feelings about the school. Please indicate the extent to which you agree with each of the following statements.\_x000D\_

\_x000D\_

InstResp: By 'the' school, we mean the school in which you receive the survey\_x000D\_

\_x000D\_

Many of the children I teach are not capable of learning the material I am supposed to teach them."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Parents are supportive of school staff."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The academic standards at this school are too low."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Please indicate the extent to which you agree or disagree with each of the following statements on working with children.\_x000D\_

\_x000D\_

I really enjoy my present job."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I am certain I am making a difference in the lives of the children I work with."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If I could start over, I would choose this again as my career."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The next few questions pertain to your beliefs about {teaching/serving} your students. To what extent do you agree with each of the following statements?\_x000D\_

\_x000D\_

If I try really hard, I can get through even to the most difficult or unmotivated students."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is really very little I can do to ensure that most of my students achieve at a high level."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I work to create lessons so my students will enjoy learning and become independent thinkers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "I feel sometimes it is a waste of my time to try to do my best as a teacher."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The amount a student can learn is primarily related to family background."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If a student did not remember information I gave in a previous lesson, I would know how to increase the student's retention in the next lesson."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to {teach/serve} students with IEPs?"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "In general, how adequate is each of the following for your students with IEPs? \_x000D\_ \_x000D\_

Digital tablets (such as an iPad)" \_x000D\_

---- \_x000D\_

1. I don't use these with my students. \_x000D\_
2. Never adequate \_x000D\_
3. Often not adequate \_x000D\_
4. Sometimes not adequate \_x000D\_
5. Always adequate \_x000D\_

Question "Visual display technology (for example, SMART Board®)"

----

1. I don't use these with my students.
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Computers with internet access (laptop or desktop)" \_x000D\_

---- \_x000D\_

1. I don't use these with my students. \_x000D\_
2. Never adequate \_x000D\_
3. Often not adequate \_x000D\_
4. Sometimes not adequate \_x000D\_
5. Always adequate \_x000D\_

Question "Licensed computer software packages" \_x000D\_

---- \_x000D\_

1. I don't use these with my students. \_x000D\_
2. Never adequate \_x000D\_
3. Often not adequate \_x000D\_
4. Sometimes not adequate \_x000D\_
5. Always adequate \_x000D\_

Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)" \_x000D\_

---- \_x000D\_

1. I don't use these with my students. \_x000D\_
2. Never adequate \_x000D\_
3. Often not adequate \_x000D\_
4. Sometimes not adequate \_x000D\_
5. Always adequate \_x000D\_

Question "How frequently do you or your students use computers (desktops, laptops, or other computer-type devices such as Chromebooks) in the following instructional activities? \_x000D\_

\_x000D\_

Daily assignments" \_x000D\_

---- \_x000D\_

1. Never \_x000D\_
2. Rarely \_x000D\_
3. Sometimes \_x000D\_
4. Often \_x000D\_
5. Not applicable to my role \_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?"\_x000D\_

\_x000D\_

Daily assignments" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?"

\_x000D\_

\_x000D\_

Daily assignments" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics.\_x000D\_

\_x000D\_

What is your gender?"\_x000D\_

----\_x000D\_

1. Male\_x000D\_
2. Female\_x000D\_
3. Another gender\_x000D\_

Question "In what year were you born?" \_x000D\_

\_x000D\_

Watermark "Enter year"

Question "Are you Hispanic or Latino/Latina of any race?"\_x000D\_

\_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes your race?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or Other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "What is the highest level of education you have completed?"\_x000D\_

----\_x000D\_

1. Did not complete high school\_x000D\_
2. High school diploma or equivalent/GED\_x000D\_
3. Some college or technical or vocational school\_x000D\_
4. Associate's degree\_x000D\_
5. Bachelor's degree\_x000D\_
6. Master's degree\_x000D\_
7. An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)\_x000D\_

Question "What was your undergraduate major field(s) of study?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Other major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "What was the major field(s) of study of your highest level graduate degree?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Other major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "Have you ever taken a college course in the following areas?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. English as a Second Language (ESL) or teaching English language learners (ELL)\_x000D\_
5. Child development\_x000D\_
6. Methods of teaching reading or language arts\_x000D\_
7. Methods of teaching mathematics\_x000D\_
8. Methods of teaching science\_x000D\_
9. Classroom management\_x000D\_
10. None of the above\_x000D\_

Question "Did any of your {college/college or graduate school} courses address issues related to the following?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS)\_x000D\_
2. Coordinated Early Intervening Services (CEIS)\_x000D\_
3. None of the above\_x000D\_

Question "The next few questions ask about your credentials. Which of the following describes the teaching certificate, license, or permit you currently hold in {state}?"\_x000D\_  
----\_x000D\_  
1. Regular or standard state certificate or advanced professional certificate\_x000D\_  
2. Certificate, license, or permit issued after satisfying all requirements except the completion of a probationary period\_x000D\_  
3. Certificate, license, or permit that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained\_x000D\_  
4. Certificate, license, or permit issued to persons who must complete a certification program in order to continue teaching\_x000D\_  
5. I do not hold any of the above certificates, licenses, or permits in {state}.\_x000D\_

Question "Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply. Do not include academic degrees, such as a Bachelor's degree, Master's degree, or Ph.D."\_x000D\_  
----\_x000D\_

1. Disability-specific credential\_x000D\_
2. Special education credential (for more than one disability category)\_x000D\_
3. Early childhood special education credential\_x000D\_
4. General education credential\_x000D\_
5. Speech-language pathology license or credential\_x000D\_
6. Do not have a credential, license, or certificate\_x000D\_
91. Other professional license, credential or endorsement {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "Which of the following best describes the type of preparation program you participated in while earning your current certificate, license, or permit?"\_x000D\_  
----\_x000D\_

1. Traditional four-year undergraduate program based at an institution of higher education\_x000D\_
2. Traditional graduate program at an institution of higher education\_x000D\_
3. Alternative program based at an institution of higher education\_x000D\_
4. Alternative program not based at an institution of higher education\_x000D\_
5. Other preparation program\_x000D\_

Question "Is your current certification the same as your initial certification?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which of the following best describes the type of preparation program you participated in while earning your initial certification?"\_x000D\_  
----\_x000D\_

1. Traditional four-year undergraduate program based at an institution of higher education\_x000D\_
2. Traditional graduate program at an institution of higher education\_x000D\_
3. Alternative program based at an institution of higher education\_x000D\_
4. Alternative program not based at an institution of higher education\_x000D\_
5. Other preparation program\_x000D\_

Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What was the result of your National Board for Professional Teaching Standards exam?"\_x000D\_

----\_x000D\_

1. Awaiting test results\_x000D\_
2. Passed\_x000D\_
3. Have not yet passed\_x000D\_

Question "The next few questions pertain to your years of experience. \_x000D\_

\_x000D\_

Counting this school year, how many years have you worked in your current school, including part time?"\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1.""\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?"\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1.""\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children."\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1.""\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "How long do you plan to continue to teach or work with children receiving special education or related services?"\_x000D\_

----\_x000D\_

1. As long as I am able\_x000D\_
2. Until I am eligible for retirement benefits from this job\_x000D\_
3. Until I am eligible for retirement benefits from a previous job\_x000D\_
4. Until I am eligible for Social Security benefits\_x000D\_
5. Until a specific life event occurs (for example, parenthood, marriage)\_x000D\_
6. Until a more desirable job opportunity comes along\_x000D\_
7. Definitely plan to leave as soon as I can\_x000D\_
8. Undecided at this time\_x000D\_

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you."

Construct	Research Question
Introduction	NA
Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1

Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1







Location of services and inclusion	SE-RQ3 and SE-RQ5
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Job satisfaction and self-efficacy	SE-RQ7

Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6



Job satisfaction and self-efficacy	SE-RQ6
Instructional and technology resources	SE-RQ7







Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Teacher or service provider's gender	SE-RQ6
Teacher or service providers' age	SE-RQ6
Teacher or service provider's race/ethnicity	SE-RQ6
Teacher or service provider's race/ethnicity	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6



Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's years of experience	SE-RQ6
Teacher or service provider's years of experience	SE-RQ6
Teachers' experience	SE-RQ6
Thank You	NA

Section  
Item #

SPA	0
SPA	1
SPA	10S

SPA	2
SPA	2OS
SPA	3a
SPA	3b
SPA	3c

SPA	4a
SPA	4b
SPA	4c
SPA	4d
SPA	4e
SPA	4f

SPA	4g
SPA	4h
SPA	5a
SPA	5b
SPA	5c
SPA	5d
SPA	5e

SPA	5f
SPA	5g
SPA	6a
SPA	6b
SPA	6c
SPA	6d
SPA	7

SPA	8
SPA	9
SPA	9OS
SPA	10

SPA	11
SPA	12
SPA	13
SPA	14a

SPA	14b
SPA	14c
SPA	14d
SPA	14e

SPA	14f
SPA	14g
SPA	15a
SPA	15b

SPA	15c
SPA	15d
SPA	15e
SPA	16a

SPA	16b
SPA	16c
SPA	16d
SPA	17

SPA	18
SPA	19
SPA	20
SPA	21
SPA	22

SPA	23a
SPA	23b
SPA	23c
SPA	23d
SPA	23e

SPA	23f
SPA	23g
SPA	24a
SPA	24b

SPA	24c
SPA	24d
SPA	24e
SPA	24f

SPA	24g
SPA	24h
SPA	24i
SPA	24j

SPA	24k
SPA	24l
SPA	T1
SPA	T2a

SPA	T2b
SPA	T2c
SPA	T2d
SPA	T2e

SPA	T3
SPA	T4a
SPA	T4b
SPA	T6a

SPA	T6b
SPA	T6c
SPA	T6d
SPA	T6e
SPA	T6f

SPA	T7a
SPA	T7b
SPA	T7c
SPA	T7d
SPA	T7e

SPA	T7f
SPA	T8a
SPA	T8b
SPA	T8c
SPA	T8d

SPA	T9a
SPA	T9b
SPA	T9c
SPA	T9d
SPA	T9e

SPA	T9f
SPA	25a
SPA	25b
SPA	25c

SPA	25d
SPA	25e
SPA	25f
SPA	25g

SPA	25h
SPA	26a
SPA	26b
SPA	26c

SPA	27a
SPA	27b
SPA	27c
SPA	28
SPA	29

SPA	30
SPA	31
SPA	32
SPA	33a
SPA	33b
SPA	33c

SPA	34
SPA	35
SPA	36

SPA	37
SPA	38
SPA	39
SPA	39OS

SPA	40a
SPA	40b
SPA	41
SPA	42
SPA	43

SPA	44
SPA	45
SPA	46
SPA	47

Item Wording National

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_
- 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. \_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_
- You may skip any questions that you do not want to answer. \_x000D\_

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

Question "The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?" \_x000D\_

---- \_x000D\_

1. Special education teacher \_x000D\_
2. Special education teacher consultant \_x000D\_
3. General education teacher \_x000D\_
4. Special education classroom aide \_x000D\_
5. Speech-language pathologist \_x000D\_
6. Physical therapist \_x000D\_
7. Physical therapy assistant or aide \_x000D\_
8. Occupational therapist \_x000D\_
9. Occupational therapy assistant or aide \_x000D\_
10. School psychologist \_x000D\_
11. School counselor \_x000D\_
12. School social worker \_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)} \_x000D\_

Question "How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?"\_x000D\_  
----\_x000D\_

1. Regular full-time teacher or service provider\_x000D\_
2. Regular part-time teacher or service provider\_x000D\_
3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)\_x000D\_
4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)\_x000D\_
5. Teacher aide\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "In what grade levels are the students you {teach/serve}?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Pre-kindergarten\_x000D\_
2. Transitional kindergarten\_x000D\_
3. Kindergarten\_x000D\_
4. Transitional first grade\_x000D\_
5. First grade\_x000D\_
6. Second grade\_x000D\_
7. Third grade\_x000D\_
8. Fourth grade\_x000D\_
9. Fifth grade or higher\_x000D\_

Question "As of today's date, how many children with and without IEPs do you {teach/serve}?"\_x000D\_  
\_x000D\_

With IEPs"\_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Without IEPs"\_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "As of today's date, how many children with IEPs that you {teach/serve} are the following ages?\_x000D\_  
\_x000D\_  
3 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "4 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "5 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "6 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "7 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "8 years old"\_x000D\_  
\_x000D\_  
InstResp "Your best guess is fine."\_x000D\_  
\_x000D\_  
Pre-unit "Number:"\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "9 years old or older" \_x000D\_

\_x000D\_  
InstResp "Your best guess is fine." \_x000D\_

\_x000D\_  
Pre-unit "Number:" \_x000D\_

\_x000D\_  
Watermark "Enter number"

Question "You entered that you {teach/serve} a total of {NUMBER} children with IEPs. Is this correct?" \_x000D\_

---- \_x000D\_

1. Yes \_x000D\_

2. No \_x000D\_

Question "How many of the children with IEPs that you {teach/serve} belong to each of the following racial/ethnic groups? \_x000D\_

\_x000D\_

Hispanic or Latino/Latina of any race" \_x000D\_

\_x000D\_

InstResp "Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race." \_x000D\_

\_x000D\_

Pre-unit "Number:" \_x000D\_

\_x000D\_  
Watermark "Enter number"

Question "American Indian or Alaska Native, non-Hispanic" \_x000D\_

\_x000D\_

Pre-unit "Number:" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Asian, non-Hispanic" \_x000D\_

\_x000D\_

Pre-unit "Number:" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Black or African American, non-Hispanic" \_x000D\_

\_x000D\_

Pre-unit "Number:" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" \_x000D\_

\_x000D\_

Pre-unit "Number:" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "White, non-Hispanic" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Two or more races, non-Hispanic" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "As of today's date, how many boys and girls with IEPs do you {teach/serve}? \_x000D\_  
\_x000D\_  
Number of boys" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of girls" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of another gender" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of unknown gender" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?" \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "During the school year, how many children with IEPs have you worked with or provided services for, on average, each week?"\_x000D\_  
\_x000D\_

InstResp "Include children you work with directly, as well as children for whom you consult with other general education teachers and/or special education teachers or service providers."\_x000D\_  
----\_x000D\_

1. None\_x000D\_
2. 1-10\_x000D\_
3. 11-20\_x000D\_
4. 21-40\_x000D\_
5. More than 40\_x000D\_

Question "During this school year, where have you worked with children with IEPs?"\_x000D\_  
\_x000D\_

InstResp "Include only children who attend this school. Select all that apply."\_x000D\_  
----\_x000D\_

1. In a general education classroom\_x000D\_
2. In a special education classroom\_x000D\_
3. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.)\_x000D\_
4. In a location outside the school setting (for example, a private clinic or a child's home, including virtual or video-based instruction)\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "For how many students with IEPs do you serve as case manager?"\_x000D\_  
----\_x000D\_

1. None\_x000D\_
2. 1-10\_x000D\_
3. 11-20\_x000D\_
4. 21-40\_x000D\_
5. More than 40\_x000D\_

Question "Please indicate the extent to which you agree or disagree with the following statement.

\_x000D\_

\_x000D\_

I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve})."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The next few questions are about students' behavior. How often does disruptive student behavior interfere with your instruction or services?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Seldom\_x000D\_
3. Usually\_x000D\_
4. Always\_x000D\_

Question "How much time per day would you estimate that you spend handling disruptive student behavior?"\_x000D\_

----\_x000D\_

1. Less than ½ hour\_x000D\_
2. ½ hour to less than 1 hour\_x000D\_
3. 1 to less than 1 ½ hours\_x000D\_
4. 1 ½ to less than 2 hours\_x000D\_
5. 2 to less than 2 ½ hours\_x000D\_
6. 2 ½ hours to less than 3 hours\_x000D\_
7. 3 hours or more\_x000D\_

Question "The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching/service delivery?\_x000D\_

\_x000D\_

{Classroom routines/Routines} are consistently implemented."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Expectations of students are clearly communicated in positive terms."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "You gain the attention of all students before beginning a lesson."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "You solicit both group and individual responses to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "You provide all students with individual opportunities to respond to questions."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "There is a system for documenting and rewarding appropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "You use a range of consequences to discourage inappropriate student behavior."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "How strongly do you agree or disagree that you teach the following social and emotional competencies to the students you {teach/serve}?"\_x000D\_

Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Self-management (teaching students to regulate emotions and manage daily stressors)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "How strongly do you agree or disagree that you utilize the following practices?\_x000D\_  
\_x000D\_

Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds"\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Ensure that all notices and communications to families and caregivers are written in their language of origin" \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Use alternative formats and varied approaches to communicate and share information with families and caregivers" \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them with students" \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "In the past 12 months, how many hours did you spend on these professional development activities?"\_x000D\_

----\_x000D\_

1. 4 hours or less\_x000D\_
2. 5-8 hours\_x000D\_
3. 9-12 hours\_x000D\_
4. 13-16 hours\_x000D\_
5. 17-20 hours\_x000D\_
6. 21-24 hours\_x000D\_
7. 25-28 hours\_x000D\_
8. 29-32 hours\_x000D\_
9. 33 hours or more\_x000D\_

Question "Overall, how helpful were these activities to you?"\_x000D\_

----\_x000D\_

1. Very unhelpful\_x000D\_
2. Unhelpful\_x000D\_
3. Neither unhelpful nor helpful\_x000D\_
4. Helpful\_x000D\_
5. Very helpful\_x000D\_

Question "To what extent was the professional development you received in the past 12 months relevant to your role {teaching/serving} students with disabilities?"\_x000D\_

----\_x000D\_

1. Not relevant\_x000D\_
2. Somewhat relevant\_x000D\_
3. Relevant\_x000D\_
4. Very relevant\_x000D\_

Question "In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How frequently do you work with your assigned master or mentor teacher?"\_x000D\_

----\_x000D\_

1. At least once a week\_x000D\_
2. Once or twice a month\_x000D\_
3. A few times a year\_x000D\_
4. Once or never\_x000D\_

Question "Overall, to what extent did your assigned master or mentor teacher improve your skills in the following areas?"\_x000D\_

Providing large group instruction"\_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Providing small group or one-on-one instruction or therapy"\_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Managing students' behavior"\_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Completing paperwork (either in a digital/computer-based system or in hard copy)"\_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Conducting student assessments"\_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Finding needed human or material resources" \_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "Communicating with parents" \_x000D\_

----\_x000D\_

1. Not applicable/Not part of my work responsibility\_x000D\_
2. Not at all\_x000D\_
3. To a small extent\_x000D\_
4. To a moderate extent\_x000D\_
5. To a great extent\_x000D\_

Question "The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements about your school. \_x000D\_

The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Many of the children I teach are not capable of learning the material I am supposed to teach them." \_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "I feel accepted and respected as a colleague by most staff members."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Teachers in this school are continually learning and seeking new ideas."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Routine administrative duties and paperwork interfere with my job of teaching."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Parents are supportive of school staff."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question “{(Continued) }Please indicate the extent to which you agree with each of the following statements about your school.\_x000D\_

There is a great deal of cooperative effort among the staff members.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question “In this school, staff members are recognized for a job well done.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question “The academic standards at this school are too low.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question “There is broad agreement among the entire school faculty about the central mission of the school.”\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The school administrator sets priorities, makes plans, and sees that they are carried out."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The school administration's behavior toward the staff is supportive and encouraging."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to {teach/serve} students with IEPs?"\_x000D\_

----\_x000D\_

1. I get all the resources I need.\_x000D\_
2. I get most of the resources I need.\_x000D\_
3. I get some of the resources I need.\_x000D\_
4. I don't get any of the resources I need.\_x000D\_

Question "In general, how adequate is each of the following for your students with IEPs?\_x000D\_

Digital tablets (such as an iPad)"\_x000D\_

----\_x000D\_

1. I don't use these with my students.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Visual display technology (for example, Smart Board)"\_x000D\_

----\_x000D\_

1. I don't use these with my students.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Computers with internet access (laptop or desktop)"\_x000D\_

----\_x000D\_

1. I don't use these with my students.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Licensed computer software packages"\_x000D\_

----\_x000D\_

1. I don't use these with my students.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)"\_x000D\_

----\_x000D\_

1. I don't use these with my students.\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Which statements are true of how the following technology is used as a learning tool by students you {teach/serve} with IEPs in your classroom?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Encourage students to use personal cell phones and/or tablets\_x000D\_
2. Require students to use personal cell phones and/or tablets\_x000D\_
3. Encourage students to use school-provided tablets or other digital devices\_x000D\_
4. Require students to use school-provided tablets or other digital devices\_x000D\_
5. Encourage students to use school computers\_x000D\_
6. Require students to use school computers\_x000D\_
7. None of the above\_x000D\_

Question "Please report the number of computers and other electronic devices that are available to your students with IEPs every day.\_x000D\_

\_x000D\_

Total number of devices without internet access"\_x000D\_

\_x000D\_

InstResp "Please include any desktop, laptop, digital tablet, or similar electronic devices, whether they remain in the room or are brought in daily. If none, enter "0.""\_x000D\_

\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Total number of devices with internet access"\_x000D\_

\_x000D\_

InstResp "Please include any desktop, laptop, digital tablet, or similar electronic devices, whether they remain in the room or are brought in daily. If none, enter "0.""\_x000D\_

\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "How frequently do you or your students use computers (desktop or laptop) in the following instructional activities?\_x000D\_

\_x000D\_

Daily assignments"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Internet research" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?\_x000D\_

Daily assignments"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Internet research"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "How frequently do your students use digital cameras (still or video) in the following instructional activities?"\_x000D\_

\_x000D\_

Daily assignments"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?"\_x000D\_

Daily assignments"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Internet research"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Special projects"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Presentations"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Homework"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "Accessing digital resources available through the district (intranet)"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Not applicable to my role\_x000D\_

Question "The next few questions pertain to your beliefs about {teaching/serving} your students.

To what extent do you agree with each of the following statements?\_x000D\_

\_x000D\_

If I try really hard, I can get through even to the most difficult or unmotivated students."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "If some students in my class are not doing well, I feel that I should change my approach to the subject."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "By trying a different teaching method, I can significantly affect a student's achievement."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "There is really very little I can do to ensure that most of my students achieve at a high level."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "I work to create lessons so my students will enjoy learning and become independent thinkers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "I feel sometimes it is a waste of my time to try to do my best as a teacher."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "The attitudes and habits students bring to my class greatly reduce their chances for academic success."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "To what extent do you agree or disagree with each of the following statements as it applies to your instruction?\_x000D\_

\_x000D\_

The amount a student can learn is primarily related to family background."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "If a student did not remember information I gave in a previous lesson, I would know how to increase the student's retention in the next lesson."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither disagree nor agree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_
6. Not applicable\_x000D\_

Question "Please indicate the extent to which you agree or disagree with each of the following statements on working with children. \_x000D\_ \_x000D\_

I really enjoy my present job." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither disagree nor agree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Not applicable \_x000D\_

Question "I am certain I am making a difference in the lives of the children I work with." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither disagree nor agree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Not applicable \_x000D\_

Question "If I could start over, I would choose this again as my career." \_x000D\_

---- \_x000D\_

1. Strongly disagree \_x000D\_
2. Disagree \_x000D\_
3. Neither disagree nor agree \_x000D\_
4. Agree \_x000D\_
5. Strongly agree \_x000D\_
6. Not applicable \_x000D\_

Question "The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics. \_x000D\_

\_x000D\_

What is your gender?" \_x000D\_

---- \_x000D\_

1. Male \_x000D\_
2. Female \_x000D\_
3. Another gender \_x000D\_

Question "In what year were you born?" \_x000D\_

\_x000D\_

Watermark "Enter year"

Question "Are you Hispanic or Latino/Latina of any race?"\_x000D\_  
\_x000D\_

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which best describes your race?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. American Indian or Alaska Native\_x000D\_
2. Asian\_x000D\_
3. Black or African American\_x000D\_
4. Native Hawaiian or Other Pacific Islander\_x000D\_
5. White\_x000D\_

Question "What is the highest level of education you have completed?"\_x000D\_  
----\_x000D\_

1. Did not complete high school\_x000D\_
2. High school diploma or equivalent/GED\_x000D\_
3. Some college or technical or vocational school\_x000D\_
4. Associate's degree\_x000D\_
5. Bachelor's degree\_x000D\_
6. Master's degree\_x000D\_
7. An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)\_x000D\_

Question "What is the name of the college or university where you earned your highest degree and where is it located?"\_x000D\_  
\_x000D\_

Pre-Unit "Name:"\_x000D\_  
\_x000D\_  
\_x000D\_

"The college or university where I earned my highest degree was outside the United States."

Question "City:"

Question "State:"\_x000D\_  
\_x000D\_

InstResp "Please select a state, district, or territory."\_x000D\_  
\_x000D\_

Watermark "Select a state"

Question "What was your undergraduate major field(s) of study?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Non-education major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "What was the major field(s) of study of your highest level graduate degree?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)\_x000D\_
5. Non-education major (such as history, English, etc.)\_x000D\_
6. None of the above\_x000D\_

Question "Have you ever taken a college course in the following areas?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Special education\_x000D\_
4. English as a Second Language (ESL) or teaching English language learners (ELL)\_x000D\_
5. Child development\_x000D\_
6. Methods of teaching reading or language arts\_x000D\_
7. Methods of teaching mathematics\_x000D\_
8. Methods of teaching science\_x000D\_
9. Classroom management\_x000D\_
10. None of the above\_x000D\_

Question "{Now I have some questions about specific topics that may have been addressed in your coursework.} Did any of your {college/college or graduate school} courses address issues related to the following?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Response to Intervention\_x000D\_
2. Early Intervening Services\_x000D\_
3. None of the above\_x000D\_

Question "The next few questions ask about your credentials. Which of the following describes the teaching certificate, license, or permit you currently hold in {state}?"\_x000D\_

----\_x000D\_

1. Regular or standard state certificate or advanced professional certificate\_x000D\_
2. Certificate, license, or permit issued after satisfying all requirements except the completion of a probationary period\_x000D\_
3. Certificate, license, or permit that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained\_x000D\_
4. Certificate, license, or permit issued to persons who must complete a certification program in order to continue teaching\_x000D\_
5. I do not hold any of the above certificates, licenses, or permits in {state}.\_x000D\_

Question "{The next few questions ask about your credentials.} Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?"\_x000D\_

\_x000D\_

InstResp "Select all that apply. Do not include academic degrees, such as a Bachelor's degree, Master's degree, or Ph.D."\_x000D\_

----\_x000D\_

1. Disability-specific credential\_x000D\_
2. Special education credential (for more than one disability category)\_x000D\_
3. Early childhood special education credential\_x000D\_
4. General education credential\_x000D\_
5. Speech-language pathology license or credential\_x000D\_
6. Do not have a credential, license, or certificate\_x000D\_
91. Other professional license, credential or endorsement {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "Which of the following best describes the type of preparation program you participated in while earning your current certificate, license, or permit?"\_x000D\_

----\_x000D\_

1. Traditional four-year undergraduate program based at an institution of higher education\_x000D\_
2. Traditional graduate program at an institution of higher education\_x000D\_
3. Alternative program based at an institution of higher education\_x000D\_
4. Alternative program not based at an institution of higher education\_x000D\_
5. Other preparation program\_x000D\_

Question "If your current credential (certificate, license, or permit) is different from your initial credential, which of the following best describes the type of preparation program you participated in while earning your initial credential?"\_x000D\_

----\_x000D\_

1. Traditional four-year undergraduate program based at an institution of higher education\_x000D\_
2. Traditional graduate program at an institution of higher education\_x000D\_
3. Alternative program based at an institution of higher education\_x000D\_
4. Alternative program not based at an institution of higher education\_x000D\_
5. Other preparation program\_x000D\_
6. Does not apply - my current credential is the same as my initial credential\_x000D\_

Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What was the result of your National Board for Professional Teaching Standards exam?"\_x000D\_

----\_x000D\_

1. Awaiting test results\_x000D\_
2. Passed\_x000D\_
3. Have not yet passed\_x000D\_

Question "The next few questions pertain to your years of experience. \_x000D\_  
\_x000D\_

Counting this school year, how many years have you worked in your current school, including part time?"\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1." "\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "{The next few questions pertain to your years of experience.} Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?"\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1." "\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children."\_x000D\_

\_x000D\_

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1." "\_x000D\_

\_x000D\_

Watermark "Enter years"

Question "How long do you plan to continue to teach or work with children receiving special education or related services?"\_x000D\_

----\_x000D\_

1. As long as I am able\_x000D\_
2. Until I am eligible for retirement benefits from this job\_x000D\_
3. Until I am eligible for retirement benefits from a previous job\_x000D\_
4. Until I am eligible for Social Security benefits\_x000D\_
5. Until a specific life event occurs (for example, parenthood, marriage)\_x000D\_
6. Until a more desirable job opportunity comes along\_x000D\_
7. Definitely plan to leave as soon as I can\_x000D\_
8. Undecided at this time\_x000D\_

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you."

Construct

Research Question

Introduction	NA
Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1

Teacher or service provider's position or assignment	SE-RQ1
Other specify text for teacher or service provider's position or assignment	SE-RQ1
Teachers' position or assignment	SE-RQ1
Teacher or service provider's caseload	SE-RQ1
Teacher or service provider's caseload	SE-RQ1







Teacher or service provider's caseload	SE-RQ1
Location of services and inclusion	SE-RQ3 and SE-RQ5
Other specify text for location of services and inclusion	SE-RQ3 and SE-RQ5
Teacher or service provider's caseload	SE-RQ1

Teacher or service provider's caseload	SE-RQ1
Teaching methods and materials	SE-RQ7
Teaching methods and materials	SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7

Instructional practices and resources	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7

Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7

Instructional practices and resources	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Instructional practices and resources	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7

Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teaching methods and materials	SE-RQ3 and SE-RQ7
Teachers' education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teachers' education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Instructional and technology resources	SE-RQ7
Job satisfaction and self-efficiency	SE-RQ7

Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7
Instructional resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7

Instructional resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7
Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7

Instructional resources	SE-RQ5
Instructional and technology resources	SE-RQ7

Instructional and technology resources	SE-RQ7
Job satisfaction and self-efficiency	SE-RQ6
Job satisfaction and self-efficiency	SE-RQ6
Instructional resources	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Instructional resources	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6

Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Teacher or service provider's gender	SE-RQ6
Teacher or service providers' age	SE-RQ6

Teacher or service provider's race/ethnicity	SE-RQ6
Teachers' demographics	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teachers' education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Othe specify for teacher or service provider's education	SE-RQ6

Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's education	SE-RQ6
Teacher or service provider's years of experience	SE-RQ6

Teacher or service provider's years of experience	SE-RQ6
Teacher or service provider's years of experience	SE-RQ6
Job satisfaction and self-efficacy	SE-RQ6
Thank you to respondent	NA

Section	Item #	Renumbered
INC	ARC000	INC000
ARC	ARC001a	ARC001a

ARC	ARC001b	ARC001b
ARC	ARC005a	ARC010a

ARC	ARC005b	ARC010b
ARC	ARC005d	ARC010c
ARC	ARC005f	ARC010d

ARC	ARC005g	ARC010e
ARC	ARC005h	ARC010f
ARC	ARC005i	ARC010g
ARC	ARC005j	ARC010h

ARC	ARC005k	ARC010i
ARC	ARC005l	ARC010j
ARC	ARC005m	ARC010k
ARC	ARC005n	ARC010l

ARC	ARC005o	ARC010m
ARC	ARC015a	ARC020a
ARC	ARC015b	ARC020b
ARC	ARC015c	ARC020c

ARC	ARC015d	ARC020d
ARC	ARC015e	ARC020e
ARC	ARC015f	ARC020f

ARC	ARC015g	ARC020g
ARC	ARC015h	ARC020h
ARC	ARC015i	ARC020i
ARC	ARC015j	ARC020j

ELC	ELC005	ELC010
ELC	ELC020	ELC020
ELC	ELC035	ELC030
ELC	ELC065	ELC040
ELC	ELC070	ELC050

ELC	ELC075	ELC060
ELC	ELC095	ELC070
ELC	ELC110	ELC080
ELC	ELC115	ELC090
ELC	ELC120	ELC100

ELC	ELC125	ELC110
ELC	ELC135	ELC120
ELC	ELC200	ELC200

ELC	ELC205	ELC210
SSC	SSC001	SSC010
SSC	SSC002	SSC020
SSC	SSC003	SSC030
SSC	SSC004	SSC040
SSC	SSC005	SSC050
SSC	SSC006	SSC060
SSC	SSC008	SSC070
SSC	SSC009	SSC080
SSC	SSC010	SSC090
SSC	SSC011	SSC100

SSC	SSC012	SSC110
SSC	SSC013	SSC120
SSC	SSC014	SSC130
SSC	SSC015	SSC140
SSC	SSC016	SSC150
SSC	SSC020	SSC160
SSC	SSC021	SSC170
SSC	SSC022	SSC180

CBC	CBC001	CBC010
CBC	CBC002	CBC020
CBC	CBC003	CBC030

CBC	CBC004	CBC040
CBC	CBC005	CBC050
CBC	CBC006	CBC060

CBC	CBC007	CBC070
CBC	CBC008	CBC080
CBC	CBC009	CBC090

CBC	CBC010	CBC100
CBC	CBC011	CBC110
CBC	CBC012	CBC120
SLC	SLC001	SLC010
SLC	SLC002	SLC020

SLC	SLC003	SLC030
SLC	SLC004	SLC040
SLC	SLC005	SLC050
SLC	SLC006	SLC060
SLC	SLC007	SLC070
PRC	PRC001	PRC010
PRC	PRC002	PRC020
PRC	PRC003	PRC030
PRC	PRC004	PRC040
PRC	PRC005	PRC050
PRC	PRC006	PRC060
PRC	PRC007	PRC070
PRC	PRC008	PRC080

PRC	PRC009	PRC090
SIC	SIC001	SIC010
SIC	SIC002	SIC020
SIC	SIC003	SIC030
SIC	SIC004	SIC040
SIC	SIC005	SIC050
SIC	SIC006	SIC060
SIC	SIC007	SIC070





**Item Wording National - REDACTED**

Question "Thank you for launching the ECLS survey about {CHILD}! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_"

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_"
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_"
- 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. \_x000D\_"
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_"
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_"
- You may skip any questions that you do not want to answer. \_x000D\_"

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

Question "Please rate {CHILD}'s current skills, knowledge, and behaviors within language, literacy, 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. \_x000D\_  
\_x000D\_"

- This is NOT a test and should NOT be administered directly to the child. \_x000D\_  
\_x000D\_"
- 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. \_x000D\_  
\_x000D\_"

Please press the Next button to continue."

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."

Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

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

\_x000D\_

\_x000D\_

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_

2. Beginning\_x000D\_

3. In progress\_x000D\_

4. Intermediate\_x000D\_

5. Proficient\_x000D\_

6. Not applicable or Skill not yet taught\_x000D\_

Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Uses morphemes to figure out the meanings of words – for example, knows that “-s” means “more than 1” as in “trucks”; “-er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Understands and interprets a story or other text read to {him/her} - for example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to {his/her} own life."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Easily and quickly names all upper- and lower-case letters of the alphabet."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Predicts what will happen next in stories by using the pictures and storyline for clues."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Reads simple books independently - for example, reads books with a repetitive language pattern."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt") for the word "heart," to convey words or ideas."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Composes simple stories – for example, by writing about a personal experience in a journal."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Finds meaningful units in words such as prefixes, suffixes, and base words."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Counts forward beginning from a given number within the known sequence, instead of having to begin at 1 - for example, child starts with 5 objects and is given 2 more and child counts "6, 7" instead of "1, 2, 3, 4, 5, 6, 7" to get the answer of 7."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Orders a group of objects - for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Shows an understanding of the relationship between quantities - for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Demonstrates consistent understanding of one-to-one correspondence - for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “For any number from 1 to 9, finds the number that makes 10 when added to the given number (for example, by using objects or drawings) and records the answer with a drawing or equation (for example,  $3 + \_ = 10$  and  $4 + \_ = 10$ ).”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Uses place value to compose and decompose numbers from 11 to 19 into tens and ones (for example, by using objects or drawings) and records each composition or decomposition by a drawing or equation (for example,  $18 = 10 + 8$ ).”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Solves problems involving numbers using concrete objects – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

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

----

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

Question “Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_  
\_x000D\_

Recalls and communicates personal experiences {he/she} has had to peers in a logical way."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses a varied vocabulary in spoken language."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses academic language learned in the classroom when speaking."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(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."

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

<p>Question "Tries repeatedly to communicate information which has not been understood."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>
<p>Question "Asks questions about information which is unclear to {him/her}."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>
<p>Question "Uses language effectively to initiate appropriate interactions with adults."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>
<p>Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Relates and communicates personal experiences in a logical way or "in a way that makes sense."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>
<p>Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>

Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "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."

----

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.

Question "How much does {CHILD} enjoy writing?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. A little bit\_x000D\_
3. Somewhat\_x000D\_
4. Quite a bit\_x000D\_
5. Very much\_x000D\_

Item wording is redacted due to copyright

Question "Keeps belongings organized."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described. \_x000D\_

\_x000D\_

Shows eagerness to learn new things."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "Works independently."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Item wording is redacted due to copyright

Question "Easily adapts to changes in routines."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two.

Decide how often {CHILD} demonstrates the behavior described. \_x000D\_

\_x000D\_

Persists in completing tasks."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "Pays attention well."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "Follows classroom rules."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Item wording is redacted due to copyright

Item wording is redacted due to copyright

Question "For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."\_x000D\_

When practicing an activity, has a hard time keeping {her/his} mind on it."\_x000D\_

- 1. Extremely untrue\_x000D\_
- 2. Quite untrue\_x000D\_
- 3. Slightly untrue\_x000D\_
- 4. Neither true nor untrue\_x000D\_
- 5. Slightly true\_x000D\_
- 6. Quite true\_x000D\_
- 7. Extremely true\_x000D\_
- 8. Not applicable\_x000D\_

Question "Will move from one task to another without completing any of them."\_x000D\_

- 1. Extremely untrue\_x000D\_
- 2. Quite untrue\_x000D\_
- 3. Slightly untrue\_x000D\_
- 4. Neither true nor untrue\_x000D\_
- 5. Slightly true\_x000D\_
- 6. Quite true\_x000D\_
- 7. Extremely true\_x000D\_
- 8. Not applicable\_x000D\_

Question "When drawing or coloring in a book, shows strong concentration."\_x000D\_

- 1. Extremely untrue\_x000D\_
- 2. Quite untrue\_x000D\_
- 3. Slightly untrue\_x000D\_
- 4. Neither true nor untrue\_x000D\_
- 5. Slightly true\_x000D\_
- 6. Quite true\_x000D\_
- 7. Extremely true\_x000D\_
- 8. Not applicable\_x000D\_

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods." \_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable." \_x000D\_

\_x000D\_

Is easily distracted when listening to a story." \_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time." \_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Can wait before entering into new activities if {he/she} is asked to."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."\_x000D\_

\_x000D\_

Has trouble sitting still when {he/she} is told to (story time, etc.)."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Is good at following instructions."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Can easily stop an activity when {he/she} is told "no.""\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Please indicate how often each of these items applies to {CHILD}.\_x000D\_

\_x000D\_

Likes to come to school."\_x000D\_

----\_x000D\_

1. Doesn't apply Seldom displays this behavior\_x000D\_
2. Sometimes applies Occasionally displays this behavior\_x000D\_
3. Certainly applies Often displays this behavior\_x000D\_

Question "Dislikes school."\_x000D\_

----\_x000D\_

1. Doesn't apply Seldom displays this behavior\_x000D\_
2. Sometimes applies Occasionally displays this behavior\_x000D\_
3. Certainly applies Often displays this behavior\_x000D\_

Question "Has fun at school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Likes being in school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "{(Continued) }Please indicate how often each of these items applies to {CHILD}.  
\_x000D\_  
\_x000D\_  
Seems unhappy in school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Enjoys most classroom activities."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Groans or complains about suggested activities."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Item wording is redacted due to copyright

Question "In what type of program is {CHILD} enrolled?"\_x000D\_  
----\_x000D\_

1. Full-day program\_x000D\_
2. Morning part-day program\_x000D\_
3. Afternoon part-day program\_x000D\_

Question "Is the 2023-24 school year {CHILD}'s ...?"\_x000D\_  
----\_x000D\_

1. First year in kindergarten\_x000D\_
2. Second year in kindergarten\_x000D\_
3. Third year or more in kindergarten\_x000D\_

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Seldom\_x000D\_
3. Usually\_x000D\_
4. Always\_x000D\_

Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"\_x000D\_  
----\_x000D\_

1. I do not use instructional groups for reading\_x000D\_.
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "In which reading instructional group is {CHILD} currently placed?"\_x000D\_  
\_x000D\_

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"\_x000D\_  
----\_x000D\_

1. I do not use instructional groups for mathematics.\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "In which mathematics instructional group is {CHILD} currently placed?"\_x000D\_  
\_x000D\_

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."





Construct	Research Question
Introduction	NA
Introduction	NA

Introduction	NA
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8





Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8



Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Kindergarten program type	T-RQ1, T-RQ2
Child's retention status	T-RQ1, T-RQ2
Testing accommodations and participation	T-RQ2
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9





Section	FT Item #	National Item #	National Item Wording - <b>REDACTED</b>
INC	SSC000	INC000	<p>Question "Thank you for launching the ECLS survey about {CHILD}!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> <li>• Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.</li> <li>• Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.</li> <li>• 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.</li> <li>• To protect your privacy, you will be logged off if you are idle for 10 minutes.</li> <li>• Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.</li> <li>• You may skip any questions that you do not want to answer.</li> </ul> <p>Please click on the "Next" button below to start the survey."</p>

ARC	ARC001a	ARC001a	<p>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.</p> <ul style="list-style-type: none"><li>•This is NOT a test and should NOT be administered directly to the child.</li><li>•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.</li></ul> <p>Please press the Next button to continue."</p>
-----	---------	---------	--

ARC	ARC001b	ARC001b	<p>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.</p> <p>Not yet = Child has not yet demonstrated skill, knowledge, or behavior.</p> <p>Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.</p> <p>In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.</p> <p>Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.</p> <p>Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently.</p>
-----	---------	---------	---

ARC	ARC005a	ARC010a	<p>Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.</p> <p>{CHILD}...</p> <p>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."</p> <p>InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC005b	ARC010b	<p>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.”</p> <p>----</p> <ol style="list-style-type: none"><li>1. Not yet</li><li>2. Beginning</li><li>3. In progress</li><li>4. Intermediate</li><li>5. Proficient</li><li>6. Not applicable or Skill not yet taught</li></ol>
-----	---------	---------	---

ARC	ARC005d	ARC010c	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.</p> <p>{CHILD}...</p> <p>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.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC005f	ARC010d	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC005g	ARC010e	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC005h	ARC010f	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.</p> <p>{CHILD}...</p> <p>Easily and quickly names all upper- and lower-case letters of the alphabet.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC005i	ARC010g	<p>Question “Predicts what will happen next in stories by using the pictures and storyline for clues.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC005j	ARC010h	<p>Question "Reads simple books independently - for example, reads books with a repetitive language pattern."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC005k	ARC010i	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC005I	ARC010j	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.</p> <p>{CHILD}...</p> <p>Composes simple stories – for example, by writing about a personal experience in a journal.”</p> <p>----</p> <ol style="list-style-type: none"><li>1. Not yet</li><li>2. Beginning</li><li>3. In progress</li><li>4. Intermediate</li><li>5. Proficient</li><li>6. Not applicable or Skill not yet taught</li></ol>
-----	---------	---------	--

ARC	ARC005m	ARC010k	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC005n	ARC010l	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC005o	ARC010m	<p>Question "Finds meaningful units in words such as prefixes, suffixes, and base words."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC010a	ARC015a	<p>Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.</p> <p>{CHILD}...</p> <p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC010b	ARC015b	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC010c	ARC015c	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC010d	ARC015d	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.</p> <p>{CHILD}...</p> <p>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.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC010e	ARC015e	<p>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)."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC010f	ARC015f	<p>Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC010g	ARC015g	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.</p> <p>{CHILD}...</p> <p>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.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC010h	ARC015h	<p>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.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC010i	ARC015i	<p>Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC015a	ARC020a	<p>Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.</p> <p>{CHILD}...</p> <p>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."</p> <p>----</p> <ol style="list-style-type: none"><li>1. Not yet</li><li>2. Beginning</li><li>3. In progress</li><li>4. Intermediate</li><li>5. Proficient</li><li>6. Not applicable or Skill not yet taught</li></ol>
-----	---------	---------	---

ARC	ARC015b	ARC020b	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC015c	ARC020c	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC015d	ARC020d	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.</p> <p>{CHILD}...</p> <p>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.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC015e	ARC020e	<p>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, <math>3 + \_ = 10</math> and <math>4 + \_ = 10</math>)."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC015f	ARC020f	<p>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, <math>18 = 10 + 8</math>)."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC015g	ARC020g	<p>Question “{(Continued) }Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.</p> <p>{CHILD}...</p> <p>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?””</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
-----	---------	---------	--

ARC	ARC015h	ARC020h	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ARC	ARC015i	ARC020i	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>

ARC	ARC015j	ARC020j	<p>Question "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not yet</li> <li>2. Beginning</li> <li>3. In progress</li> <li>4. Intermediate</li> <li>5. Proficient</li> <li>6. Not applicable or Skill not yet taught</li> </ol>
ELC	ELC005	ELC010	<p>Question "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.</p> <p>Recalls and communicates personal experiences {he/she} has had to peers in a logical way."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>

ELC	ELC020	ELC020	Question "Uses a varied vocabulary in spoken language." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often
ELC	ELC035	ELC030	Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often

ELC	ELC065	ELC040	<p>Question "Uses academic language learned in the classroom when speaking."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>
ELC	ELC070	ELC050	<p>Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.</p> <p>Uses language effectively to initiate appropriate interactions with other children."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>

ELC	ELC075	ELC060	<p>Question "Tries repeatedly to communicate information which has not been understood."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>
ELC	ELC095	ELC070	<p>Question "Asks questions about information which is unclear to {him/her}."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>
ELC	ELC110	ELC080	<p>Question "Uses language effectively to initiate appropriate interactions with adults."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>

ELC	ELC115	ELC090	<p>Question “{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.</p> <p>Relates and communicates personal experiences in a logical way or “in a way that makes sense.””</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>
ELC	ELC120	ELC100	<p>Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Often</li> <li>5. Very often</li> </ol>

ELC	ELC125	ELC110	<p>Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted."</p> <p>----</p> <ol style="list-style-type: none"><li>1. Never</li><li>2. Rarely</li><li>3. Sometimes</li><li>4. Often</li><li>5. Very often</li></ol>
ELC	ELC135	ELC120	<p>Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."</p> <p>----</p> <ol style="list-style-type: none"><li>1. Never</li><li>2. Rarely</li><li>3. Sometimes</li><li>4. Often</li><li>5. Very often</li></ol>

ELC	ELC200	ELC200	<p>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)?"</p> <p>InstResp "Select only one."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Scribbling</li> <li>2. Drawing a picture</li> <li>3. Can copy {his/her} name</li> <li>4. Can copy sentences from the board</li> <li>5. Write {his/her} name without copying</li> <li>6. Can write most letters when asked to write the letter</li> <li>7. Write initial sounds for many words</li> <li>8. Write simple 2-4 letter words with invented spelling</li> <li>9. Write multi-syllabic words with invented spelling with most sounds represented</li> <li>10. Compose and write a complete sentence with invented spelling with most sounds represented</li> <li>11. Compose and write 2 or more consecutive complete sentences with invented spelling with most sounds represented</li> </ol>
ELC	ELC205	ELC210	<p>Question "How much does {CHILD} enjoy writing?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. A little bit</li> <li>3. Somewhat</li> <li>4. Quite a bit</li> <li>5. Very much</li> </ol>

BRC	BRC001	BRC010	<p>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.</p> <p>Observes rules and follows directions without requiring repeated reminders."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Frequently/Usually</li> <li>5. Always</li> </ol>
BRC	BRC002	BRC020	<p>Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Frequently/Usually</li> <li>5. Always</li> </ol>

BRC	BRC003	BRC030	Question "Completes tasks successfully." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always
BRC	BRC004	BRC040	Question "Attempts new challenging tasks." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always
BRC	BRC005	BRC050	Question "Concentrates when working on a task; is not easily distracted by surrounding activities." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always

BRC	BRC006	BRC060	<p>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.</p> <p>Responds to instructions and then begins an appropriate task without being reminded.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Frequently/Usually</li> <li>5. Always</li> </ol>
BRC	BRC007	BRC070	<p>Question “Takes time to do {his/her} best on a task.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Frequently/Usually</li> <li>5. Always</li> </ol>

BRC	BRC008	BRC080	Question "Finds and organizes materials and works in an appropriate place when activities are initiated."  ----  1. Never  2. Rarely  3. Sometimes  4. Frequently/Usually  5. Always
BRC	BRC009	BRC090	Question "Sees own errors in a task and corrects them."  ----  1. Never  2. Rarely  3. Sometimes  4. Frequently/Usually  5. Always

BRC	BRC010	BRC100	<p>Question "Returns to unfinished tasks after interruption."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Rarely</li> <li>3. Sometimes</li> <li>4. Frequently/Usually</li> <li>5. Always</li> </ol>
STC	STC001	STC010	Item wording is redacted due to copyright
STC	STC002	STC020	Item wording is redacted due to copyright
STC	STC003	STC030	Item wording is redacted due to copyright
STC	STC004	STC040	Item wording is redacted due to copyright
STC	STC005	STC050	Item wording is redacted due to copyright
STC	STC006	STC060	Item wording is redacted due to copyright
STC	STC007	STC070	Item wording is redacted due to copyright
STC	STC008	STC080	Item wording is redacted due to copyright
STC	STC009	STC090	Item wording is redacted due to copyright
STC	STC010	STC100	Item wording is redacted due to copyright
STC	STC011	STC110	Item wording is redacted due to copyright
STC	STC012	STC120	Item wording is redacted due to copyright
STC	STC013	STC130	Item wording is redacted due to copyright
STC	STC014	STC140	Item wording is redacted due to copyright

STC	STC015	STC150	Item wording is redacted due to copyright
SLC	SLC004	SLC040	<p>Question "Please indicate how often this applies to {CHILD}.</p> <p>Likes being in school."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Doesn't apply Seldom displays this behavior</li> <li>2. Sometimes applies Occasionally displays this behavior</li> <li>3. Certainly applies Often displays this behavior</li> </ol>
SPC	SPC001	SPC010	Item wording is redacted due to copyright
SPC	SPC002	SPC020	Item wording is redacted due to copyright
SPC	SPC003	SPC030	Item wording is redacted due to copyright
SPC	SPC004	SPC040	Item wording is redacted due to copyright
SPC	SPC005	SPC050	Item wording is redacted due to copyright
SPC	SPC006	SPC060	Item wording is redacted due to copyright
SPC	SPC007	SPC070	Item wording is redacted due to copyright
SPC	SPC008	SPC080	Item wording is redacted due to copyright
SPC	SPC009	SPC090	Item wording is redacted due to copyright
SPC	SPC010	SPC100	Item wording is redacted due to copyright
PRC	PRC001	PRC010	Item wording is redacted due to copyright
PRC	PRC002	PRC020	Item wording is redacted due to copyright

PRC	PRC003	PRC030	Item wording is redacted due to copyright
PRC	PRC004	PRC040	Item wording is redacted due to copyright
PRC	PRC005	PRC050	Item wording is redacted due to copyright
PRC	PRC006	PRC060	Item wording is redacted due to copyright
PRC	PRC007	PRC070	Item wording is redacted due to copyright
PRC	PRC008	PRC080	Item wording is redacted due to copyright
PRC	PRC009	PRC090	Item wording is redacted due to copyright

SIC	SIC001	SIC015	<p>Question "In which grade is {CHILD} enrolled?"</p> <p>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."</p> <p>----</p> <ol style="list-style-type: none"><li>1. Kindergarten (Full-day program)</li><li>2. Kindergarten (Part-day program)</li><li>3. First grade</li><li>4. Second grade</li><li>5. The child is ungraded/in an ungraded classroom.</li></ol>
-----	--------	--------	---

SIC	SIC001.5	SIC017	<p>Question "Which best describes the type of kindergarten in which {CHILD} is enrolled?"</p> <p>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."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Regular kindergarten</li> <li>2. Transitional kindergarten</li> <li>3. Transitional first (or pre-first) grade</li> <li>4. Kindergarten equivalent but is ungraded or has multiple grades</li> </ol>
SIC	SIC002	SIC020	<p>Question "Is the 2023-24 school year {CHILD}'s ...?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. First year in kindergarten</li> <li>2. Second year in kindergarten</li> <li>3. Third year or more in kindergarten</li> </ol>

SIC	SIC003	SIC025	<p>Question "How long has {CHILD} been in your classroom this school year?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Entire school year</li> <li>2. More than one semester but less than the entire school year</li> <li>3. More than one quarter but less than one semester</li> <li>4. Less than one quarter of the school year</li> </ol>
SIC	SIC004	SIC030	<p>Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. Seldom</li> <li>3. Usually</li> <li>4. Always</li> </ol>
SIC	SIC024	SIC040	<p>Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. I do not use instructional groups for reading</li> <li>2. Two</li> <li>3. Three</li> <li>4. Four</li> <li>5. Five or more</li> </ol>

SIC	SIC025	SIC050	<p>Question "In which reading instructional group is {CHILD} currently placed?"</p> <p>InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."</p>
SIC	SIC026	SIC060	<p>Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. I do not use instructional groups for mathematics</li> <li>2. Two</li> <li>3. Three</li> <li>4. Four</li> <li>5. Five or more</li> </ol>
SIC	SIC027	SIC070	<p>Question "In which mathematics instructional group is {CHILD} currently placed?"</p> <p>InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."</p>

SIC	SIC032	SIC080	<p>Question "Are you {CHILD}'s primary teacher in the following subject areas?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Reading/Language Arts</li> <li>2. Mathematics</li> <li>3. Science</li> <li>4. Social Studies</li> </ol>
SIC	SIC005	SIC100	<p>Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. No absences</li> <li>2. 1 to 4 absences</li> <li>3. 5 to 7 absences</li> <li>4. 8 to 10 absences</li> <li>5. 11 to 19 absences</li> <li>6. 20 to 35 absences</li> <li>7. 36 to 80 absences</li> <li>8. 81 to 89 absences</li> <li>9. 90 or more absences</li> </ol>

SIC	SIC006	SIC110	<p>Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"</p> <p>InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable</li> </ol>
SIC	SIC007	SIC120	<p>Question "Why has {CHILD} fallen behind in school work?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. A health problem</li> <li>2. A disciplinary problem</li> <li>3. Lack of effort</li> <li>4. Disorganized</li> <li>5. Lacks prerequisite skills</li> <li>6. Frequent absences</li> <li>7. Emotional problems</li> <li>8. Family problems</li> <li>9. Homelessness</li> <li>91. Some other reason {(Please specify):/(Please specify on next screen.)}</li> </ol>

SIC	SIC007OS	SIC120OS	
SIC	SIC008	SIC130	Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"
SIC	SIC009	SIC140	<p>Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Individual tutoring remedial program in reading/language arts</li> <li>2. Individual tutoring remedial program in mathematics</li> <li>3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts</li> <li>4. Pull-out (that is, out of classroom) small group remedial program in mathematics</li> <li>5. Gifted and talented program in reading/language arts</li> <li>6. Gifted and talented program in mathematics</li> <li>7. None of the above</li> </ol>

SIC	SIC010a	SIC150a	<p>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?"</p> <p>Instruction or services before school"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not offered</li> <li>4. Don't know</li> </ol>
SIC	SIC010b	SIC150b	<p>Question "Instruction or services after school"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not offered</li> <li>4. Don't know</li> </ol>
SIC	SIC010c	SIC150c	<p>Question "Instruction or services on weekends"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not offered</li> <li>4. Don't know</li> </ol>

SIC	SIC010.5A	SIC160	<p>Question "The next few questions are about transition to kindergarten.</p> <p>Did {CHILD} participate in early education activities or programs (for example preschool, Head Start, or prekindergarten) during last school year (2022-23)?"</p> <p>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.</p> <p>----</p> <p>1. Yes</p> <p>2. No</p> <p>3. I do not know whether {CHILD} was in early education activities or programs last school year.</p>
SIC		SIC165	<p>Question "Did you provide education activities or programs to {CHILD} last school year (2022-23)?"</p> <p>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.</p> <p>----</p> <p>1. Yes</p> <p>2. No</p>

SIC	SIC010.5B	SIC170	<p>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?"</p> <p>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.</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Somewhat</li> <li>3. Extensively</li> </ol>
SIC	SIC010.5C	SIC180	<p>Question "To what extent did you communicate with the person(s) who provided early education activities or programs to {CHILD} last school year?"</p> <p>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.</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Somewhat</li> <li>3. Extensively</li> </ol>

SIC		SIC190	<p>Question "Have you reviewed {CHILD}'s records from any early education activities or programs that {CHILD} participated in before this school year?"</p> <p>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.</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No, I don't have access to the records.</li> <li>3. No, I have access to the records but have not reviewed them.</li> </ol>
SIC	SIC011	SIC200	<p>Question "Is English {CHILD}'s native language?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don't know</li> </ol>
SIC	SIC012	SIC210	<p>Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>

SIC	SIC013	SIC220	<p>Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Program that focuses on developing students' literacy in two languages</li> <li>2. Program that focuses on developing students' literacy solely in English</li> <li>3. No specialized language program is provided to this child</li> <li>91. Other program {(Please specify):/(Please specify on next screen.)}</li> </ol>
SIC	SIC013OS	SIC220OS	
SIC	SIC014a	SIC230a	<p>Question "How often does {CHILD} usually receive specialized language instruction of the following program types?"</p> <p>Program that focuses on developing students' literacy in two languages"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not applicable/Never</li> <li>2. Less than once a week</li> <li>3. 1 day a week</li> <li>4. 2 days a week</li> <li>5. 3 days a week</li> <li>6. 4 days a week</li> <li>7. 5 days a week or more</li> </ol>

SIC	SIC014b	SIC230b	<p>Question "Program that focuses on developing students' literacy solely in English"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not applicable/Never</li> <li>2. Less than once a week</li> <li>3. 1 day a week</li> <li>4. 2 days a week</li> <li>5. 3 days a week</li> <li>6. 4 days a week</li> <li>7. 5 days a week or more</li> </ol>
SIC	SIC014c	SIC230c	<p>Question "{Other program you specified: {SIC2200S}/Other program}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not applicable/Never</li> <li>2. Less than once a week</li> <li>3. 1 day a week</li> <li>4. 2 days a week</li> <li>5. 3 days a week</li> <li>6. 4 days a week</li> <li>7. 5 days a week or more</li> </ol>

SIC	SIC015a	SIC240a	<p>Question "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?</p> <p>Program that focuses on developing students' literacy in two languages"</p> <p>----</p> <ol style="list-style-type: none"><li>1. Not applicable/Never</li><li>2. Less than ½ hour</li><li>3. ½ hour to less than 1 hour</li><li>4. 1 to less than 1 ½ hours</li><li>5. 1 ½ to less than 2 hours</li><li>6. 2 to less than 2 ½ hours</li><li>7. 2 ½ to less than 3 hours</li><li>8. 3 hours or more</li></ol>
-----	---------	---------	--

SIC	SIC015b	SIC240b	<p>Question "Program that focuses on developing students' literacy solely in English"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not applicable/Never</li> <li>2. Less than ½ hour</li> <li>3. ½ hour to less than 1 hour</li> <li>4. 1 to less than 1 ½ hours</li> <li>5. 1 ½ to less than 2 hours</li> <li>6. 2 to less than 2 ½ hours</li> <li>7. 2 ½ to less than 3 hours</li> <li>8. 3 hours or more</li> </ol>
SIC	SIC015c	SIC240c	<p>Question "{Other program you specified: {SIC2200S}/Other program}"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not applicable/Never</li> <li>2. Less than ½ hour</li> <li>3. ½ hour to less than 1 hour</li> <li>4. 1 to less than 1 ½ hours</li> <li>5. 1 ½ to less than 2 hours</li> <li>6. 2 to less than 2 ½ hours</li> <li>7. 2 ½ to less than 3 hours</li> <li>8. 3 hours or more</li> </ol>

SIC	SIC016	SIC250	<p>Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. None of the time</li> <li>2. Less than half of the time</li> <li>3. Half of the time</li> <li>4. More than half of the time</li> <li>5. Almost all the time</li> </ol>
SIC	SIC017	SIC260	<p>Question "Does {CHILD} have an IEP/IFSP?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
SIC	SIC018	SIC270	<p>Question "Does {CHILD} have a 504 plan?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>

SIC	SIC019	SIC280	<p>Question “Does {CHILD} receive instruction in any of the following types of programs in your school?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Speech-language therapy for children with speech or language disorders/impairments</li> <li>2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting</li> <li>3. None of the above</li> </ol>
SIC	SIC020	SIC290	<p>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)?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Social work services</li> <li>2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)</li> <li>3. Behavior management program</li> <li>4. Service coordination/case management services</li> <li>5. Training/counseling for their family and/or caregivers</li> <li>6. None of the above</li> <li>91. Other {(Please specify):/(Please specify on next screen.)}</li> </ol>

SIC	SIC0200S	SIC2900S	
SIC	SIC021	SIC300	<p>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?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Don’t know</li> <li>4. Child does not participate in the school’s testing or assessment program.</li> <li>5. There is no testing or assessment program at this grade level.</li> </ol>
SIC	SIC022a	SIC310a	<p>Question “During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?”</p> <p>----</p> <ol style="list-style-type: none"> <li>1. A lot less active than most</li> <li>2. A little less active than most</li> <li>3. About the same as most</li> <li>4. A little more active than most</li> <li>5. A lot more active than most</li> </ol>

SIC	SIC022b	SIC310b	<p>Question "During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. A lot less active than most</li> <li>2. A little less active than most</li> <li>3. About the same as most</li> <li>4. A little more active than most</li> <li>5. A lot more active than most</li> </ol>
SIC	SIC023a	SIC320a	<p>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?"</p> <p>Reading"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Below grade level</li> <li>2. About on grade level</li> <li>3. Above grade level</li> </ol>
SIC	SIC023b	SIC320b	<p>Question "Writing"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Below grade level</li> <li>2. About on grade level</li> <li>3. Above grade level</li> </ol>

SIC	SIC023c	SIC320c	Question "Oral language" ----- 1. Below grade level 2. About on grade level 3. Above grade level
SIC	SIC023d	SIC320d	Question "Math" ----- 1. Below grade level 2. About on grade level 3. Above grade level
SIC	SIC023e	SIC320e	Question "Science" ----- 1. Below grade level 2. About on grade level 3. Above grade level
SIC	SIC023f	SIC320f	Question "Social studies" ----- 1. Below grade level 2. About on grade level 3. Above grade level

SIC	SIC028a	SIC330a	<p>Question "During this school year, have {CHILD}'s parents/guardians participated in the following activities?"</p> <p>Attended regularly-scheduled conferences at your school"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable/Not offered</li> </ol>
SIC	SIC028b	SIC330b	<p>Question "Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable/Not offered</li> </ol>
SIC	SIC028c	SIC330c	<p>Question "Returned your telephone calls or emails"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable/Not offered</li> </ol>

SIC	SIC028d	SIC330d	<p>Question "Initiated contact with you"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable/Not offered</li> </ol>
SIC	SIC028e	SIC330e	<p>Question "Volunteered to help you in your classroom or school"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Not applicable/Not offered</li> </ol>
SIC	SIC029	SIC340	<p>Question "How involved at the school would you say {CHILD}'s parents/guardians are?"</p> <p>----</p> <ol style="list-style-type: none"> <li>1. Not involved at all</li> <li>2. Somewhat involved</li> <li>3. Very involved</li> <li>4. Overly involved</li> <li>5. Don't know</li> </ol>

SIC	SIC031	SIC350	<p>Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"><li>1. Behavior problems the child was having in school</li><li>2. Any problems the child was having with school work</li><li>3. Anything the child was doing particularly well in or better in at school</li><li>4. None of the above</li></ol>
-----	--------	--------	---

SIC	SIC033	SIC600	<p>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.</p> <p>NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pianta, R. C., &amp; 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.</li> <li>• School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission.</li> <li>• Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission."</li> </ul>
-----	--------	--------	--

Construct	Research Question
Introduction	NA

Introduction	NA
--------------	----

Introduction	NA
--------------	----

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
------------------------------	--

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
------------------------------	--

Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
--	--

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8



Teacher-child relationship	T-RQ7
Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9



Current grade level	T-RQ1, T-RQ2

Kindergarten transition	T-RQ1, T-RQ2
Child's retention status	T-RQ1, T-RQ2

Length of time child has been enrolled in the classroom	T-RQ4, T-RQ7
Testing accommodations and participation	T-RQ2
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9

Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9

Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3
Number of school absences	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,

Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9

Other specify for child's academic difficulties	T-RQ3, T-RQ8, T-RQ9
Referral of child out of classroom for behavior	T-RQ1, T-RQ2, T-RQ4, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9
Receipt of special services	T-RQ3, T-RQ9

Kindergarten transition	T-RQ3
Kindergarten transition	T-RQ3

Kindergarten transition	T-RQ3
Kindergarten transition	T-RQ3

Kindergarten transition	T-RQ3
Child's ELL status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
-----------------------------	---------------------

Receipt of special services	T-RQ1, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ3, T-RQ9

Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's IEP/IFSP status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9
Child's Section 504 plan status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9
Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9

Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9
Testing accommodations and participation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9
Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9

Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9

Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9
Parents' involvement in children's schools and education	T-RQ6, T-RQ9

Parent-teacher  
communication

T-RQ6, T-RQ9

Thank you to respondent	NA
-------------------------	----

--	--



Section

Item #

INC

ARC000

ARC

ARC001a

ARC

ARC001b

ARC	ARC005a
ARC	ARC005b
ARC	ARC005c

ARC	ARC005d
ARC	ARC005e
ARC	ARC005f

ARC	ARC005g
ARC	ARC005h
ARC	ARC005i
ARC	ARC005j

ARC	ARC005k
ARC	ARC005l
ARC	ARC005m

ARC	ARC005n
ARC	ARC005o
ARC	ARC010a

ARC	ARC010b
ARC	ARC010c
ARC	ARC010d

ARC	ARC010e
ARC	ARC010f
ARC	ARC010g

ARC	ARC010h
ARC	ARC010i
ARC	ARC015a

ARC	ARC015b
ARC	ARC015c
ARC	ARC015d

ARC	ARC015e
ARC	ARC015f
ARC	ARC015g

ARC	ARC015h
ARC	ARC015i
ARC	ARC015j

ARC	ARC105a
ARC	ARC105b
ARC	ARC105c

ARC	ARC105d
ARC	ARC105e
ARC	ARC105f

ARC	ARC105g
ARC	ARC105h
ARC	ARC105i

ARC	ARC105j
ARC	ARC105k
ARC	ARC105l

ARC	ARC105m
ARC	ARC105n
ARC	ARC110a

ARC	ARC110b
ARC	ARC110c
ARC	ARC110d

ARC	ARC110e
ARC	ARC110f
ARC	ARC110g

ARC	ARC110h
ARC	ARC115a
ARC	ARC115b

ARC	ARC115c
ARC	ARC115d
ARC	ARC115e

ARC	ARC115f
ARC	ARC115g
ARC	ARC115h

ARC	ARC115i
ARC	ARC115j
ELC	ELC005
ELC	ELC010

ELC	ELC015
ELC	ELC020
ELC	ELC025
ELC	ELC030
ELC	ELC035

ELC	ELC040
ELC	ELC045
ELC	ELC050
ELC	ELC055

ELC	ELC060
ELC	ELC065
ELC	ELC070
ELC	ELC075
ELC	ELC080

ELC	ELC085
ELC	ELC090
ELC	ELC095
ELC	ELC100

ELC	ELC105
ELC	ELC110
ELC	ELC115
ELC	ELC120

ELC	ELC125
ELC	ELC130
ELC	ELC135
ELC	ELC140

ELC	ELC145
ELC	ELC200
ELC	ELC205
SSC	SSC001
SSC	SSC002
SSC	SSC003
SSC	SSC004

SSC	SSC005
SSC	SSC006
SSC	SSC007
SSC	SSC008
SSC	SSC009
SSC	SSC010
SSC	SSC011
SSC	SSC012
SSC	SSC013

SSC	SSC014
SSC	SSC015
SSC	SSC016
SSC	SSC017
SSC	SSC018
SSC	SSC019
SSC	SSC020
SSC	SSC021
SSC	SSC022

BRC	BRC001
BRC	BRC002
BRC	BRC003
BRC	BRC004

BRC	BRC005
BRC	BRC006
BRC	BRC007
BRC	BRC008

BRC	BRC009
BRC	BRC010
CBC	CBC001
CBC	CBC002

CBC	CBC003
CBC	CBC004
CBC	CBC005

CBC	CBC006
CBC	CBC007
CBC	CBC008

CBC

CBC009

CBC

CBC010

CBC

CBC011

CBC	CBC012
STC	STC001
STC	STC002
STC	STC003
STC	STC004
STC	STC005
STC	STC006
STC	STC007
STC	STC008
STC	STC009
STC	STC010
STC	STC011
STC	STC012
STC	STC013
STC	STC014
STC	STC015
SLC	SLC001
SLC	SLC002

SLC	SLC003
SLC	SLC004
SLC	SLC005
SLC	SLC006
SLC	SLC007
SPC	SPC001
SPC	SPC002
SPC	SPC003
SPC	SPC004
SPC	SPC005
SPC	SPC006
SPC	SPC007
SPC	SPC008
SPC	SPC009
SPC	SPC010
PRC	PRC001
PRC	PRC002

PRC	PRC003
PRC	PRC004
PRC	PRC005
PRC	PRC006
PRC	PRC007
PRC	PRC008
PRC	PRC009
PVC	PVC005a
PVC	PVC005b
PVC	PVC005c
PVC	PVC005d

PVC	PVC010a
PVC	PVC010b
PVC	PVC010c
PVC	PVC010d

SIC	SIC001
SIC	SIC002

SIC	SIC002a
SIC	SIC003
SIC	SIC004
SIC	SIC005

SIC	SIC006
SIC	SIC007
SIC	SIC007OS
SIC	SIC008
SIC	SIC010

SIC	SIC011a
SIC	SIC011b
SIC	SIC011c
SIC	SIC012
SIC	SIC013
SIC	SIC014

SIC	SIC0140S
SIC	SIC016a
SIC	SIC016b
SIC	SIC016c

SIC	SIC017a
SIC	SIC017b
SIC	SIC017c
SIC	SIC018

SIC	SIC019
SIC	SIC020
SIC	SIC021
SIC	SIC022
SIC	SIC022OS

SIC	SIC023
SIC	SIC024
SIC	SIC025
SIC	SIC026a
SIC	SIC026b

SIC	SIC026c
SIC	SIC026d
SIC	SIC026e
SIC	SIC026f
SIC	SIC027
SIC	SIC028

SIC	SIC029
SIC	SIC030
SIC	SIC031a
SIC	SIC031b
SIC	SIC031c
SIC	SIC031d

SIC	SIC031e
SIC	SIC032
SIC	SIC034
SIC	SIC035

SIC	SIC036
-----	--------

**Item Wording National - REDACTED**

Question "Thank you for launching the ECLS survey about {CHILD}! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_"

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_"
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_"
- 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. \_x000D\_"
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_"
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_"
- You may skip any questions that you do not want to answer. \_x000D\_"

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

Question "First, we would like for you to rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}. If you are not {CHILD}'s 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. \_x000D\_  
\_x000D\_"

- This is NOT a test and should NOT be administered directly to the child. \_x000D\_  
\_x000D\_"
  - Examples are meant to help you think of the range of situations in which the child may demonstrate the identified skills and behaviors. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. The examples do, however, indicate a level of proficiency a child should have reached in order to receive the highest ratings. Some of these examples describe a very high level of performance (beyond typical students) in order to evaluate achievement levels of the highest performing students. \_x000D\_  
\_x000D\_"
  - Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering. \_x000D\_  
\_x000D\_"
- Please press the Next button to continue."

Question “The following five-point scale is used for each of the questions. It reflects the degree to which a child has acquired and demonstrated the targeted skills, knowledge, and behaviors. Please review the definitions before navigating to the next page. These definitions are also available next to each question via clicking the blue “i” icon. \_x000D\_

\_x000D\_

Not yet = Child has not yet demonstrated skill, knowledge, or behavior. \_x000D\_

\_x000D\_

Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently. \_x000D\_

\_x000D\_

In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence. \_x000D\_

\_x000D\_

Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient. \_x000D\_

\_x000D\_

Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently. \_x000D\_

\_x000D\_

Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting. \_x000D\_

\_x000D\_

If {CHILD} has limited English proficiency or is an English language learner, answer with {his/her} native language in mind if {he/she} does not yet demonstrate skills in English but does demonstrate them in {his/her} native language. \_x000D\_

\_x000D\_

If {CHILD} has a disability, it may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (for example, sign language, communication boards) or written communication (for example, word processors, Braille, dictation). Please answer the questions with these adaptations in mind. \_x000D\_

\_x000D\_

Please press the Next button to continue.”

Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion." \_x000D\_

\_x000D\_

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Uses morphemes to figure out the meanings of words - for example, knows that "-s" means "more than 1" as in "trucks"; "-er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses morphemes to decode new words - for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses complex sentence structures - for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Understands and interprets a story or other text read to {him/her} - for example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to {his/her} own life."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Easily and quickly names all upper- and lower-case letters of the alphabet."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Predicts what will happen next in stories by using the pictures and storyline for clues."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Reads simple books independently - for example, reads books with a repetitive language pattern."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates early writing behaviors - for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt") for the word "heart," to convey words or ideas."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD};...\_x000D\_

\_x000D\_

Composes simple stories - for example, by writing about a personal experience in a journal."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Composes informative/explanatory text - for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates an understanding of some of the conventions of print - for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Finds meaningful units in words such as prefixes, suffixes, and base words."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

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

\_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Uses {his/her} senses to explore and observe - for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Forms explanations based on observations and explorations - for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Classifies and compares living and non-living things in different ways - for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.\_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Directly compares two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describes the difference - for example, directly compares the heights of two children and describes one child as taller/shorter."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Makes logical predictions when pursuing scientific investigations – for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink)." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

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

\_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem."\_x000D\_----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster."\_x000D\_----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_ \_x000D\_ {CHILD}...\_x000D\_ \_x000D\_

Counts forward beginning from a given number within the known sequence, instead of having to begin at 1 – for example, child starts with 5 objects and is given 2 more and child counts "6, 7" instead of "1, 2, 3, 4, 5, 6, 7" to get the answer of 7."\_x000D\_

- \_x000D\_
1. Not yet\_x000D\_
  2. Beginning\_x000D\_
  3. In progress\_x000D\_
  4. Intermediate\_x000D\_
  5. Proficient\_x000D\_
  6. Not applicable or Skill not yet taught\_x000D\_

Question "Orders a group of objects - for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest."\_x000D\_----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Shows an understanding of the relationship between quantities - for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks."\_x000D\_----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_  
{CHILD}...\_x000D\_  
\_x000D\_

Demonstrates consistent understanding of one-to-one correspondence - for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object."\_x000D\_----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "For any number from 1 to 9, finds the number that makes 10 when added to the given number (for example, by using objects or drawings) and records the answer with a drawing or equation (for example,  $3 + \_ = 10$  and  $4 + \_ = 10$ )."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses place value to compose and decompose numbers from 11 to 19 into tens and ones (for example, by using objects or drawings) and records each composition or decomposition by a drawing or equation (for example,  $18 = 10 + 8$ )."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Solves problems involving numbers using concrete objects - for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates an understanding of graphing activities - for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Measures length to the nearest whole number using common objects - for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion."\_x000D\_

\_x000D\_

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Uses morphemes to figure out the meanings of words - for example, knows that "-s" means "more than 1" as in "trucks"; "-er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses morphemes to decode new words - for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses complex sentence structures - for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Understands and interprets a story or other text read to {him/her} - for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Reads first-grade books independently with comprehension - for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Reads first-grade books fluently - for example, easily reads words in meaningful phrases rather than reading word by word."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates beginning writing skills – for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation")." \_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Composes a story with a clear beginning, middle, and end."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks."\_x000D\_  
----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Finds meaningful units in words such as prefixes, suffixes, and base words."\_x000D\_  
----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE."  
\_x000D\_

\_x000D\_  
{CHILD}...\_x000D\_  
\_x000D\_

Uses {his/her} senses to explore and observe – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Forms explanations based on observations and explorations - for example, explains the best growing conditions for a plant after investigating with light and water."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Classifies and compares living and non-living things in different ways - for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Makes logical predictions when pursuing scientific investigations - for example, predicts whether or not objects are magnetic based on the materials they are made of."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

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

\_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Communicates scientific information – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Shows an understanding of cause and effect - for example, knows if {he/she} pushes a ball harder, it will go faster."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Applies properties of operations as strategies to add and subtract - for example, if  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition); to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition). (Child does not need to use the formal terms for these properties.)"\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Fluently adds and subtracts within 10."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Fluently adds and subtracts within 20 using a variety of mental strategies – for example, making 10 (for example,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); using the relationship between addition and subtraction (for example, knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (for example, adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_

{CHILD}...\_x000D\_

\_x000D\_

Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question “Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form – for example, reads or writes “537” as “five hundred thirty seven,” writes “one hundred six” as “106,” and writes that  $289 = 200 + 80 + 9$ .”\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total - for example,  $4 + \_ = 9$ ,  $12 + 7 = \_$ ,  $15 - \_ = 4$ , and  $10 - 3 = \_$ ."\_x000D\_  
----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. \_x000D\_

\_x000D\_  
{CHILD}...\_x000D\_  
\_x000D\_

Surveys, collects, and organizes data into simple graphs - for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type."\_x000D\_

- \_x000D\_
1. Not yet\_x000D\_
  2. Beginning\_x000D\_
  3. In progress\_x000D\_
  4. Intermediate\_x000D\_
  5. Proficient\_x000D\_
  6. Not applicable or Skill not yet taught\_x000D\_

Question "Makes reasonable estimates of quantities - for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100."\_x000D\_

- \_x000D\_
1. Not yet\_x000D\_
  2. Beginning\_x000D\_
  3. In progress\_x000D\_
  4. Intermediate\_x000D\_
  5. Proficient\_x000D\_
  6. Not applicable or Skill not yet taught\_x000D\_

Question "Measures length to the nearest whole number using common measurement instruments - for example, a ruler, yardstick, meterstick, or tape measure."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size)."\_x000D\_

----\_x000D\_

1. Not yet\_x000D\_
2. Beginning\_x000D\_
3. In progress\_x000D\_
4. Intermediate\_x000D\_
5. Proficient\_x000D\_
6. Not applicable or Skill not yet taught\_x000D\_

Question "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

\_x000D\_

Recalls and communicates personal experiences {he/she} has had to peers in a logical way."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Answers questions that are not just an explicit recall of facts but that require some higher-level thinking."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Is a good listener in conversations with peers."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses a varied vocabulary in spoken language."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Responds to questions in a thoughtful way that makes sense."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

\_x000D\_

Uses grammatically correct sentences when speaking."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses correct endings on verbs and nouns when speaking - for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Asks on-topic questions that are relevant to the discussion in the classroom." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses complex sentences with two or more clauses of various types (for example, independent, dependent) in spoken language, rather than using only simple, short sentences with a subject and a verb." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

\_x000D\_

Is a good listener in conversations with adults." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Instructs peers in tasks which need to be done in a certain order." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses academic language learned in the classroom when speaking." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses language effectively to initiate appropriate interactions with other children." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Tries repeatedly to communicate information which has not been understood." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

\_x000D\_

Uses evidence from a text or word problem to support {his/her} answer." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses morphemes to figure out the meanings of words - for example, knows that "-s" means "more than 1" as in "trucks"; "-er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay." "\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking." "\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Asks questions about information which is unclear to {him/her}." "\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Shows understanding of spoken instructions and daily conversations." "\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

Tries out new words (for example, heard in stories or from teacher) when speaking."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses language effectively to initiate appropriate interactions with adults."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Relates and communicates personal experiences in a logical way or "in a way that makes sense.""\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted." \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine.\_x000D\_

\_x000D\_

Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.””\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Actively contributes within a classroom discussion."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Finds meaningful units in words such as prefixes, suffixes, and base words."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?"\_x000D\_\_x000D\_

\_x000D\_

InstResp "Select only one."\_x000D\_

----\_x000D\_

1. Scribbling\_x000D\_
2. Drawing a picture\_x000D\_
3. Can copy {his/her} name\_x000D\_
4. Can copy sentences from the board\_x000D\_
5. Write {his/her} name without copying\_x000D\_
6. Can write most letters when asked to write the letter\_x000D\_
7. Write initial sounds for many words\_x000D\_
8. Write simple 2-4 letter words with invented spelling\_x000D\_
9. Write multi-syllabic words with invented spelling with most sounds represented\_x000D\_
10. Compose and write a full sentence with invented spelling with most sounds represented\_x000D\_
11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented\_x000D\_

Question "How much does {CHILD} enjoy writing?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. A little bit\_x000D\_
3. Somewhat\_x000D\_
4. Quite a bit\_x000D\_
5. Very much\_x000D\_

Item wording is redacted due to copyright

Question “{(Continued) }Please think about {CHILD}’s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described. \_x000D\_

Keeps belongings organized.”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Question “Shows eagerness to learn new things.”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question “Works independently.”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Item wording is redacted due to copyright

Question “Easily adapts to changes in routines.”\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Question "Persists in completing tasks."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described. \_x000D\_

\_x000D\_

Pays attention well."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Question "Follows classroom rules."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Sometimes\_x000D\_
3. Often\_x000D\_
4. Very often\_x000D\_
5. No opportunity to observe\_x000D\_

Item wording is redacted due to copyright

Question "Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described. \_x000D\_

Observes rules and follows directions without requiring repeated reminders." \_x000D\_ ---- \_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way." \_x000D\_

---- \_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Completes tasks successfully." \_x000D\_

---- \_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Attempts new challenging tasks." \_x000D\_

---- \_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Concentrates when working on a task; is not easily distracted by surrounding activities."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "{(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.\_x000D\_

\_x000D\_

Responds to instructions and then begins an appropriate task without being reminded."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Takes time to do {his/her} best on a task."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Finds and organizes materials and works in an appropriate place when activities are initiated."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Sees own errors in a task and corrects them."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "Returns to unfinished tasks after interruption."\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Frequently/Usually\_x000D\_
5. Always\_x000D\_

Question "For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."\_x000D\_

\_x000D\_

When practicing an activity, has a hard time keeping {her/his} mind on it."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Will move from one task to another without completing any of them."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "When drawing or coloring in a book, shows strong concentration."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."\_x000D\_

\_x000D\_

Is easily distracted when listening to a story."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Can wait before entering into new activities if {he/she} is asked to."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question “{(Continued) }For this set of items, please read each statement and decide whether it is a “true” or “untrue” description of {CHILD}’s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select “not applicable.”\_x000D\_

Has trouble sitting still when {he/she} is told to (story time, etc.).”\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question “Is good at following instructions.”\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question “Approaches places that {he/she} thinks might be "risky" slowly and cautiously.”\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Question "Can easily stop an activity when {he/she} is told "no.""\_x000D\_

----\_x000D\_

1. Extremely untrue\_x000D\_
2. Quite untrue\_x000D\_
3. Slightly untrue\_x000D\_
4. Neither true nor untrue\_x000D\_
5. Slightly true\_x000D\_
6. Quite true\_x000D\_
7. Extremely true\_x000D\_
8. Not applicable\_x000D\_

Item wording is redacted due to copyright

Question "Please indicate how often each of these items applies to {CHILD}.\_x000D\_

\_x000D\_

Likes to come to school."\_x000D\_

----\_x000D\_

1. Doesn't apply Seldom displays this behavior\_x000D\_
2. Sometimes applies Occasionally displays this behavior\_x000D\_
3. Certainly applies Often displays this behavior\_x000D\_

Question "Dislikes school."\_x000D\_

----\_x000D\_

1. Doesn't apply Seldom displays this behavior\_x000D\_
2. Sometimes applies Occasionally displays this behavior\_x000D\_
3. Certainly applies Often displays this behavior\_x000D\_

Question "Has fun at school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Likes being in school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "{(Continued) }Please indicate how often each of these items applies to {CHILD}."  
\_x000D\_  
\_x000D\_  
Seems unhappy in school."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Enjoys most classroom activities."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Question "Groans or complains about suggested activities."\_x000D\_  
----\_x000D\_  
1. Doesn't apply Seldom displays this behavior\_x000D\_  
2. Sometimes applies Occasionally displays this behavior\_x000D\_  
3. Certainly applies Often displays this behavior\_x000D\_

Item wording is redacted due to copyright

Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Item wording is redacted due to copyright
Question "During this school year, how often have other students ..._x000D_ _x000D_ Teased, made fun of, or called {CHILD} names?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
Question "Told lies or untrue stories about {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
Question "Pushed, shoved, slapped, hit, or kicked {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_
Question "Intentionally excluded or left {CHILD} out from playing with them?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_

Question "During this school year, how often has {CHILD} ...\_x000D\_  
\_x000D\_

Teased, made fun of, or called other students names?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Told lies or untrue stories about other students?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Pushed, shoved, slapped, hit, or kicked other students?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "Intentionally excluded or left other students out from playing with {him/her}?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Rarely\_x000D\_
3. Sometimes\_x000D\_
4. Often\_x000D\_
5. Very often\_x000D\_

Question "In which grade is {CHILD} enrolled?"\_x000D\_  
\_x000D\_

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, 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."\_x000D\_

----\_x000D\_

1. Kindergarten (Full-day program)\_x000D\_
2. Kindergarten (Part-day program)\_x000D\_
3. First grade or higher\_x000D\_
4. This is an ungraded classroom\_x000D\_

Question "Is the 2022-23 school year {CHILD}'s...?"\_x000D\_  
\_x000D\_

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."\_x000D\_

----\_x000D\_

1. First year in kindergarten\_x000D\_
2. Second year in kindergarten\_x000D\_
3. Third year or more in kindergarten\_x000D\_

Question "In which grade is {CHILD} enrolled?"\_x000D\_  
\_x000D\_

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, 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."\_x000D\_

----\_x000D\_

1. Kindergarten (Full-day program)\_x000D\_
2. Kindergarten (Part-day program)\_x000D\_
3. First grade\_x000D\_
4. Second grade\_x000D\_
5. Third grade or higher\_x000D\_
6. This is an ungraded classroom\_x000D\_

Question "How long has {CHILD} been in your classroom this school year?"\_x000D\_

----\_x000D\_

1. Entire school year\_x000D\_
2. More than one semester but less than the entire school year\_x000D\_
3. More than one quarter but less than one semester\_x000D\_
4. Less than one quarter of the school year\_x000D\_

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"\_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Seldom\_x000D\_
3. Usually\_x000D\_
4. Always\_x000D\_
5. Always\_x000D\_

Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"\_x000D\_

----\_x000D\_

1. No absences\_x000D\_
2. 1 to 4 absences\_x000D\_
3. 5 to 7 absences\_x000D\_
4. 8 to 10 absences\_x000D\_
5. 11 to 19 absences\_x000D\_
6. 20 or more absences\_x000D\_

Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"\_x000D\_  
\_x000D\_

InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable\_x000D\_

Question "Why has {CHILD} fallen behind in school work?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. A health problem\_x000D\_
2. A disciplinary problem\_x000D\_
3. Lack of effort\_x000D\_
4. Disorganized\_x000D\_
5. Lacks prerequisite skills\_x000D\_
6. Frequent absences\_x000D\_
7. Emotional problems\_x000D\_
8. Family problems\_x000D\_
91. Some other reason {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"

Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Individual tutoring remedial program in reading/language arts\_x000D\_
2. Individual tutoring remedial program in mathematics\_x000D\_
3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts\_x000D\_
4. Pull-out (that is, out of classroom) small group remedial program in mathematics\_x000D\_
5. Gifted and talented program in reading/language arts\_x000D\_
6. Gifted and talented program in mathematics\_x000D\_
7. None of the above\_x000D\_

Question "During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?"\_x000D\_  
\_x000D\_  
Instruction or services before school" \_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
3. Not offered\_x000D\_  
4. Don't know\_x000D\_

Question "Instruction or services after school"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
3. Not offered\_x000D\_  
4. Don't know\_x000D\_

Question "Instruction or services on weekends"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
3. Not offered\_x000D\_  
4. Don't know\_x000D\_

Question "Is English {CHILD}'s native language?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_  
3. Don't know\_x000D\_

Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"\_x000D\_  
----\_x000D\_  
1. Yes\_x000D\_  
2. No\_x000D\_

Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?"\_x000D\_  
----\_x000D\_  
1. Program that focuses on developing students' literacy in two languages\_x000D\_  
2. Program that focuses on developing students' literacy solely in English\_x000D\_  
3. No specialized language program is provided to this child\_x000D\_  
91. Other program {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "How often does {CHILD} usually receive specialized language instruction of the following program types?\_x000D\_

\_x000D\_

Program that focuses on developing students' literacy in two languages"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week or more\_x000D\_

Question "Program that focuses on developing students' literacy solely in English"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week or more\_x000D\_

Question "{Other program you specified: {SIC014OS}/Other program}"\_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than once a week\_x000D\_
3. 1 day a week\_x000D\_
4. 2 days a week\_x000D\_
5. 3 days a week\_x000D\_
6. 4 days a week\_x000D\_
7. 5 days a week or more\_x000D\_

Question "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?\_x000D\_

Program that focuses on developing students' literacy in two languages" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "Program that focuses on developing students' literacy solely in English" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "{Other program you specified: {SIC014OS}/Other program}" \_x000D\_

----\_x000D\_

1. Not applicable/Never\_x000D\_
2. Less than ½ hour\_x000D\_
3. ½ hour to less than 1 hour\_x000D\_
4. 1 to less than 1 ½ hours\_x000D\_
5. 1 ½ to less than 2 hours\_x000D\_
6. 2 to less than 2 ½ hours\_x000D\_
7. 2 ½ to less than 3 hours\_x000D\_
8. 3 hours or more\_x000D\_

Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?" \_x000D\_

----\_x000D\_

1. None of the time\_x000D\_
2. Less than half of the time\_x000D\_
3. Half of the time\_x000D\_
4. More than half of the time\_x000D\_
5. Almost all the time\_x000D\_

Question "Does {CHILD} have an IEP/IFSP?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Does {CHILD} have a 504 plan?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Does {CHILD} receive instruction in any of the following types of programs in your school?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Speech-language therapy for children with speech or language disorders/impairments\_x000D\_
2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting\_x000D\_
3. None of the above\_x000D\_

Question "During this school year, has {CHILD} received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Social work services\_x000D\_
2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)\_x000D\_
3. Behavior management program\_x000D\_
4. Service coordination/case management services\_x000D\_
5. Training/counseling for their family and/or caregivers\_x000D\_
6. None of the above\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "Does {CHILD} receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Don't know\_x000D\_
4. Child does not participate in the school's testing or assessment program\_x000D\_
5. There is no testing or assessment program at this grade level\_x000D\_

Question "During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"\_x000D\_

----\_x000D\_

1. A lot less active than most\_x000D\_
2. A little less active than most\_x000D\_
3. About the same as most\_x000D\_
4. A little more active than most\_x000D\_
5. A lot more active than most\_x000D\_

Question "During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"\_x000D\_

----\_x000D\_

1. A lot less active than most\_x000D\_
2. A little less active than most\_x000D\_
3. About the same as most\_x000D\_
4. A little more active than most\_x000D\_
5. A lot more active than most\_x000D\_

Question "Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?"\_x000D\_

\_x000D\_

Reading"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "Writing"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "Oral language"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "Math"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "Science"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "Social studies"\_x000D\_

----\_x000D\_

1. Below grade level\_x000D\_
2. About on grade level\_x000D\_
3. Above grade level\_x000D\_

Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"\_x000D\_

----\_x000D\_

1. I do not use instructional groups for reading\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "In which reading instructional group is {CHILD} currently placed?"\_x000D\_

\_x000D\_

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"\_x000D\_

----\_x000D\_

1. I do not use instructional groups for mathematics\_x000D\_
2. Two\_x000D\_
3. Three\_x000D\_
4. Four\_x000D\_
5. Five or more\_x000D\_

Question "In which mathematics instructional group is {CHILD} currently placed?"\_x000D\_

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

Question "During this school year, have {CHILD}'s parents/guardians participated in the following activities?\_x000D\_

\_x000D\_

Attended regularly-scheduled conferences at your school"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable/Not offered\_x000D\_

Question "Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable/Not offered\_x000D\_

Question "Returned your telephone calls or emails"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable/Not offered\_x000D\_

Question "Initiated contact with you"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable/Not offered\_x000D\_

Question "Volunteered to help you in your classroom or school" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable/Not offered\_x000D\_

Question "How involved at the school would you say {CHILD}'s parents/guardians are?" \_x000D\_

----\_x000D\_

1. Not involved at all\_x000D\_
2. Somewhat involved\_x000D\_
3. Very involved\_x000D\_
4. Overly involved\_x000D\_
5. Don't know\_x000D\_

Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

----\_x000D\_

1. Behavior problems the child was having in school\_x000D\_
2. Any problems the child was having with school work\_x000D\_
3. Anything the child was doing particularly well in or better in at school\_x000D\_
4. None of the above\_x000D\_

Question "Are you {CHILD}'s primary teacher in the following subject areas?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

----\_x000D\_

1. Reading/Language Arts\_x000D\_
2. Mathematics\_x000D\_
3. Science\_x000D\_
4. Social Studies\_x000D\_

Question "Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.\_x000D\_  
\_x000D\_

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.\_x000D\_

- Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted with permission. All rights reserved; Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson. Adapted with permission. All rights reserved.\_x000D\_
- School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission.\_x000D\_
- Learning-to-Learn Scales © 2019 by Edumetric and Clinical Science. All rights reserved. Adapted and used with permission. McDermott, P. A. (2018). Learning-To-Learn Scales. Philadelphia: University of Pennsylvania and Edumetric and Clinical Science.\_x000D\_
- Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission."

Construct

Introduction

Introduction

Introduction

Language and literacy skills and knowledge

Science skills and knowledge

Mathematical thinking skills and knowledge

Language and literacy skills and knowledge

Science skills and knowledge

Mathematical thinking skills and knowledge

Child's functional use of language in the classroom

Social skills and approaches to learning



Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Social skills and approaches to learning

Classroom behavioral regulation

Attention focusing

Attention focusing

Attention focusing

Attention focusing

Attention focusing

Attention focusing

Inhibitory control

Inhibitory control

Inhibitory control

Inhibitory control

Inhibitory control

Inhibitory control

Teacher-child relationship

Child behaviors relevant to school liking and avoidance

Strategic planning

Peer relationships

Peer relationships



Peer relationships

Peer relationships

Peer relationships

Peer relationships

Current grade level

Child's retention status

Current grade level

Length of time child has been enrolled in the classroom

Testing accommodations and participation

Number of school absences

Child's academic difficulties

Child's academic difficulties

Other specify for child's academic difficulties

Referral of child out of classroom for behavior

Receipt of special services

Receipt of special services

Receipt of special services

Receipt of special services

Child's ELL status

Receipt of special services

Receipt of special services

Other specify for receipt of special services

Child's IEP/IFSP status

Child's Section 504 plan status

Receipt of special services

Receipt of special services

Other specify for receipt of special services

Testing accommodations and participation

Child's activity level (e.g., during structured and unstructured play)

Child's activity level (e.g., during structured and unstructured play)

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Overall rating of academic skills in reading, writing, oral language, math, science, and social studies

Child's instructional group placement in reading and math

Parents' involvement in children's schools and education

Parent-teacher communication

Teacher's subject-area teaching assignment for child

Thank you to respondent

Research Question

NA

NA

NA

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

T-RQ7

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8
T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9
T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9



T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

T-RQ1, T-RQ2

T-RQ1, T-RQ2

T-RQ1, T-RQ2

T-RQ4, T-RQ7

T-RQ2

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,

T-RQ3, T-RQ8, T-RQ9

T-RQ3, T-RQ8, T-RQ9

T-RQ3, T-RQ8, T-RQ9

T-RQ1, T-RQ2, T-RQ4, T-RQ9

T-RQ1, T-RQ3, T-RQ9

T-RQ3, T-RQ9

T-RQ3, T-RQ9

T-RQ3, T-RQ9

T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

T-TQ1, T-RQ3, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ9

T-RQ1, T-RQ3, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9

T-RQ2, T-RQ3, T-RQ8, T-RQ9

T-RQ2, T-RQ3, T-RQ8, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ9

T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9

T-RQ6, T-RQ9

T-RQ1, T-RQ2, T-RQ3

NA

Section	Item #
SPB	INB000
SPB	SIB010
SPB	SIB020
SPB	SIB030
SPB	SIB030OS

	SIB040
SPB	
SPB	SIB040 OS
	SIB050
SPB	
	SIB060
SPB	
	SIB070
SPB	
	SIB080
SPB	
	SIB090
SPB	
	SIB100
SPB	

	SIB110
SPB	
	SIB120
SPB	
	SIB130
SPB	

	SIB140
SPB	
SPB	SIB140 OS
	SIB150
SPB	
SPB	SIB150 OS

SPB	SIB160
SPB	SIB170
SPB	SIB180
SPB	SIB190

	SIB200
SPB	
	SIB210
SPB	
	SIB220
SPB	
	SIB230
SPB	

	SIB240
SPB	
	SIB240 OS
SPB	
	SIB250
SPB	
	SIB260
SPB	

SPB	SIB270
SPB	SIB280
SPB	CCB010a
SPB	CCB010b
SPB	CCB010c
SPB	CCB010d
SPB	CCB010e
SPB	CCB010f
SPB	CCB010g
SPB	CCB010h
SPB	CCB010i
SPB	CCB010j
SPB	CCB010k
SPB	CCB010l
SPB	CCB010m
SPB	CCB010n
SPB	CCB010o
SPB	EGB010

SPB	EGB010 OS
SPB	EGB020
SPB	EGB030
SPB	EGB040
SPB	EGB050
SPB	EG060
SPB	TYB900a

SPB	TYB900b
-----	---------

**Item Wording - REDACTED**

Question "Thank you for launching the ECLS survey about {CHILD}!\_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey:\_x000D\_"

•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_"

•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.\_x000D\_"

•If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return the survey, you will be taken where you left off.\_x000D\_"

•To protect your privacy, you will be logged off if you are idle for 10 minutes.\_x000D\_"

•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.\_x000D\_"

•You may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_"

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

Question "Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?"\_x000D\_"

\_x000D\_"

InstResp "Throughout the survey, click the blue "i" icon for more information about an item."\_x000D\_"

----\_x000D\_"

1. Yes\_x000D\_"

2. No\_x000D\_"

Question "Is {CHILD} currently receiving special education services through an IEP due to a disability, or has {CHILD} received such services during this school year?"\_x000D\_"

----\_x000D\_"

1. Yes\_x000D\_"

2. No\_x000D\_"

Question "In what capacity or capacities do you currently teach or provide services to {CHILD}?"

Select all that apply."

----

1. Provide instruction directly to {CHILD}

2. Provide related services directly to {CHILD}

3. Provide consultation services directly to {CHILD}

4. Provide indirect consultation services (for example, consultation to {CHILD}'s teacher)

5. Provide case management

6. None of the above

91. Other (Please specify):

Question "Which best describes the extent to which you teach or provide services to {CHILD} using virtual methods in the current school year?"\_x000D\_

----\_x000D\_

1. Provide all services to {CHILD} using virtual methods (for example, fully remote, web-based, online, or distance learning)\_x000D\_
2. Provide some combination of virtual and in-person services to {CHILD} (for example, blended or hybrid learning)\_x000D\_
3. Do not provide any services to {CHILD} virtually (i.e., all services are provided in person)\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "When was {CHILD} first determined eligible for special education or related services?"\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Before kindergarten\_x000D\_
2. During transitional kindergarten\_x000D\_
3. During kindergarten\_x000D\_
4. During transitional first grade\_x000D\_
5. During first grade\_x000D\_

Question "Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) last school year (2022-23)?"\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Did you provide education activities or programs to {CHILD} last school year (2022-23)?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "To what extent were you involved in planning {CHILD}'s transition from last school year's early intervention or special education program to this school year's program?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Somewhat\_x000D\_
3. Extensively\_x000D\_

Question "To what extent did you communicate with the person(s) who provided early intervention or special education services to {CHILD} last school year?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Somewhat\_x000D\_
3. Extensively\_x000D\_

Question "Have you reviewed {CHILD}'s records related to early intervention or special education services provided before this school year?"\_x000D\_

----\_x000D\_

1. Yes.\_x000D\_
2. No, I don't have access to the records.\_x000D\_
3. No, I have access to the records but have not reviewed them.\_x000D\_

Question "What is {CHILD}'s primary disability as identified on {CHILD}'s IEP?"\_x000D\_  
\_x000D\_

InstResp "Please select the category below into which the child's primary disability fits best. Select only one."\_x000D\_  
----\_x000D\_

1. Autism\_x000D\_
2. Deaf-blindness\_x000D\_
3. Developmental delay\_x000D\_
4. Emotional disturbance\_x000D\_
5. Hearing impairments (including deafness)\_x000D\_
6. Intellectual disability\_x000D\_
7. Orthopedic impairments\_x000D\_
8. Other health impairments\_x000D\_
9. Specific learning disabilities\_x000D\_
10. Speech or language impairments\_x000D\_
11. Traumatic brain injury\_x000D\_
12. Visual impairments (including blindness)\_x000D\_
13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)\_x000D\_
14. No classification is given.\_x000D\_

Question "What are {CHILD}'s other disabilities, if any, as identified on {CHILD}'s IEP?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. {Autism}\_x000D\_
2. {Deaf-blindness}\_x000D\_
3. {Developmental delay}\_x000D\_
4. {Emotional disturbance}\_x000D\_
5. {Hearing impairments (including deafness)}\_x000D\_
6. {Intellectual disability}\_x000D\_
7. {Orthopedic impairments}\_x000D\_
8. {Other health impairments}\_x000D\_
9. {Specific learning disabilities}\_x000D\_
10. {Speech or language impairments}\_x000D\_
11. {Traumatic brain injury}\_x000D\_
12. {Visual impairments (including blindness)}\_x000D\_
13. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}\_x000D\_
14. {No classification is given}\_x000D\_
15. No other disabilities.\_x000D\_

Question "During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, which of the following describe(s) the IEP goals for {CHILD}?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Reading\_x000D\_
2. Mathematics\_x000D\_
3. Language Arts\_x000D\_
4. Science\_x000D\_
5. Auditory processing\_x000D\_
6. Listening comprehension\_x000D\_
7. Oral expression\_x000D\_
8. Voice/speech articulation\_x000D\_
9. Language pragmatics\_x000D\_
10. Social skills\_x000D\_
11. General appropriateness of behavior\_x000D\_
12. Adaptive behavior or self-help skills\_x000D\_
13. Fine motor skills\_x000D\_
14. Gross motor skills\_x000D\_
15. Orientation and mobility\_x000D\_
16. None of the above\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, which of the following related services have been provided through the school to {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Audiology\_x000D\_
2. Counseling services\_x000D\_
3. Occupational therapy\_x000D\_
4. Physical therapy\_x000D\_
5. Psychological services\_x000D\_
6. Health services\_x000D\_
7. Social work services\_x000D\_
8. Special transportation\_x000D\_
9. Speech or language therapy\_x000D\_
10. Orientation services\_x000D\_
11. Mobility services\_x000D\_
12. Rehabilitation services\_x000D\_
13. No related services were provided.\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, has {CHILD} received any of the following?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Adaptive physical education\_x000D\_
2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)\_x000D\_
3. Interpreter for the deaf or hard of hearing (oral or sign)\_x000D\_
4. Use of Braille during instruction by teacher or student\_x000D\_
5. Use of American Sign Language during instruction by teacher or student\_x000D\_
6. Use of Manual English during instruction by teacher or student\_x000D\_
7. Use of Cued Speech during instruction by teacher or student\_x000D\_
8. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child\_x000D\_
9. Tutoring/remediation from special education teacher\_x000D\_
10. Training, counseling, and other supports/services provided to child's family\_x000D\_
11. Creative arts therapies (CAT) provided to the child (for example, visual, music, dance, drama therapy)\_x000D\_
12. None of the above\_x000D\_

Question "During this school year, has {CHILD}'s primary placement been a general education classroom?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?"\_x000D\_  
\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_  
\_x000D\_

Pre-Unit "Hours:"\_x000D\_  
\_x000D\_

Watermark "Hours per week"

Question "Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?"\_x000D\_  
\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_  
\_x000D\_

Pre-Unit "Hours:"\_x000D\_  
\_x000D\_

Watermark "Hours per week"

Question "During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Oneonone instruction\_x000D\_
2. Smallgroup instruction\_x000D\_
3. Largegroup instruction\_x000D\_
4. Co-teaching\_x000D\_
5. Cooperative learning\_x000D\_
6. Peer tutoring\_x000D\_
7. Computerbased instruction\_x000D\_
8. Direct instruction\_x000D\_
9. Cognitive strategies\_x000D\_
10. Selfmanagement\_x000D\_
11. Behavior management\_x000D\_
12. Instruction received through a sign interpreter\_x000D\_
13. None of the above\_x000D\_

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?"\_x000D\_  
\_x000D\_

SaVisible "True"\_x000D\_  
----\_x000D\_

1. General education curriculum materials were used without modification.\_x000D\_
2. General education curriculum materials were used with some modifications.\_x000D\_
3. General education curriculum materials were used with substantial modifications.\_x000D\_
4. Speciallydesigned commercial materials were used.\_x000D\_
5. Teacherdesigned materials were used.\_x000D\_
6. Child not in this setting.\_x000D\_

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?"\_x000D\_  
\_x000D\_

SaVisible "True"\_x000D\_  
----\_x000D\_

1. General education curriculum materials were used without modification.\_x000D\_
2. General education curriculum materials were used with some modifications.\_x000D\_
3. General education curriculum materials were used with substantial modifications.\_x000D\_
4. Speciallydesigned commercial materials were used.\_x000D\_
5. Teacherdesigned materials were used.\_x000D\_
6. Child not in this setting.\_x000D\_

Question "Did {CHILD} use any assistive technologies this year?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, which of the following assistive technologies and devices has {CHILD} used?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Vans, vehicles\_x000D\_
2. Wheelchair\_x000D\_
3. Walker\_x000D\_
4. White cane\_x000D\_
5. Electronic with voice output (for example, Touch Talker)\_x000D\_
6. Electronic without voice output (for example, device with visual display or printed speech output)\_x000D\_
7. Non-electronic (for example, manual printing board)\_x000D\_
8. Hearing aids\_x000D\_
9. FM loops\_x000D\_
10. TTYs/TDDs\_x000D\_
11. Cochlear implants\_x000D\_
12. Realtime captioning\_x000D\_
13. Braille texts\_x000D\_
14. Electronic Braille devices\_x000D\_
15. Digital texts\_x000D\_
16. Magnifying devices\_x000D\_
17. Closecaptioned television (CCTV)\_x000D\_
18. Tape recorder\_x000D\_
19. Calculator\_x000D\_
20. Electronic spelling devices\_x000D\_
21. Used solely by individual child\_x000D\_
22. Shared with other children\_x000D\_
23. Reading\_x000D\_
24. Writing\_x000D\_
25. Mathematics\_x000D\_
26. No assistive technologies or devices were used\_x000D\_
91. Other assistive technologies or devices {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her/them} for use full time?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her/their} program or progress?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Every day or several times a week\_x000D\_
2. Once a week or several times a month\_x000D\_
3. Once a month\_x000D\_
4. A few times over the school year\_x000D\_
5. Once during this school year\_x000D\_
6. Never during this school year\_x000D\_
7. Not applicable because I am {CHILD}'s general education teacher\_x000D\_
8. Not applicable to my work with {CHILD}\_x000D\_

Question "On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?"\_x000D\_

----\_x000D\_

1. 1 to 5 minutes\_x000D\_
2. 6 to 15 minutes\_x000D\_
3. 16 to 30 minutes\_x000D\_
4. 31 to 45 minutes\_x000D\_
5. 46 to 60 minutes\_x000D\_
6. More than 60 minutes\_x000D\_

Question "During this school year, approximately how often have you communicated with {CHILD}'s parents about {CHILD} program or progress (by phone, in person, or in writing, including email)?"\_x000D\_

----\_x000D\_

1. Every day or several times a week\_x000D\_
2. Once a week or several times a month\_x000D\_
3. Once a month\_x000D\_
4. A few times over the school year\_x000D\_
5. Once during this school year\_x000D\_
6. Never during this school year\_x000D\_

Item wording is redacted due to copyright

Question "Now we would like to ask about {CHILD}'s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Psychological\_x000D\_
2. Speech/language\_x000D\_
3. Vision\_x000D\_
4. Hearing\_x000D\_
5. Learning style\_x000D\_
6. Motor skills\_x000D\_
7. Academics\_x000D\_
8. No evaluations for developing IEP goals were conducted this year\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her/their} grade level this school year?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. {CHILD} is expected to attain grade level achievement for all of the academic content standards.\_x000D\_
2. {CHILD} is expected to attain grade level achievement for some of the academic content standards.\_x000D\_
3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards.\_x000D\_
4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards.\_x000D\_
5. There are no academic content standards at this grade level.\_x000D\_

Question "What percentage of {CHILD}'s current IEP goals have been met or nearly met at this point in the school year?"\_x000D\_

----\_x000D\_

1. 76 to 100 percent\_x000D\_
2. 51 to 75 percent\_x000D\_
3. 26 to 50 percent\_x000D\_
4. 1 to 25 percent\_x000D\_
5. 0 percent\_x000D\_

Question "Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?"\_x000D\_

----\_x000D\_

1. Definitely will continue in special education\_x000D\_
2. Very likely to continue in special education\_x000D\_
3. Likely to continue in special education\_x000D\_
4. Unlikely to continue in special education\_x000D\_
5. Very unlikely to continue in special education\_x000D\_
6. Definitely will not continue in special education (will be dismissed from services)\_x000D\_

Question "During this school year, to what extent has {CHILD} participated in any grade level assessment administered as part of the school's testing program?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. {Child} did not participate in the school's testing or assessment program.\_x000D\_
2. {Child} participated in alternate assessments and no regular assessments.\_x000D\_
3. {Child} participated in some alternate assessments and some regular assessments.\_x000D\_
4. {Child} participated fully in the school's regular testing or assessment program.\_x000D\_
5. There is no testing or assessment program at this grade level.\_x000D\_

Question "Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed. Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children\_x000D\_ assigned to you."

Question "Thank you for answering questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without 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."

Construct	Research Question
Introduction	NA
Receiving special education	SE-RQ2
Receiving special education	SE-RQ2
Type and amount of special	SE-RQ7
Other specify text on type	SE-RQ7

Type and amount of special education services	SE-RQ7
Other specify text on type	SE-RQ7
When services began	SE-RQ3
When services began	SE-RQ3
Transition to Kindergarten	SE-RQ4
Transition to Kindergarten	SE-RQ4
Transition to Kindergarten	SE-RQ4
Record review	SE-RQ4

Child's disabilities	
	SE-RQ2
Child's disabilities	
	SE-RQ2
Child's disabilities	
	SE-RQ2

IEP goals	SE-RQ2
Other specify text on IEP goals	
Special education and related services	SE-RQ2
Other specify text on special education and related services	SE-RQ2

Type and amount of special education services	SE-RQ2
Placement	SE-RQ5
Type and amount of special education services	SE-RQ2
Placement	SE-RQ5

Teaching methods/materials	SE-RQ2
Teaching methods/materials and Inclusion	SE-RQ2, SE-RQ5
Teaching methods/materials	SE-RQ2
Teaching methods/materials	SE-RQ2

Teaching methods/materials	SE-RQ2
Other specify text on teaching methods/materials	SE-RQ2
Teaching methods/materials	SE-RQ2
Teacher communication	SE-RQ2

Teacher communication	SE-RQ2
Parent communication	SE-RQ8
Teacher-student closeness,	SE-RQ9
Evaluation for setting goals	SE-RQ1

Other specify text for evaluation for setting goals	SE-RQ1
Expectation for meeting goals	SE-RQ7
Goals met	SE-RQ1
Goals met	SE-RQ1
Expectation for meeting goals and inclusion	SE-RQ1, SE-RQ5
Expected attainment	SE-RQ1
Thank you to respondent	NA

Thank you to respondent

NA

Section	Item #
SPB	0
SPB	1b
SPB	2

SPB	3a
SPB	3aos
SPB	3b
SPB	3bos
SPB	4

SPB	5
SPB	6
SPB	7
SPB	8
SPB	9

SPB

10

SPB

11



SPB

14

SPB

14os

SPB

15

SPB	16
SPB	17
SPB	18
SPB	19

SPB	20a
SPB	20b
SPB	21a

SPB	21b
SPB	21bos
SPB	22

SPB	23
SPB	24
SPB	25
SPB	26a
SPB	26b
SPB	26c
SPB	26d
SPB	26e
SPB	26f
SPB	26g
SPB	26h
SPB	26i
SPB	26j
SPB	26k
SPB	26l
SPB	26m



SPB	30
SPB	31
SPB	32
SPB	33

SPB

51

**Item Wording National - REDACTED**

Question "Thank you for launching the ECLS survey about {CHILD}! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_
- 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. \_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_
- You may skip any questions that you do not want to answer. \_x000D\_  
\_x000D\_

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

Question "Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?" \_x000D\_  
\_x000D\_"

InstResp "Throughout the survey, click the blue "i" icon for more information about an item." \_x000D\_

----\_x000D\_

1. Yes \_x000D\_
2. No \_x000D\_

Question "Is {CHILD} currently receiving special education services through an IEP due to a disability, or has {CHILD} received such services during this school year?" \_x000D\_

----\_x000D\_

1. Yes \_x000D\_
2. No \_x000D\_

Question "In what capacity or capacities do you currently teach or provide services to {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Provide instruction directly to {CHILD}\_x000D\_
2. Provide related services directly to {CHILD}\_x000D\_
3. Provide consultation services directly to {CHILD}\_x000D\_
4. Provide indirect consultation services (for example, consultation to {CHILD}'s teacher)\_x000D\_
5. Provide case management\_x000D\_
6. None of the above\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "In what capacity or capacities have you taught or provided services to {CHILD} using virtual or distance learning in the current school year?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Provide virtual instruction directly to {CHILD}\_x000D\_
2. Provide virtual related services directly to {CHILD}\_x000D\_
3. Provide virtual consultation services directly to {CHILD}\_x000D\_
4. Provide virtual indirect consultation services (for example, consultation to {CHILD}'s teacher, preparation of accessible materials)\_x000D\_
5. Provide virtual case management\_x000D\_
6. None of the above\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "When was {CHILD} first determined eligible for special education or related services?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Before kindergarten\_x000D\_
2. During transitional kindergarten\_x000D\_
3. During kindergarten\_x000D\_
4. During transitional first grade\_x000D\_
5. During first grade\_x000D\_
6. During second grade\_x000D\_

DON'T KNOW

Question "Is this the first school year that {CHILD} has been receiving special education services?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_

2. No\_x000D\_

DON'T KNOW

Question "When did {CHILD} first start receiving special education or related services?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. Before kindergarten\_x000D\_

2. During transitional kindergarten\_x000D\_

3. During kindergarten\_x000D\_

4. During transitional first grade\_x000D\_

5. During first grade\_x000D\_

6. During second grade\_x000D\_

DON'T KNOW

Question "To what extent were you involved in planning the transition from last year's special education program to this year's special education program for {CHILD}?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_

2. Somewhat\_x000D\_

3. Extensively\_x000D\_

Question "To what extent did you communicate with the person(s) who provided special education for {CHILD} last year?"\_x000D\_

----\_x000D\_

1. Not at all\_x000D\_

2. Somewhat\_x000D\_

3. Extensively\_x000D\_

4. I provided special education to {CHILD} last year.\_x000D\_

Question "Have you reviewed {CHILD}'s records related to special education services provided before this school year?"\_x000D\_

----\_x000D\_

1. Yes.\_x000D\_

2. No, I don't have access to the records.\_x000D\_

3. No, I have access to the records but have not reviewed them.\_x000D\_

4. No, I provided special education to {CHILD} last year.\_x000D\_

Question "What is {CHILD}'s primary disability as identified on {CHILD}'s IEP?"\_x000D\_  
\_x000D\_

InstResp "Please select the category below into which the child's primary disability fits best. Select only one."\_x000D\_

----\_x000D\_

1. Speech or language impairments\_x000D\_
2. Specific learning disabilities\_x000D\_
3. Emotional disturbance\_x000D\_
4. Intellectual disability\_x000D\_
5. Developmental delay\_x000D\_
6. Visual impairments (including blindness)\_x000D\_
7. Hearing impairments (including deafness)\_x000D\_
8. Orthopedic impairments\_x000D\_
9. Other health impairments\_x000D\_
10. Autism\_x000D\_
11. Traumatic brain injury\_x000D\_
12. Deafblindness\_x000D\_
13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)\_x000D\_
14. No classification is given\_x000D\_

Question "What are {CHILD}'s other disabilities, if any, as identified on {CHILD}'s IEP?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. No other disabilities\_x000D\_
2. {Speech or language impairments}\_x000D\_
3. {Specific learning disabilities}\_x000D\_
4. {Emotional disturbance}\_x000D\_
5. {Intellectual disability}\_x000D\_
6. {Developmental delay}\_x000D\_
7. {Visual impairments (including blindness)}\_x000D\_
8. {Hearing impairments (including deafness)}\_x000D\_
9. {Orthopedic impairments}\_x000D\_
10. {Other health impairments}\_x000D\_
11. {Autism}\_x000D\_
12. {Traumatic brain injury}\_x000D\_
13. {Deaf-blindness}\_x000D\_
14. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}\_x000D\_
15. No classification is given\_x000D\_

Question "During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, which of the following describe(s) the IEP goals for {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Reading\_x000D\_
2. Mathematics\_x000D\_
3. Language Arts\_x000D\_
4. Science\_x000D\_
5. Auditory processing\_x000D\_
6. Listening comprehension\_x000D\_
7. Oral expression\_x000D\_
8. Voice/speech articulation\_x000D\_
9. Language pragmatics\_x000D\_
10. Social skills\_x000D\_
11. General appropriateness of behavior\_x000D\_
12. Adaptive behavior or self-help skills\_x000D\_
13. Fine motor skills\_x000D\_
14. Gross motor skills\_x000D\_
15. Orientation and mobility\_x000D\_
16. None of the above\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, which of the following related services have been provided through the school to {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Audiology\_x000D\_
2. Counseling services\_x000D\_
3. Occupational therapy\_x000D\_
4. Physical therapy\_x000D\_
5. Psychological services\_x000D\_
6. Health services\_x000D\_
7. Social work services\_x000D\_
8. Special transportation\_x000D\_
9. Speech or language therapy\_x000D\_
10. Orientation services\_x000D\_
11. Mobility services\_x000D\_
12. Rehabilitation services\_x000D\_
13. No related services were provided.\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, has {CHILD} received any of the following?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Adaptive physical education\_x000D\_
2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)\_x000D\_
3. Interpreter for the deaf or hard of hearing (oral or sign)\_x000D\_
4. Teacher used Braille to provide instruction\_x000D\_
5. Child was taught how to use Braille\_x000D\_
6. Teacher used American Sign Language to provide instruction\_x000D\_
7. Child was taught how to use American Sign Language\_x000D\_
8. Teacher used Manual English to provide instruction\_x000D\_
9. Child was taught how to use Manual English\_x000D\_
10. Teacher used Cued Speech to provide instruction\_x000D\_
11. Child was taught how to use Cued Speech\_x000D\_
12. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child\_x000D\_
13. Tutoring/remediation from special education teacher\_x000D\_
14. Training, counseling, and other supports/services provided to child's family\_x000D\_
15. None of the above\_x000D\_

Question "During this school year, has {CHILD}'s primary placement been a general education classroom?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?"\_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_

\_x000D\_

Pre-Unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?"\_x000D\_

\_x000D\_

InstResp "Please round to the nearest hour."\_x000D\_

\_x000D\_

Pre-Unit "Hours:"\_x000D\_

\_x000D\_

Watermark "Hours per week"

Question "During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Oneonone instruction\_x000D\_
2. Smallgroup instruction\_x000D\_
3. Largegroup instruction\_x000D\_
4. Co-teaching\_x000D\_
5. Cooperative learning\_x000D\_
6. Peer tutoring\_x000D\_
7. Computerbased instruction\_x000D\_
8. Direct instruction\_x000D\_
9. Cognitive strategies\_x000D\_
10. Selfmanagement\_x000D\_
11. Behavior management\_x000D\_
12. Instruction received through a sign interpreter\_x000D\_
13. None of the above\_x000D\_

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?"\_x000D\_

\_x000D\_ SaVisible "True" \_x000D\_

----\_x000D\_

1. General education curriculum materials were used without modification.\_x000D\_
2. General education curriculum materials were used with some modifications.\_x000D\_
3. General education curriculum materials were used with substantial modifications.\_x000D\_
4. Speciallydesigned commercial materials were used.\_x000D\_
5. Teacherdesigned materials were used.\_x000D\_
6. Child not in this setting.\_x000D\_

DON'T KNOW

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?"\_x000D\_

\_x000D\_ SaVisible "True" \_x000D\_

----\_x000D\_

1. General education curriculum materials were used without modification.\_x000D\_
2. General education curriculum materials were used with some modifications.\_x000D\_
3. General education curriculum materials were used with substantial modifications.\_x000D\_
4. Speciallydesigned commercial materials were used.\_x000D\_
5. Teacherdesigned materials were used.\_x000D\_
6. Child not in this setting.\_x000D\_

DON'T KNOW

Question "Did {CHILD} use any assistive technologies this year?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, which of the following assistive technologies and devices has {CHILD} used?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Vans, vehicles\_x000D\_
2. Wheelchair\_x000D\_
3. Walker\_x000D\_
4. White cane\_x000D\_
5. Electronic with voice output (for example, Touch Talker)\_x000D\_
6. Electronic without voice output (for example, device with visual display or printed speech output)\_x000D\_
7. Non-electronic (for example, manual printing board)\_x000D\_
8. Hearing aids\_x000D\_
9. FM loops\_x000D\_
10. TTYs/TDDs\_x000D\_
11. Cochlear implants\_x000D\_
12. Realtime captioning\_x000D\_
13. Braille texts\_x000D\_
14. Electronic Braille devices\_x000D\_
15. Digital texts\_x000D\_
16. Magnifying devices\_x000D\_
17. Closecaptioned television (CCTV)\_x000D\_
18. Tape recorder\_x000D\_
19. Calculator\_x000D\_
20. Electronic spelling devices\_x000D\_
21. Used solely by individual child\_x000D\_
22. Shared with other children\_x000D\_
23. Reading\_x000D\_
24. Writing\_x000D\_
25. Mathematics\_x000D\_
26. No assistive technologies or devices were used\_x000D\_
91. Other assistive technologies or devices {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her} for use full time?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?"\_x000D\_

----\_x000D\_

1. Every day or several times a week\_x000D\_
2. Once a week or several times a month\_x000D\_
3. Once a month\_x000D\_
4. A few times over the school year\_x000D\_
5. Once during this school year\_x000D\_
6. Never during this school year\_x000D\_
7. Not applicable because I am {CHILD}'s general education teacher\_x000D\_
8. Not applicable to my work with {CHILD}\_x000D\_

Question "On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?"\_x000D\_

----\_x000D\_

1. 1 to 15 minutes\_x000D\_
2. 16 to 30 minutes\_x000D\_
3. 31 to 45 minutes\_x000D\_
4. 46 to 60 minutes\_x000D\_
5. More than 60 minutes\_x000D\_

Question "During this school year, approximately how often have you communicated with {CHILD}'s parents about {CHILD}'s program or progress (by phone, in person, or in writing, including email)?"\_x000D\_

----\_x000D\_

1. Every day or several times a week\_x000D\_
2. Once a week or several times a month\_x000D\_
3. Once a month\_x000D\_
4. A few times over the school year\_x000D\_
5. Once during this school year\_x000D\_
6. Never during this school year\_x000D\_

Item wording is redacted due to copyright

Question "Now we would like to ask about {CHILD}'s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Psychological\_x000D\_
2. Speech/language\_x000D\_
3. Vision\_x000D\_
4. Hearing\_x000D\_
5. Learning style\_x000D\_
6. Motor skills\_x000D\_
7. Academics\_x000D\_
8. No evaluations for developing IEP goals were conducted this year\_x000D\_
91. Other {(Please specify):/(Please specify on next screen.)}\_x000D\_

Question "To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her} grade level this school year?"\_x000D\_

\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. {CHILD} is expected to attain grade level achievement for all of the academic content standards.\_x000D\_
2. {CHILD} is expected to attain grade level achievement for some of the academic content standards.\_x000D\_
3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards.\_x000D\_
4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards.\_x000D\_
5. There are no academic content standards at this grade level.\_x000D\_

DON'T KNOW

Question "What percentage of {CHILD}'s current IEP goals have been met or nearly met at this point in the school year?"\_x000D\_

----\_x000D\_

1. 76 to 100 percent\_x000D\_
2. 51 to 75 percent\_x000D\_
3. 26 to 50 percent\_x000D\_
4. 1 to 25 percent\_x000D\_
5. 0 percent\_x000D\_

Question "Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?"\_x000D\_----\_x000D\_

1. Definitely will continue in special education\_x000D\_
2. Very likely to continue in special education\_x000D\_
3. Likely to continue in special education\_x000D\_
4. Unlikely to continue in special education\_x000D\_
5. Very unlikely to continue in special education\_x000D\_
6. Definitely will not continue in special education (will be dismissed from services)\_x000D\_

Question "During this school year, to what extent has {CHILD} participated in any grade level assessment administered as part of the school's testing program?"\_x000D\_\_x000D\_

SaVisible "True"\_x000D\_

----\_x000D\_

1. {Child} did not participate in the school's testing or assessment program.\_x000D\_
2. {Child} participated in alternate assessments and no regular assessments.\_x000D\_
3. {Child} participated in some alternate assessments and some regular assessments.\_x000D\_
4. {Child} participated fully in the school's regular testing or assessment program.\_x000D\_
5. There is no testing or assessment program at this grade level.\_x000D\_

DON'T KNOW

Question "How far in school do you expect {CHILD} to go?"\_x000D\_----\_x000D\_

1. Receive less than a high school diploma\_x000D\_
2. Graduate from high school\_x000D\_
3. Attend a vocational or technical school after high school\_x000D\_
4. Attend two or more years of college\_x000D\_
5. Finish a four- or five-year college degree\_x000D\_
6. Earn a master's degree or equivalent\_x000D\_
7. Finish a Ph.D., MD, or other advanced degree\_x000D\_

Question "Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed.\_x000D\_

\_x000D\_

Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children assigned to you."

Question "Thank you for answering questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without 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."

Construct	Research Question
Introduction	NA
Receiving special education	SE-RQ2
Receiving special education	SE-RQ2

Type and amount of special education services	SE-RQ7
Other specify text on type and amount of special education services	SE-RQ7
Type and amount of special education services	SE-RQ7
Other specify text on type and amount of special education services	SE-RQ7
When services began	SE-RQ3

When services began	SE-RQ3
When services began	SE-RQ3
Transition	SE-RQ4
Transition	SE-RQ4
Record review	SE-RQ4

Child's disabilities

SE-RQ2

Child's disabilities

SE-RQ2



Special education and related services	SE-RQ2
Special education and related services	SE-RQ2
Type and amount of special education services	SE-RQ2

Class placement	SE-RQ5
Type and amount of special education services	SE-RQ2
Placement	SE-RQ5
Teaching methods/materials	SE-RQ2

Teaching methods/materials	SE-RQ2 and SE-RQ5
Teaching methods/materials and inclusion	SE-RQ2 and SE-RQ5
Teaching methods/materials	SE-RQ2

Teaching methods/materials	SE-RQ2
Other specify text for teaching methods and materials	SE-RQ2
Teaching methods/materials	SE-RQ2



Teacher-student closeness/conflict	SE-RQ9
Teacher-student closeness/conflict	SE-RQ9
Evaluation for setting goals	SE-RQ1
Other specify text for evaluation for setting goals	SE-RQ1
Expectation for meeting goals	SE-RQ7
Goals met	SE-RQ1

Goals met	SE-RQ1
Expectation for meeting goals and inclusion	SE-RQ1 and SE-RQ5
Expected attainment	SE-RQ1
Thank you to respondent	NA

Thank you to respondent	NA
-------------------------	----

Section	Item #	Renumbered Item
A	A0	SCS000
A	A1b	SCS010
A	A2a	SCS020A
A	A2b	SCS020B

A	A3a	SCS030A
A	A3b	SCS030B
A	A3c	SCS030C
A	A4a	SCS040A
A	A4b	SCS040B

A	A5	SCS050
A	A6	SCS060

A	A9	SCS070
A	A10b	SCS080
A	A11a1	SCS090A1

A	A11a2	SCS090A2
A	A11b1	SCS090B1
A	A11b2	SCS090B2

A	A11c1	SCS090C1
A	A11c2	SCS090C2
A	A11d1	SCS090D1

A	A11d2	SCS090D2
A	A11e1	SCS090E1
A	A11e2	SCS090E2

A	A11f1	SCS090F1
A	A11f2	SCS090F2
A	A11g1	SCS090G1

A	A11g2	SCS090G2
A	A12a	SCS100A
A	A12b	SCS100B

A	A12c	SCS100C
A	A13a	SCS110A
A	A13b	SCS110B
A	A13c	SCS110C
A	A13d	SCS110D
A	A13e	SCS110E

A	A14	SCS120
A	A15a	SCS130A
A	A15b	SCS130B
A	A16	SCS140
A	A17	SCS150

A	A18	SCS160
A	A20a	SCS170A
A	A20b	SCS170B
A	A20c	SCS170C
A	A22b	SCS180

A	A23	SCS190
A	A24a	SCS200A
A	A24b	SCS200B
A	A24c	SCS200C
A	A27a	SCS210A

A	A27b	SCS210B
A	A27c	SCS210C
A	ASTOP	SCS998
A	A29	SCS999

B	B0	SFS000
B	B1a	SFS010A
B	B1b	SFS010B
B	B1c	SFS010C

B	B1d	SFS010D
B	B1e	SFS010E
B	B1f	SFS010F
B	B1g	SFS010G
B	B1h	SFS010H

B	B1i	SFS010I
B	B1j	SFS010J
B	B2	SFS020
B	B3a	SFS030A
B	B3b	SFS030B

B	B4b	SFS040
B	TBD3	SFS050
B	TBD4	SFS060
B	TBD5	SFS070
B	TBD6a	SFS080A
B	TBD6b	SFS080B
B	TBD6c	SFS080C
B	TBD6d	SFS080D
B	TBD6e	SFS080E

B	TBD6f	SFS080F
B	TBD6g	SFS080G
B	TBD6h	SFS080H
B	TBD6hos	SFS080HOS
B	TBD7	SFS090
B	TBD7OS	SFS090OS
B	TBD8	SFS100
B	TBD8OS	SFS100OS

B	BSTOP	SFS998
B	B6	SFS999
C	C0	FCS000

C	C1	FCS010
C		FCS020
C	C2	FCS030

C	TBD9	FCS040
C	C3a	FCS050A
C	C3b	FCS050B

C	C3c	FCS050C
C	C3d	FCS050D
C	C3e	FCS050E
C	C3f	FCS050F

C	C4	FCS060
C	C5	FCS070
C	C6a	FCS080A
C	C6b	FCS080B

C	C9a	FCS090A
C	C9b	FCS090B
C	C9c	FCS090C
C	C10a	FCS100A
C	C10b	FCS100B

C	C10c	FCS100C
C	C10d	FCS100D
C	C10e	FCS100E
C	C10f	FCS100F
C	C10g	FCS100G
C	C10h	FCS100H

C	C11a	FCS110A
C	C11b	FCS110B
C	C11c	FCS110C
C	C11d	FCS110D
C	C11e	FCS110E

C	C11f	FCS110F
C	C11g	FCS110G
C	C11h	FCS110H
C	C11i	FCS110I

C	C12	FCS120
C	C13	FCS130

C	C130S	FCS1300S
C	C14a	FCS140
C	C15	FCS150
C	TBD10a	FCS160

C	C16a	FCS170A
C	C16b	FCS170B
C	C16c	FCS170C
C	C16d	FCS170D
C	C16e	FCS170E
C	C16f	FCS170F

C	CSTOP	FCS998
C	C20	FCS999
D	D0	SPS000
D	D1	SPS010

D	D2	SPS020
D	D3	SPS030
D	D4	SPS040

D	D5	SPS050
D	D6	SPS060
D	D7	SPS070
D	New	SPS080a
D	New	SPS080b

D	DSTOP	SPS998
D	D10	SPS999
E	E0	PPS000

E	E1	PPS010
E	E2	PPS020
E	E3a	PPS030A

E	E3b	PPS030B
E	E4a	PPS040A
E	E4b	PPS040B

E	E4c	PPS040C
E	E4d	PPS040D

E	E4e	PPD040E
E	E4f	PPS040F

E	E5	PPS050
E	E6	PPS060
E	E7a	PPS070A
E	E7b	PPS070B

E	E7c	PPS070C
E	E7d	PPS070D
E	E7e	PPS070E
E	E8	PPS080
E	E9	PPS090
E	E10	PPS100

E	E11	PPS110
E	ESTOP	PPS998
E	E13	PPS999
F	F0	FPS000

F	F1a	FPS010A
F	F1b	FPS010B
F	F2	FPS020
F	F3a	FPS030
F	F4	FPS040
F	F5	FPS050

F	F6	FPS060
F	F7a	FPS070
F	F8	FPS080
F	F9a	FPS090

F	F10a	FPS100A
F	F10b	FPS100B
F	F10c	FPS100C
F	F10d	FPS100D

F	FSTOP	FPS998
F	F12	FPS999
G	G0	STS000

G	G1a1	STS010A1
G	G1a2	STS010A2
G	G1b1	STS010B1
G	G1b2	STS010B2
G	G1c1	STS010C1
G	G1c2	STS010C2

G	G1d1	STS010D1
G	G1d2	STS010D2
G	G1e1	STS010E1
G	G1e2	STS010E2
G	G1f1	STS010F1
G	G1f2	STS010F2
G	G1g1	STS010G1

G	G1g2	STS010G2
G	G1h1	STS010H1
G	G1h2	STS010H2
G	G1i1	STS010I1
G	G1i2	STS010I2
G	G1j1	STS010J1
G	G1j2	STS010J2

G	G1k1	STS010K1
G	G1k2	STS010K2
G	G1l1	STS010L1
G	G1l2	STS010L2
G	G1m1	STS010M1
G	G1m2	STS010M2
G	G1n1	STS010N1

G	G1n2	STS010N2
G	G2	STS020
G	G3a1	STS030A1
G	G3a2	STS030A2

G	G3b1	STS030B1
G	G3b2	STS030B2
G	G3c1	STS030C1
G	G3c2	STS030C2
G	G3d1	STS030D1
G	G3d2	STS030D2
G	G3e1	STS030E1

G	G3e2	STS030E2
G	G3f1	STS030F1
G	G3f2	STS030F2
G	G3g1	STS030G1
G	G3g2	STS030G2
G	G4	STS040

G	GSTOP	STS998
G	G10	STS999
H	H0	SAS000

H	H1	SAS010
H	H2	SAS020
H	H3	SAS030
H	H4	SAS040
H	H5a	SAS050A
H	H5b	SAS050B
H	H5c	SAS050C

H	H6	SAS060
H	H7	SAS070
H	H8	SAS080

H	H9a	SAS090A
H	H9b	SAS090B
H	H9c	SAS090C
H	H9d	SAS090D
H	H9e	SAS090E
H	H9f	SAS090F

H	H9g	SAS090G
H	H9h	SAS090H
H	H9i	SAS090I
H	H10	SAS100
H	H11	SAS110
H	H12	SAS120

H	H13	SAS130
H	H13OS	SAS130OS
H	HSTOP	SAS998
H	H14	SAS999

## Item Wording

Question "Thank you for launching the ECLS survey!"

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."

Question "This section of the survey contains questions about characteristics of your school. How many instructional days will this school provide during this academic year?"

InstResp "Please enter a number below. If this is a year-round school, please provide the number of instructional days a given child would attend."

Pre-unit: "Number of Instructional Days"

Watermark "Enter number"

Question "What are the start dates for this school for the 2023-2024 school year?"

InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2023 (for example, 08/22/2023)."

Pre-unit "Date school started in 2023"

Watermark "MM/DD/YYYY"

Question: What are the end dates for this school for the 2023-2024 school year?"

InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2024 (for example, 05/22/2024)."

Pre-unit "Date school ends in 2024"

Watermark "MM/DD/YYYY"

Question "Approximately, what is the Average Daily Attendance for your school this year?"

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

----

1. Answer as percent average daily attendance
2. Answer as average number of students attending daily

Question "Approximately, what is the Average Daily Attendance for your school this year?"

Percent average daily attendance"

Watermark "Enter percent"

Question "Approximately, what is the Average Daily Attendance for your school this year?"

Average number of students attending daily"

Watermark "Enter number"

Question "The following questions ask about enrollment at your school. Enter the approximate number of children for each of the following.

Total enrollment in kindergarten in your school around October 1, 2023 or the date nearest to that for which data are available."

Pre-unit "Number:"

Watermark "Enter Number"

Question "Total enrollment in your school (across all grades) around October 1, 2023, or the date nearest to that for which data are available."

Pre-unit "Number:"

Watermark "Enter Number"

Question "Select all grade levels included in your school."

InstResp "Select all that apply."

----

1. Ungraded
2. Prekindergarten
3. Transitional (or readiness) kindergarten (TK)
4. Kindergarten
5. Transitional first (or pre-first) grade
6. 1st grade
7. 2nd grade
8. 3rd grade
9. 4th grade
10. 5th grade
11. 6th grade
12. 7th grade
13. 8th grade
14. 9th grade
15. 10th grade
16. 11th grade
17. 12th grade

Question "Which of the following programs does your school currently offer?"

InstResp "Select all that apply."

----

1. Half-day onsite pre-K program
2. Full-day onsite pre-K program
3. Tuition-based full-day onsite pre-K program
4. Half-day kindergarten
5. Full-day kindergarten
6. Tuition-based full-day kindergarten
7. Half-day transitional (or readiness) kindergarten
8. Full-day transitional (or readiness) kindergarten
9. Tuition-based full-day transitional (or readiness) kindergarten
10. Half-day transitional first (or pre-first) grade
11. Full-day transitional first (or pre-first) grade
12. Tuition-based full-day transitional first (or pre-first) grade

Question "Which of the following characterizes your school?"

InstResp "Select all that apply."

----

1. Regular public school (not including magnet school or school of choice)
2. Public magnet school
3. Charter
4. Catholic
5. Catholic school: Diocesan
6. Catholic school: Parish
7. Catholic school: Private order
8. Other private school, religious affiliation
9. Private school affiliated by NAIS, no religious affiliation
10. Other private school, no religious or NAIS affiliation
11. Early childhood center (school/center includes preschool and/or early grades)
12. Special education school – primarily serves children with disabilities
13. Year-round school
14. Bureau of Indian Education (BIE) or tribal school

Question "Which of the following characterizes your public charter school?"

----

1. For profit
2. Not for profit

Question "Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups?"

Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.

Hispanic or Latino/Latina of any race

InstResp "Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. {The total on the percent column should add to 100%.}"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "American Indian or Alaska Native, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Asian, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Black or African American, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "White, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Two or more races, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "During this school year, approximately what percentage of students at your school are..."

Chronically absent?"

Pre-unit "Percentage:"

Watermark "Enter percentage"

"Don't know"

Question "Experiencing homelessness?"

"Don't know"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "From migrant families?"

"Don't know"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "About what percentage of the children enrolled in this school are...

From the surrounding neighborhood?"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "Bused to achieve equitable access to resources?"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "Attending from outside of the surrounding neighborhood to receive a specialized program or service (for example, gifted and talented services, services for children with disabilities, etc.)?"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "Categorically eligible for free meals based on their participation in other specific means-tested programs (for example, Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF))?"

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "Attend the school under public school choice."

Pre-unit "Percentage:"

Watermark "Enter percentage"

Question "How many children are currently enrolled in kindergarten classes?"

InstResp "Please include children enrolled in 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."

Watermark "Enter number"

Question "How many of each of the following types of classes do you have in your school?"

Half-day kindergarten"

InstResp "Enter number. If none, please enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "Full-day kindergarten"

InstResp "Enter number. If none, please enter "0.""

Pre-unit "Number:"

Watermark "Enter number"

Question "By what date did a child need to turn five to enter kindergarten for this school year, 2023-24?"

InstResp "Please enter the two-digit month, two-digit day, and four-digit year (for example, 09/15/2023). If there is no cutoff date, please select that below."

Pre-unit "Date"

Watermark "MM/DD/YYYY"

"No cutoff date to enter kindergarten"

Question "What days of the week is your school in session?"

InstResp "Select all that apply."

----

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

Question "The next set of questions is about school-level breakfast and lunch eligibility and participation. Does your school participate in the U.S. Department of Agriculture's (USDA's) school breakfast program?"

----

1. Yes
2. No

Question "How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October?"

Paid school breakfasts"

Pre-unit "Number of breakfasts"

InstResp "Please enter the number. If none, enter "0.""

Watermark "Enter number"

Question "Free school breakfasts"

Pre-unit "Number of breakfasts"

Watermark "Enter number"

Question "Reduced-price school breakfasts"

Pre-unit "Number of breakfasts"

Watermark "Enter number"

Question "What are the reasons why your school does not participate in USDA's school breakfast program?"

InstResp "Select all that apply"

----

1. Too few eligible students
2. Program too costly
3. School starts too late to serve breakfast
4. School lacks facilities to serve breakfast
5. School lacks staff to serve breakfast
91. Other

Question "Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?"

----

1. Yes
2. No

Question "How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?"

Paid school lunches"

Pre-unit "Number of lunches"

InstResp "Please enter the numbers. If none, enter "0.""

Watermark "Enter number"

Question "Free school lunches"

Pre-unit "Number of lunches"

Watermark "Enter number"

Question "Reduced-price school lunches"

Pre-unit "Number of lunches"

Watermark "Enter number"

Question "How many children in your school were approved for free or reduced-price lunches as of October 1, 2023 or the date nearest to that for which data are available?"

Free school lunches"

Pre-unit "Number approved"

InstResp "Please enter the numbers. If none, enter "0.""

Watermark "Enter number"

Question "Free school lunches"

Pre-unit "Number of lunches"

Watermark "Enter number"

Question "What are the reasons why your school does not participate in USDA's school lunch program?"

InstResp "Select all that apply"

----

1. Too few eligible students
2. Program too costly
3. School starts too late to serve breakfast
4. School lacks facilities to serve breakfast
5. School lacks staff to serve breakfast
91. Other

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

●If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

●If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

●When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!"

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."

Question "This section of the survey asks questions about your school's facilities and resources.

In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?

Cafeteria"

InstResp: "Select one response for each row."

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Computer lab"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Library/media center"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Art room"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Gymnasium"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "{Continued} In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?"

Music room"

InstResp: "Select one response for each row."

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Playground"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Classrooms"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Auditorium"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "Multi-purpose room"

----

1. Do not have
2. Never adequate
3. Often not adequate
4. Sometimes not adequate
5. Always adequate

Question "How many children is this school designed to accommodate?"

InstResp "Enter number. If none, enter "0.""

Pre-unit "Number of children"

Watermark "Enter number"

Question "Please describe the availability and use of school desktop computers, laptops, Chromebooks, tablets, or other electronic devices by their type of access.

How many computers in this school are used for...

Instructional purposes only?"

InstResp "If none, enter "0.""

Pre-unit "Number of computers"

Watermark "Enter number"

Question "Both instructional and administrative purposes?"

Pre-unit "Number of computers"

Watermark "Enter number"

Question "Please describe the availability and use of school desktop computers, laptops, Chromebooks, tablets, or other electronic devices by their type of access."

InstResp "Select all that apply."

----

1. Available at your school
2. Available for use by kindergartners in your school
3. Used for assessments taken by students
4. None of the above

Question: "Please select all of the modes of instruction that have been in use at your school this school year."

----

1. In-person instruction only
2. Remote instruction only
3. Blended or hybrid instruction

Question "Approximately what percentage of instruction at your school occurred in person so far this school year?"

Watermark "Enter percentage"

Question "At any point since the start of the pandemic, has your school received funding from federal aid provided to pay for COVID-related expenses through The American Rescue Plan?"

----

1. Yes
2. No

Question "What percentage of the funding your school has received to date has been spent in the following categories?"

Academic recovery programs"

Watermark "Enter percentage"

Question "Technology"

Watermark "Enter percentage"

Question "Facilities"

Watermark "Enter percentage"

Question "Social emotional learning programs"

Watermark "Enter percentage"

Question "Mental and physical health"

Watermark "Enter percentage"

Question "Summer, after school, and other extended learning and enrichment programs" Watermark "Enter percentage"
Question "Staffing" Watermark "Enter percentage"
Question "Other, specify" Watermark "Enter percentage"
(other specify text string for TBD6)
Question "How has your school applied funds from the American Rescue Plan to implement the following evidence-based interventions to address students' academic, social, and emotional needs?" InstResp "Select all that apply, if applicable." ---- 1. Summer learning/enrichment 2. Extended day 3. Extended school year 4. Comprehensive after school program 5. None of the above evidence-based interventions used American Rescue Plan funds to address students' academic, social, and emotional needs 91. Other {(Please specify):/(Please specify on next screen.)}
(other specify text string for TBD7)
Question "Outside of evidence-based practices, the American Rescue Plan allows funds to be applied to a number of other specific activities. To which, if any, of the following activities did you apply this additional funding?" InstResp "Select all that apply." ---- 1. Supplies for sanitizing and cleaning 2. Staff training on sanitizing and minimizing the spread of infectious disease 3. Planning for, coordinating, and implementing long term closures 4. Purchasing additional technology, including software, hardware, that aids in regular interaction between students and classroom instructors 5. School facility repairs and improvements to reduce risk of virus transmission 6. {None. My school spent all of our additional funds on evidence-based practices} 91. Other {(Please specify):/(Please specify on next screen.)}
(other specify text string for TBD8)

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!

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."

Question "The next section of the survey contains questions about school-community-family connections. Are any of the following programs or services available to kindergarten children and their families at your school site?"

InstResp "Please include programs run by the school and those run by outside groups.

Select all that apply."

----

1. Before-school child care
2. Half-day care for children in half-day kindergarten
3. After-school child care
4. None of the above

Does your school provide any of the following services to **children or their families**?

PROBE: This service can be provided by making referrals, or hosting other agencies who provide the services on or off site.

InstResp "Select all that apply."

- a. Physical/D92I screenings or examinations (other than dental, hearing and vision)?
- b. Dental screenings or examinations?
- c. Hearing screenings or examinations?
- d. Vision screenings or examinations?
- e. Speech/language screenings or evaluations?
- f. Developmental assessments?
- g. Assessments of social skills or behavior problems?

YES 1

NO 2

Question "Are any of the following programs or services for parents and families available at your school site? "

InstResp "Please include programs run by the school and those run by outside groups. Select all that apply."

----

1. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)
2. Adult literacy program (including Adult Basic Education)
3. Family literacy program
4. Health or social services offered collaboratively by service agencies such as hospitals
5. Orientation to school setting for new families
6. Child care so that parents can attend school parent meetings or events
7. Programs to learn English for parents or families whose native language is not English
8. None of the above

Question "In the past 12 months, which of the following transition practices, if any, have you implemented at your school?"

InstResp "Select all that apply, if applicable."

----

1. Conduct joint trainings for preschool/prekindergarten and kindergarten staff
2. Share curriculum information with preschool/prekindergarten programs
3. Work together with preschool/prekindergarten programs to support kindergarten registration and enrollment for families
4. facilitate the transfer of student records from preschool/prekindergarten programs registration and enrollment for families
5. Parent orientation
6. Meetings to develop IEPs for children with disabilities
7. Meet with preschool/prekindergarten staff to discuss strategies that support students from specific student groups (e.g., dual language learners, students with disabilities, students in foster care, students experiencing homelessness or housing insecurity)
8. Meetings between kindergarten teachers and children and families
9. Visits to kindergarten classrooms for children entering kindergarten
10. None of the above

Question "Please indicate how often each of the following activities is provided by your school.

PTA, PTO, or Parent-Teacher-Student organization meetings"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "Reports of child's performance provided to parents (for example, report cards)"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "Information on the child's standardized assessment scores provided to parents"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "Teacher-parent conferences"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "School performances to which parents are invited"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "Classroom programs like class plays, book nights, or family math nights"

----

1. Never
2. Once a year
3. 2 to 3 times a year
4. 4 to 6 times a year
5. 7 or more times a year

Question "Which of the following does your school use funds raised by your PTA/PTO to support?"

InstResp "Please include programs run by the school and those run by outside groups.

Select all that apply."

----

1. Out of school time programming
2. Student tutoring
3. Technology (computer labs, Chromebooks, Smartboards, tablets, etc.)
4. Arts instruction (musical, visual, dance, dramatic arts)
5. Field trips
6. Workshops and other services for parents and caregivers
7. None of the above
91. Other

Question "Does your school or district have a policy limiting the amount of additional funding that can be contributed by your school's PTA/PTO?"

----

1. Yes
2. No

Question "During this school year, how often has your school used the following ways to communicate with all parents?"

Electronic communication to all parents, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices."

----

1. Less than once a month or never
2. Once a month
3. Several times a month
4. Once a week
5. More than once a week

Question "Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages."

----

1. Less than once a month or never
2. Once a month
3. Several times a month
4. Once a week
5. More than once a week

Question "Please indicate how much you agree or disagree with the following statements about the school's community and parents.

Parents are actively involved in this school's programs."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "The community served by this school is supportive of its goals and activities."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "Parents of children in this school are welcome to observe classes any time they are in session."

----

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

Question "How much of a problem are the following in the neighborhood where this school is located?"

Tensions based on racial, ethnic, or religious differences"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Tensions based on economic differences"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Selling or using drugs or excessive drinking in public"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Gangs"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "{Continued} How much of a problem are the following in the neighborhood where this school is located?"

Vacant houses and buildings"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Violence in the neighborhood"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Crime in the neighborhood"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "Opioid addiction"

SaVisible "True".

----

1. Big problem
2. Somewhat of a problem
3. Not a problem

Question "To the best of your knowledge how often do the following types of problems occur at your school?"

Children bring weapons to school"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Theft"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Physical conflicts among students"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Children bringing in or using alcohol at school"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Children bringing in or using illegal drugs at school"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "{Continued} To the best of your knowledge how often do the following types of problems occur at your school?

Vandalism of school property"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Student bullying"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Widespread disorder in classrooms"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "Class cutting"

----

1. Never happens
2. Happens on occasion
3. Happens at least once a month
4. Happens at least once a week
5. Happens daily

Question "During this school year, which of the following measures are being used to ensure the safety of children at your school?"

InstResp "Select all that apply."

----

1. Require visitors to sign or check in and wear badges
2. Require visitors to present photo ID, which is verified, and used to generate badges
3. Require students to wear badges or picture IDs
4. Require faculty and staff to wear badge or picture IDs
5. Control access to school buildings during school hours (for example, locked or monitored doors)
6. Close the campus for most or all students during lunch
7. Require students to wear uniforms
8. Enforce a strict dress code
9. Provide school lockers to students
10. Require clear book bags or ban book bags on school grounds
11. Require metal detector checks on students every day
12. Use one or more random dog sniff to check for drugs
13. Perform one or more random sweeps for contraband (for example, drugs or weapons), not including dog sniffs
14. Equip classrooms with locks so that doors can be locked from the inside
15. Provide telephones in most classrooms
16. Provide two-way radio to any staff
17. Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box)
18. Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident
19. Use of one or more security cameras to monitor the outside of the school (for example, entrance(s), or grounds)
20. Use of one or more security cameras to monitor the inside of the school (for example, lobby, or the hallways)
21. Security guards, unarmed
22. Security guards, armed
23. None of the above
91. Other

Question "Which of the following emergency procedures have your students been drilled on during this school year?"

InstResp "Select all that apply."

----

- 1 Evacuation (for example, fire drill)
- 2 Shelter in place (for example, used during severe weather, such as a tornado drill, or other environmental threats)
- 3 Lockdown (for example, live active shooter drill)
- 4 Lockout (for example, due to criminal activity in the neighborhood)
- 5 None of the above
- 91 Other (Please specify):

Question "During the school year, how many days were school activities disrupted due to emergencies (not drills), such as, evacuations, lockdowns, shelter in place, severe weather, or other emergency procedures."

InstResp "Enter the number of days."

Pre-unit "Number of days:"

Watermark "Enter Number"

Question "Does your school implement any of the following policies and practices related to technology use?"

InstResp "Select all that apply."

----

1. Policy prohibiting student use of cell phones and text messaging devices during school hours
2. Policy limiting student access to social media (network and computers)
3. Practice of web-based instruction
4. Practice of blended learning
5. Practice of providing digital devices (for example, laptop, Chromebook, tablet, etc.) to each student
6. Policy limiting amount of screen time students experience in classes
7. None of the above

Question "Does your school have a policy that prohibits assigning homework in any of the following grades?"

InstResp: Select all grades that prohibit homework assignment.

Kindergarten  
First grade  
Second grade  
Third grade  
Fourth grade  
Fifth grade  
Sixth grade

There is no policy prohibiting homework assignment in any of these grades."

Question "To what extent is each of the following a problem in this school?"

Student tardiness"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question "Student absenteeism"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question "Student aggressive or disruptive behavior"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question "Teacher absenteeism"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question "Teacher turnover"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question "Overcrowding"

----

1. Serious problem
2. Moderate problem
3. Minor problem
4. Not a problem

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!

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."

Question "The next items ask about your school's policies and practices in specific areas. Are any children given a readiness or placement test before or shortly after entering kindergarten?"

----

1. Yes
2. No

Question "How are the results of these readiness or placement tests used at your school?"

InstResp "Select all that apply."

----

1. To determine eligibility for enrollment when a child is below the cut-off age for kindergarten
2. To determine children's class placements
3. To identify children who may need additional testing (for example, for a learning problem)
4. To help teachers individualize instruction
5. To support a recommendation that a child delay entry for an additional year
6. None of the above

Question "During this school year, have any of the following programs been implemented at this school?"

InstResp "Select all that apply."

----

1. Multi-Tiered System of Support (MTSS)
2. Social-Emotional Learning (SEL) program
3. Positive Behavior Interventions and Supports (PBIS)
4. Violence prevention program
5. School climate and community program
6. Restorative justice program
7. None of the above

Question "Which of the following statements describe your school's promotion and retention practices or policies for kindergartners?"

InstResp "Select all that apply."

----

1. Children can be retained in kindergarten.
2. Children can be promoted in kindergarten.
3. This school has a formal retention policy.
4. This school has a formal promotion policy.
5. None of the above

Question "Which of the following statements describe your school's retention practices or policies for retaining kindergartners?"

InstResp "Select all that apply."

----

1. Kindergartners cannot be retained for any reason.
2. Kindergartners can be retained for maturational reasons (for example, social/emotional immaturity).
3. Kindergartners can be retained at the request of their parents.
4. Kindergartners can be retained due to academic deficiencies (for example, below grade level).
5. Kindergartners can be retained due to failing a schoolwide standardized test.
6. Kindergartners can be retained more than once in kindergarten.
7. Kindergartners can be retained without parents' permission.
8. Kindergartners with disabilities can be retained.

Question "How many kindergarten children were retained last school year?"

Watermark "Enter number"

Question "During this school year, were any children in your school assigned in-school or out of school suspension?"

----

1. Yes
2. No

Question "During this school year, how many children were assigned in-school or out of school suspension?"

Number of children assigned in-school or out of school suspension in all grades"

Question "During this school year, how many children were assigned in-school or out of school suspension?"

Number of children **enrolled in kindergarten** assigned in-school or out of school suspension"

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!

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."

Question "The next section contains questions about your school's programs for particular populations. During this school year, did this school provide any of the following services for students experiencing housing insecurity or homelessness?"

InstResp "Select all that apply."

----

1. Referrals to shelter or safe housing
2. Crisis intervention services
3. Access to showers, toiletries, and hygiene supplies
4. Access to laundry
5. Food for students outside of school day
- 6 None of the above

Question "Do any of the children in this school come from a home where a language other than English is spoken?"

----

1. Yes
2. No

Question "What percentage of children in this school and in kindergarten are English language learners (ELL)?"

ELL among all students in school

Pre-unit "Percent ELL"

Watermark "Enter percentage"

Question "ELL among students in kindergarten, including transitional kindergarten and transitional first grade"

Pre-unit "Percent ELL"

Watermark "Enter percentage"

Question "What percentage of kindergarten children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?"

Percent receiving ESL instruction

In regular classroom"

InstResp: Enter "0" if instruction is not provided or if instruction is provided but no kindergartners receive the instruction.

Watermark "Enter percent"

Question "In pull-out setting"

'Watermark "Enter percent"

Question "Percent receiving bilingual instruction

In regular classroom"

Watermark "Enter percent"

Question "In pull-out setting"

Watermark "Enter percent"

Question "Percent receiving dual-language instruction

In regular classroom"

Watermark "Enter percent"

Question "In pull-out setting"

Watermark "Enter percent"

Question "Please indicate which of the following services are provided to families of children from households where a language other than English is spoken."

InstResp "Select all that apply."

----

1. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language
2. Translation of written communications are provided to these families
3. Home visits are made to families of these children
4. An outreach worker assists in enrolling these children when first entering school
5. The school conducts special parent meetings for families from a non-English background
6. None of the above

Question "Are there any children with disabilities in this school receiving special education on any of the following plans?"

InstResp "Select all that apply."

----

1. Individualized Education Program (IEP)
2. 504 plans based on section 504 of the Rehabilitation Act
3. Neither of these

Question "Approximately what percentage of your kindergartners is in each of the following instructional programs?"

Special education (with Individualized Education Program (IEP))"

"Not offered in kindergarten"

"Not offered in any grade"

Watermark "Enter percent"

Question "{Approximately what percentage of your kindergartners is in each of the following instructional programs?}"

Accommodations through a 504 plan"

"Not offered in kindergarten"

"Not offered in any grade"

Question "Reading instruction for students performing below grade level in reading"

"Not offered in kindergarten"

"Not offered in any grade"

Watermark "Enter percent"

Question "Math instruction for students performing below grade level in math"

"Not offered in kindergarten"

"Not offered in any grade"

Watermark "Enter percent"

Question "A gifted and talented program"

"Not offered in kindergarten"

"Not offered in any grade"

Watermark "Enter percent"

Question "Since the beginning of this school year, how many students have been newly evaluated at your school to determine if they are eligible for an IEP?"

Pre-unit "Number of students"

Watermark "Enter number"

Question "How are students identified for gifted and talented programs at this school?"

InstResp "Select all that apply."

----

1. Universal screening
2. Teacher referral
3. Parent referral
4. None of the above
5. Not applicable - gifted and talented program not available

Question "How are students identified for special education programs at this school?"

InstResp "Select all that apply."

----

1. Universal screening
2. Teacher referral
3. Parent referral
4. None of the above
5. Students are not identified for special education programs at this school

Question "Where are children with Individual Education Programs (IEPs) typically served in this school?"

----

1. Children with IEPs are not served in this school
2. Children with IEPs typically spend most of their day in separate classes
3. Children with IEPs typically spend most of their day in the regular classroom

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

●If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

●If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

●When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!"

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."

Question "This set of questions is for public schools. Please confirm whether your school is public or private."

----

1. Public
2. Private

Question "The next set of items pertains to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III.

Did your school receive Federal Title I funds for this school year?"

----

1. Yes
2. No
3. Not applicable

Question "Is your school operating a Title I targeted assistance or schoolwide program?"

----

1. Targeted assistance program
2. Schoolwide program
3. Not operating a Title I program

Question "Does your school's Title I program serve children in kindergarten? Please include children in transitional kindergarten and/or transitional first (or pre-first) grade."

1. Yes
2. No

Question "Does your school use Title I funds for any of the following purposes?"

InstResp "Select all that apply."

----

1. To serve children in a pull-out setting
2. To serve children in an in-class setting
3. To reduce class size
4. To provide extended time learning opportunities before and/or after school for children
5. To provide professional development activities
6. To provide family literacy services
7. To provide summer learning opportunities
8. To provide programs or services for infants and toddlers (e.g., playgroups)
9. To provide prekindergarten for children ages 3 and 4
10. None of the above

Question "Did your school receive Federal Title III funds for this school year?"

InstResp "Title III is for "Language Instruction for Limited English Proficient and Immigrant Students."

----

1. Yes
2. No

Question "Does your school use Title III funds for any of the following purposes?"

InstResp "Select all that apply."

----

1. To serve children in a pull-out setting for second language instruction
2. To serve children in an in-class setting for second language instruction
3. To provide extended time learning opportunities before and/or after school for children
4. To improve the entire educational program through a schoolwide program
5. To provide professional development activities for teachers who serve English language learners
6. To provide family literacy services (usually done out of Title III immigrant funds)
7. To provide summer learning opportunities
8. To provide student support in the student's home language for second language instruction
9. None of the above

Question "Does your school's Title III program serve children in kindergarten? Please include children in transitional kindergarten and/or transitional first (or pre-first) grade."

1. Yes
2. No

Question "The next items address federal requirements. At the end of the LAST school year (2022-2023), what was this school's status?"

----

1. Unclassified
2. Comprehensive improvement
3. Targeted support

Question "Which of the following actions has this school taken in response to the need for improvement?"

InstResp "Select all that apply."

----

1. Developed or revised a two-year school improvement plan
2. Offered students the choice to transfer to another public school
3. Offered direct student services to students from low-income families not otherwise available at a student's school. For example, enrollment and participation in academic courses, credit recovery, academic acceleration, or other personalization of learning
4. Replaced school staff
5. Implemented a new curriculum based on scientifically based research
6. Extended the school day or school year
7. Appointed an outside expert to advise the school on its progress
8. Reorganized the school internally
9. None of the above

Question "Based on recent state assessments, what percentage of the grade 3 students in your school in the prior school year (2022-23) scored "proficient" or above in the following subjects?"

Reading or verbal skills"

Pre-unit "Percentage:"

Watermark: "Enter percentage"

InstResp "Enter percentage. If not applicable, enter "0.""

Question "Mathematics or quantitative skills"

Pre-unit "Percentage:"

Watermark: "Enter percentage"

InstResp "Enter percentage. If not applicable, enter "0.""

Question "Science"

Pre-unit "Percentage:"

Watermark: "Enter percentage"

InstResp "Enter percentage. If not applicable, enter "0.""

Question "English language proficiency for English language learners (ELL)"

Pre-unit "Percentage:"

Watermark: "Enter percentage"

InstResp "Enter percentage. If not applicable, enter "0.""

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!

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."

Question "The next set of questions are about characteristics of staff at your school. Approximately how many staff members does your school currently have in the following categories?"

Regular classroom teachers"

InstResp: "Please enter the number of staff members who work full time at your school and the number of staff who work part time at your school. If a staff member is shared with other schools, count that person as 'part time' in your school. Place each staff member in only one staff category. If a staff member fits more than one category, pick the category most descriptive of his/her work. If there are no staff in your school in a category, enter "0.""

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "ESL/Bilingual education/dual-language immersion/ELL instruction teachers"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Drama, music, or art teachers"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Gym/PE or health teachers"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Paraprofessionals (for example, classroom aides)"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Teachers of gifted/talented students"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "{Continued} Approximately how many staff members does your school currently have in the following categories?

Reading specialists and interventionists"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Math specialists and interventionists"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "School nurses or health professionals"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "School psychologists and social workers"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Counselors (for example, guidance or academic counselors)"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Library media specialists/librarians"

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Computer/technology teachers or support staff "

Pre-unit: "Full time:"

Watermark: "Enter number"

Pre-unit: "Part time:"

Watermark: "Enter number"

Question "Does your school currently have any staff members who do the following as their primary role or one of their primary roles?"

InstResp "Select all that apply."

----

1. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction
2. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction
3. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports
4. A school staff member who supports teachers in collecting, organizing, and managing assessment data
5. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction
6. A paraprofessional or teacher assistant (that is, an additional staffer beyond the classroom teacher(s)) designated to each kindergarten classroom
7. None of the above

Question "How many or what percentage of your part-time and full-time teachers, including regular classroom, ELL/Bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?"

Hispanic or Latino/Latina of any race"

InstResp "Enter number or percentage. Enter "0" if your school has no teachers of that racial/ethnic group. The total on the percent column should add to 100%."

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "American Indian or Alaska Native, non-Hispanic"

InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Asian, non-Hispanic"

InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Black or African American, non-Hispanic"

InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "White, non-Hispanic"

Pre-unit: "Number:"

Watermark: "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "Two or more races, non-Hispanic"

Pre-unit "Number:"

Watermark "Enter number"

Question "or"

Pre-unit: "Percent:"

Watermark: "Enter percent"

Question "What is the average starting salary for full-time first year teachers in your school?"

InstResp "Please round to the nearest dollar."

Watermark "Enter number"

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey!

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."

Question "The next section is designed to be answered only by the school administrator, and is linked to your unique PIN. Designees who may be selected to complete other sections of this survey on your behalf do not have access to this section. This is to ensure that your responses in this section are private.

What is your gender?"

----

1. Male
2. Female
3. Another gender

Question "In what year were you born?"

Watermark: "Enter year"

Question "Are you Hispanic or Latino/Latina?"

----

1. Yes
2. No

Question "Which best describes your race?"

InstResp "Select all that apply."

----

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White

Question "How many years of experience do you have in each of the following positions, including years in which you worked part time?"

Years as a teacher before becoming a school administrator or principal"

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""

Watermark: "Enter years"

Question "Total number of years as a school administrator or principal at any school"

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""

Watermark: "Enter years"

Question "Number of years as a school administrator or principal at this school"

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""

Watermark: "Enter years"

Question "Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?"

InstResp "Select all that apply."

----

1. Traditional university-based training certification program
2. District-based training program (for example, the Boston's Lynch-BPS Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)
3. City-based training program (for example, Cleveland's First Ring Leadership Academy)
4. State-based training program (for example, New Jersey EXCEL)
5. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders)
6. Another school administration preparation program
7. None of the above

Question "What is the highest level of education you have completed?"

----

1. High school diploma or equivalent/GED
2. Associate's degree
3. Bachelor's degree
4. At least one year of coursework beyond a Bachelor's degree but not a graduate degree
5. Master's degree
6. Education specialist or professional diploma based on at least one year of course work past a Master's degree level
7. Doctorate or an advanced professional degree beyond a Master's degree (for example, EdD, PhD, JD, or MD)

Question "What was your major field(s) of study in the highest degree you completed?"

InstResp "Select all that apply."

----

1. Early childhood education
2. Elementary education
3. Education administration/management
4. Special education
5. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)
6. Non-education major (such as history, English, etc.)
7. None of the above

Question "Please estimate how many hours you spend on average each week on the following activities.

Working with teachers on instructional issues"

InstResp "Enter number of hours."

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Internal school management (weekly calendars, vendors, office, memos, etc., including work with administrative and support staff)"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Student discipline (including working with students directly and working with teachers to address student behavioral issues)"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Student attendance"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Monitoring hallways, playground, lunchroom, etc."

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "{Continued} Please estimate how many hours you spend on average each week on the following activities.

Teaching"

Watermark: "Enter hours:"

InstResp "Enter number of hours."

Pre-unit "Enter hours"

Question "Talking and meeting with parents"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Meeting with students"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "Paperwork required by local, state, or federal authorities"

Watermark: "Enter hours"

Pre-unit "Enter hours"

Question "What is your best estimate of the percentage of children at this school you know by name?"

----

1. Nearly every child
2. 76% or more
3. 51% to 75%
4. 26% to 50%
5. 25% or less

Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?"

----

1. Yes
2. No

Question "Do you speak a language other than English with students' families whose native language is not English?"

----

1. Yes
2. No

Question "What language(s) other than English do you speak with students at your school or with their families?"

InstResp: "Select all that apply."

----

1. Spanish
2. A European language other than Spanish such as French, German, or Russian
3. A Chinese language or dialect
4. A Filipino language
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer
6. A South Asian language such as Hindi or Tamil
7. Another Asian language such as Japanese or Korean
8. A Middle Eastern language such as Arabic or Farsi
9. An African language such as Swahili or Amharic
10. American Sign Language
11. None of the above
91. Other language (Please specify):

Question: "You are almost finished with this set of survey questions.

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section.

●If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.

OR

●If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.

●When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Construct	Research Question
Introduction	NA
Length of school year	SA-RQ5
Length of school year	SA-RQ5
Length of school year	SA-RQ5

Enrollment and attendance	SA-RQ3

School type	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3

School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3
Enrollment and attendance	SA-RQ3
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3

<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	<p>SA-RQ3</p>
<p>Enrollment and attendance</p>	<p>SA-RQ3 SA-RQ9</p>

Enrollment and attendance	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
School programs including full and half-day kindergarten programming, and transitional kindergarten	SA-RQ3
Entry age for kindergarten	SA-RQ3
Information on school week (days and length of each day)	SA-RQ3

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SA-RQ2 SA-RQ3 SA-RQ7
Review question	NA
Thank you to respondent	NA

Introduction	NA
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3
Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SA-RQ3





Review question	NA
Thank you to respondent	NA
Introduction	NA

Programs or services for children on the school site	SA-RQ7
School-based programs or services for parents and families (e.g. parenting education, adult literacy, and family literacy programs for families whose first language is not English)	
School-based programs or services for parents and families (e.g. parenting education, adult literacy, and family literacy programs for families whose first language is not English)	SA-RQ7

Kindergarten transition	SA-RQ3
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6

Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6

Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Limits on contributions of school parent teacher organizations	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6
Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)	SA-RQ6

Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteering, attending school events, and PTA)	SA-RQ6
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	SA-RQ9 SA-RQ10



School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10
School problems (e.g. bullying, children bringing weapons to school, children brining drugs to school)	SA-RQ10

School-safety measures and drills	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10

Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	SA-RQ10
School policy regarding technology use	SA-RQ3
School Policies and Practices	SA-RQ3



Review question	NA
Thank you to respondent	NA
Introduction	NA
Kindergarten readiness/placement testing	SA-RQ4

Kindergarten readiness/placement testing	SA-RQ4
Programs to support positive student behavior (e.g. MTSS, SEL, PBIS)	SA-RQ7 SA-RQ12
Retention policies and practices	SA-RQ3 SA-RQ12

Retention policies and practices	SA-RQ3 SA-RQ12

Review question	NA
Thank you to respondent	NA
Introduction	NA

Services provided to students experiencing homelessness or housing insecurity	SA-RQ3 SA-RQ7
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8
Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	SA-RQ3 SA-RQ8

<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	<p>SA-RQ3 SA-RQ8</p>
<p>Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)</p>	<p>SA-RQ1 SA-RQ7 SA-RQ12</p>
<p>Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)</p>	<p>SA-RQ1 SA-RQ7 SA-RQ12</p>

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English Language Learners (ELL) (ESL, bilingual, and dual language) and services for language minority (LM) families (translators made available during meetings, written materials translated into native language)	SA-RQ8
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12

Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Delivery of special education and related services to children with disabilities	SA-RQ3 SA-RQ12
Programs for gifted and talented children	SA-RQ3 SA-RQ12
Identification of students for special education	SA-RQ3 SA-RQ4
Identification of students for gifted and talented program	SA-RQ3 SA-RQ4
Identification of students for special education	SA-RQ3 SA-RQ4 SA-RQ12

Delivery of special education and related services to children with disabilities	SA-RQ1 SA-RQ3 SA-RQ12
Review question	NA
Thank you to respondent	NA
Introduction	NA

School type (public/private; affiliation; grades; magnet; etc.)	SA-RQ3
Receipt of Title I and Title III funding	SA-RQ1
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title I, including services for kindergartners	SA-RQ1 SA-RQ2
Receipt of Title I and Title III funding	SA-RQ1 SA-RQ2

Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
Services and programs/ Title III, including services for kindergartners	SA-RQ1 SA-RQ2
School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1
School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	SA-RQ1

State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3
State assessment data (e.g. percent of students proficient and above in Reading and Math)	SA-RQ3

Review question	NA
Thank you to respondent	NA
Introduction	NA









Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10



The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
The racial and ethnic composition of teaching staff	SA-RA3 SA-RQ10
Teacher compensation (base salary range, average starting salary, and monetary incentives)	SA-RA3 SA-RQ10

Review question	NA
Thank you to respondent	NA
Introduction	NA

Principal's gender, age, and race/ethnicity	SA-RQ13
Principal's gender, age, and race/ethnicity	SA-RQ13
Principal's gender, age, and race/ethnicity	SA-RQ13
Principal's gender, age, and race/ethnicity	SA-RQ13
Principal's years in the role of teacher	SA-RQ13
Principal's years in the role of principal	SA-RQ13
Principals' years at the study school	SA-RQ13

Principal's formal education	SA-RQ13
Principal's formal education	SA-RQ13
Principal's formal education	SA-RQ13



Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's familiarity with students	SA-RQ13
Principal's familiarity with students	SA-RQ13
Principal's familiarity with students	SA-RQ13

Use of language other than English with students and families	SA-RQ13 SA-RQ8
Other specify for use of language other than English with students and families	SA-RQ13 SA-RQ8
Review question	NA
Thank you to respondent	NA

Section	Item #
SAQ	A0
SAQ	A1b
SAQ	A2a
SAQ	A2b

SAQ	A3a
SAQ	A3b
SAQ	A3c
SAQ	A5a
SAQ	A5b
SAQ	A5c

SAQ

A6

SAQ

A7

SAQ	A8
-----	----

SAQ	A8OS
-----	------

SAQ	A9
-----	----

SAQ	A9OS
-----	------

SAQ	A10
SAQ	A10a
SAQ	A10b
SAQ	A11a1

SAQ	A11a2
SAQ	A11b1
SAQ	A11b2
SAQ	A11c1
SAQ	A11c2
SAQ	A11d1
SAQ	A11d2
SAQ	A11e1
SAQ	A11e2

SAQ	A11f1
SAQ	A11f2
SAQ	A11g1
SAQ	A11g2
SAQ	A12a
SAQ	A11i1
SAQ	A11i3

SAQ	A12b
SAQ	A12c
SAQ	A11i2
SAQ	A12e
SAQ	A12d
SAQ	A13

SAQ	A15
SAQ	A16
SAQ	A17
SAQ	A18a

SAQ	A18b
SAQ	A19a
SAQ	A19b
SAQ	A19c
SAQ	A20

SAQ	A21
SAQ	A21c
SAQ	A21cOS
SAQ	A22
SAQ	A23a

SAQ	A23b
SAQ	A23c
SAQ	A24
SAQ	A25
SAQ	A26a

SAQ	A26b
SAQ	A27
SAQ	A27OS
SAQ	A28
SAQ	A28OS

SAQ	ASTOP
SAQ	B0
SAQ	A29

SAQ	B1a
SAQ	B1b
SAQ	B1c
SAQ	B1d

SAQ	B1e
SAQ	B1f
SAQ	B1g
SAQ	B1h
SAQ	B1i

SAQ	B1j
SAQ	B2
SAQ	B3a
SAQ	B3b
SAQ	B4

SAQ	B5
SAQ	B5OS
SAQ	C0
SAQ	B6

SAQ	BSTOP
SAQ	C1

SAQ	C2
SAQ	C3a
SAQ	C3b

SAQ	C3c
SAQ	C3d
SAQ	C3e
SAQ	C4
SAQ	C4os

SAQ	C3f
SAQ	C5
SAQ	C6a
SAQ	C6b
SAQ	C7

SAQ	C8
SAQ	C9
SAQ	C9os
SAQ	C10a
SAQ	C10b

SAQ	C10c
SAQ	C11a
SAQ	C11b
SAQ	C11c

SAQ	C11d
SAQ	C11f
SAQ	C11e
SAQ	C11g
SAQ	C11h

SAQ	C12a
SAQ	C12b
SAQ	C12c
SAQ	C12d
SAQ	C12e

SAQ	C12f
SAQ	C12g
SAQ	C12h
SAQ	C12i

SAQ	C13
SAQ	C13OS
SAQ	C14a
SAQ	C14b
SAQ	C14c
SAQ	C14d

SAQ	C15
SAQ	C15os
SAQ	C16
SAQ	C16OS

SAQ	C17a
SAQ	C17b
SAQ	C17c
SAQ	C17d
SAQ	C17e
SAQ	C17f

SAQ	C18a
SAQ	C18b
SAQ	C18c
SAQ	C18d
SAQ	C18e

SAQ	C18f
SAQ	C18g
SAQ	C18h
SAQ	C18i
SAQ	C18j
SAQ	C18k

SAQ	C19
SAQ	C20
SAQ	C200S
SAQ	D1

SAQ	CSTOP
SAQ	C21
SAQ	D0

SAQ	D2
SAQ	D3
SAQ	D4
SAQ	D5
SAQ	D6

SAQ	D7a
SAQ	D7b
SAQ	D7c
SAQ	D7d

SAQ	D7e
SAQ	D7f
SAQ	D7g
SAQ	D7h

SAQ	D7i
SAQ	D7j
SAQ	D7k
SAQ	D7l

SAQ	D7m
SAQ	D8a
SAQ	D8b

SAQ	D8c
SAQ	D8d
SAQ	D9
SAQ	D9OS

SAQ	DSTOP
SAQ	D10
SAQ	E0

SAQ	E1
SAQ	E10S
SAQ	E2
SAQ	E3a
SAQ	E3b
SAQ	E4a

SAQ	E4b
SAQ	E4c
SAQ	E4d
SAQ	E4e
SAQ	E4f
SAQ	E5
SAQ	E6a

SAQ	E6b
SAQ	E7
SAQ	E8a
SAQ	E8b

SAQ	E8c
SAQ	E8d
SAQ	E8e
SAQ	E9
SAQ	E9OS

SAQ	E10
SAQ	E10OS
SAQ	E11
SAQ	E11OS
SAQ	E12
SAQ	E13
SAQ	E13OS

SAQ	ESTOP
SAQ	E14
SAQ	F0

SAQ	F1a
SAQ	F1b
SAQ	F2
SAQ	F3
SAQ	F4

SAQ	F5
SAQ	F6
SAQ	F7a
SAQ	F7aOS

SAQ	F7b
SAQ	F8a
SAQ	F8b
SAQ	F8c
SAQ	F8d

SAQ	F9
SAQ	F9OS
SAQ	FSTOP
SAQ	F10

SAQ	G0
SAQ	G1a1
SAQ	G1a2
SAQ	G1b1
SAQ	G1b2

SAQ	G1c1
SAQ	G1c2
SAQ	G1d1
SAQ	G1d2
SAQ	G1e1
SAQ	G1e2
SAQ	G1f1
SAQ	G1f2
SAQ	G1g1
SAQ	G1g2

SAQ	G1h1
SAQ	G1h2
SAQ	G1i1
SAQ	G1i2
SAQ	G1j1
SAQ	G1j2
SAQ	G1k1
SAQ	G1k2
SAQ	G1l1
SAQ	G1l2

SAQ	G1m1
SAQ	G1m2
SAQ	G1n1
SAQ	G1n2
SAQ	G2a

SAQ	G2b
SAQ	G2c
SAQ	G2d
SAQ	G2e

SAQ	G3a1
SAQ	G3a2
SAQ	G3b1
SAQ	G3b2
SAQ	G3c1
SAQ	G3c2

SAQ	G3d1
SAQ	G3d2
SAQ	G3e1
SAQ	G3e2
SAQ	G3f1
SAQ	G3f2
SAQ	G3g1
SAQ	G3g2

SAQ	G4
SAQ	G5a
SAQ	G5b
SAQ	G5c
SAQ	G5d

SAQ	G6
SAQ	G6OS
SAQ	G7
SAQ	GSTOP

SAQ	H0
SAQ	H1
SAQ	H2
SAQ	H3
SAQ	H4

SAQ	H5a
SAQ	H5b
SAQ	H5c
SAQ	H6

SAQ	H7
SAQ	H8
SAQ	H9a
SAQ	H9b

SAQ	H9c
SAQ	H9d
SAQ	H9e
SAQ	H9f
SAQ	H9g
SAQ	H9h
SAQ	H9i

SAQ	H10
SAQ	H11
SAQ	H12
SAQ	H13
SAQ	H13OS

SAQ

HSTOP

SAQ

H14

Item Wording National

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_
- 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. \_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.\_x000D\_
- You may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_

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

Question "This section of the survey contains questions about characteristics of your school. How many instructional days will this school provide during this academic year?"\_x000D\_  
\_x000D\_"

InstResp "Please enter a number below. If this is a year-round school, please provide the number of instructional days a given child would attend."\_x000D\_  
\_x000D\_"

Pre-unit "Number of Instructional Days"\_x000D\_  
\_x000D\_"

Watermark "Enter number"

Question "What are the start dates for this school for the 2022-23 school year?"\_x000D\_  
\_x000D\_"

InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2022 (for example, 08/22/2022)."\_x000D\_  
\_x000D\_"

Pre-unit "Date school started in 2022"\_x000D\_  
\_x000D\_"

Watermark "MM/DD/YYYY"

Question: What are the end dates for this school for the 2022-23 school year?"\_x000D\_  
\_x000D\_"

InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2023 (for example, 05/22/2023)."\_x000D\_  
\_x000D\_"

Pre-unit "Date school ends in 2023"\_x000D\_  
\_x000D\_"

Watermark "MM/DD/YYYY"

Question "Approximately, what is the Average Daily Attendance for your school this year? \_x000D\_  
\_x000D\_  
InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an  
item." \_x000D\_  
---- \_x000D\_  
1. Answer as percent average daily attendance \_x000D\_  
2. Answer as average number of students attending daily \_x000D\_

Question "Approximately, what is the Average Daily Attendance for your school this year? \_x000D\_  
\_x000D\_  
Percent average daily attendance" \_x000D\_  
\_x000D\_  
Watermark "Enter percent"

Question "Approximately, what is the Average Daily Attendance for your school this year? \_x000D\_  
\_x000D\_  
Average number of students attending daily" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "The following questions ask about enrollment at your school. Enter the approximate  
number of children for each of the following. \_x000D\_  
\_x000D\_  
Total enrollment in your school (across all grades) around October 1, 2022 or the date nearest to  
that for which data are available." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of children who have enrolled in your school since October 1, 2022. If no  
children have enrolled in your school since October 1, 2022, enter "0." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Number of children who left your school since October 1, 2022 and have not returned. If  
no children have left your school since October 1, 2022, enter "0." \_x000D\_  
\_x000D\_  
Pre-unit "Number:" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Select all grade levels included in your school." \_x000D\_

\_x000D\_ InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Ungraded\_x000D\_
2. Prekindergarten\_x000D\_
3. Transitional (or readiness) kindergarten (TK)\_x000D\_
4. Kindergarten\_x000D\_
5. Transitional first (or pre-first) grade\_x000D\_
6. 1st grade\_x000D\_
7. 2nd grade\_x000D\_
8. 3rd grade\_x000D\_
9. 4th grade\_x000D\_
10. 5th grade\_x000D\_
11. 6th grade\_x000D\_
12. 7th grade\_x000D\_
13. 8th grade\_x000D\_
14. 9th grade\_x000D\_
15. 10th grade\_x000D\_
16. 11th grade\_x000D\_
17. 12th grade\_x000D\_

Question "Which of the following programs does your school currently offer?" \_x000D\_

\_x000D\_ InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Half-day onsite pre-K program\_x000D\_
2. Full-day onsite pre-K program\_x000D\_
3. Tuition-based full-day onsite pre-K program\_x000D\_
4. Half-day kindergarten\_x000D\_
5. Full-day kindergarten\_x000D\_
6. Tuition-based full-day kindergarten\_x000D\_
7. Half-day transitional (or readiness) kindergarten\_x000D\_
8. Full-day transitional (or readiness) kindergarten\_x000D\_
9. Tuition-based full-day transitional (or readiness) kindergarten\_x000D\_
10. Half-day transitional first (or pre-first) grade\_x000D\_
11. Full-day transitional first (or pre-first) grade\_x000D\_
12. Tuition-based full-day transitional first (or pre-first) grade\_x000D\_
13. None of the above\_x000D\_

Question "How do children qualify for participation in your school's transitional (or readiness) kindergarten program?" \_x000D\_

InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Student age (for example, students who are young for their first-grade cohort)\_x000D\_
2. Universal to all 4 year olds \_x000D\_
3. Teacher recommendation \_x000D\_
4. Parental request \_x000D\_
5. School readiness score \_x000D\_
6. None of the above \_x000D\_
91. Other (Please specify): \_x000D\_

Question "How do children qualify for participation in your school's transitional first (or prefirst) grade program?" \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Student age (for example, students who are young for their first-grade cohort)\_x000D\_
2. Universal to all 5 year olds \_x000D\_
3. Teacher recommendation \_x000D\_
4. Parental request \_x000D\_
5. School readiness score \_x000D\_
6. None of the above \_x000D\_
91. Other (Please specify): \_x000D\_

Question "Which of the following characterizes your school?" \_x000D\_

\_x000D\_ InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. Regular public school (not including magnet school or school of choice) \_x000D\_
2. Public magnet school \_x000D\_
3. Charter \_x000D\_
4. Catholic \_x000D\_
5. Catholic school: Diocesan \_x000D\_
6. Catholic school: Parish \_x000D\_
7. Catholic school: Private order \_x000D\_
8. Other private school, religious affiliation \_x000D\_
9. Private school affiliated by NAIS, no religious affiliation \_x000D\_
10. Other private school, no religious or NAIS affiliation \_x000D\_
11. Early childhood center (school/center includes preschool and/or early grades) \_x000D\_
12. Special education school - primarily serves children with disabilities \_x000D\_
13. Year-round school \_x000D\_
14. Bureau of Indian Education (BIE) or tribal school \_x000D\_

Question "In what year did this school start providing instruction as a public charter school?"

\_x000D\_

\_x000D\_

InstResp "Enter the year." \_x000D\_

\_x000D\_

Watermark "Enter year"

Question "Which of the following characterizes your public charter school?" \_x000D\_

---- \_x000D\_

1. For profit \_x000D\_
2. Not for profit \_x000D\_

Question "Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups? \_x000D\_

\_x000D\_

Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race. \_x000D\_

\_x000D\_

Hispanic or Latino/Latina of any race \_x000D\_

\_x000D\_

InstResp "Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. {The total on the percent column should add to 100%.}" \_x000D\_

\_x000D\_

Pre-unit: "Number:" \_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "American Indian or Alaska Native, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "Asian, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "Black or African American, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"

Question "White, non-Hispanic" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "or" \_x000D\_  
\_x000D\_  
Pre-unit: "Percent:" \_x000D\_  
\_x000D\_  
Watermark: "Enter percent"

Question "Two or more races, non-Hispanic" \_x000D\_  
\_x000D\_  
Pre-unit: "Number:" \_x000D\_  
\_x000D\_  
Watermark: "Enter number"

Question "or" \_x000D\_  
\_x000D\_  
Pre-unit: "Percent:" \_x000D\_  
\_x000D\_  
Watermark: "Enter percent"

Question "About what percentage of the children enrolled in this school are... \_x000D\_  
From the surrounding neighborhood?" \_x000D\_  
\_x000D\_  
Pre-unit "Percent" \_x000D\_  
\_x000D\_  
Watermark "Enter percentage" \_x000D\_  
\_x000D\_  
InstResp: "If none, write "0.""

Question "During this school year, approximately what percentage of students at your school  
are..." \_x000D\_  
\_x000D\_  
Chronically absent?" \_x000D\_  
\_x000D\_  
Pre-unit "Percent:" \_x000D\_  
\_x000D\_  
Watermark "Enter percentage" \_x000D\_  
\_x000D\_  
"Don't know"

Question "From migrant families?" \_x000D\_  
\_x000D\_  
Pre-unit "Percent:" \_x000D\_  
\_x000D\_  
Watermark "Enter percentage" \_x000D\_  
\_x000D\_  
"Don't know"

Question "Bused to achieve equitable access to resources?"\_x000D\_  
\_x000D\_  
Pre-unit "Percent:"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "Attending from outside of the surrounding neighborhood to receive a specialized program or service (for example, gifted and talented services, services for children with disabilities, etc.)?"\_x000D\_  
\_x000D\_  
Pre-unit "Percent:"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "Homeless?"\_x000D\_  
\_x000D\_  
Pre-unit "Percent:"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"\_x000D\_  
\_x000D\_  
"Don't know"

Question "Attend the school under public school choice?"\_x000D\_  
\_x000D\_  
Pre-unit "Percent:"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "Categorically eligible for free meals based on their participation in other specific means-tested programs (for example, Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF))?"\_x000D\_  
\_x000D\_  
Pre-unit "Percent:"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "How many children are currently enrolled in kindergarten classes?"\_x000D\_  
\_x000D\_  
InstResp "Enter number. Please include children enrolled in 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."\_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "By what date did a child need to turn five to enter kindergarten for this school year, 2022-23?"\_x000D\_  
\_x000D\_

InstResp "Please enter the two-digit month, two-digit day, and four-digit year (for example, 09/15/2022). If there is no cutoff date, please select that below."\_x000D\_  
\_x000D\_

Pre-unit "Date"\_x000D\_  
\_x000D\_

Watermark "MM/DD/YYYY"\_x000D\_  
\_x000D\_

"No cutoff date to enter kindergarten"

Question "What days of the week is your school in session?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Monday\_x000D\_
2. Tuesday\_x000D\_
3. Wednesday\_x000D\_
4. Thursday\_x000D\_
5. Friday\_x000D\_
6. Saturday\_x000D\_
7. Sunday\_x000D\_

Question "This next set of questions is about school-level breakfast and lunch eligibility and participation Does your school participate in the U.S. Department of Agriculture's (USDA's) school breakfast program?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What time is breakfast served at the school?"\_x000D\_  
\_x000D\_

Time breakfast starts:"\_x000D\_  
\_x000D\_

Pre-unit "Time"\_x000D\_  
\_x000D\_

Watermark "hh:mm AM/PM"\_x000D\_  
\_x000D\_

InstResp "Enter hour (hh), minutes (mm), and time period (AM or PM)."

Question "Time breakfast ends:"\_x000D\_  
\_x000D\_

Pre-unit "Time"\_x000D\_  
\_x000D\_

Watermark "hh:mm AM/PM"\_x000D\_  
\_x000D\_

InstResp "Enter hour (hh), minutes (mm), and time period (AM or PM)."

Question "How many federally-reimbursable school breakfasts did your school serve at free,  
reduced price, and paid rates over the entire month of October?"\_x000D\_  
\_x000D\_

Paid school breakfasts"\_x000D\_  
\_x000D\_

Pre-unit "Number of breakfasts:"\_x000D\_  
\_x000D\_

Watermark "Enter number"\_x000D\_  
\_x000D\_

InstResp "Please enter the number. If none, enter "0.""

Question "Free school breakfasts"\_x000D\_  
\_x000D\_

Pre-unit "Number of breakfasts:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Reduced-price school breakfasts"\_x000D\_  
\_x000D\_

Pre-unit "Number of breakfasts:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "What is the price of a USDA-reimbursable breakfast for students who pay the full  
price?"\_x000D\_  
\_x000D\_

InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at  
different prices (for example, a higher price for larger portions or a discount for a weekly meal  
ticket). Enter dollars without cents if the price is dollars with no cents (e.g., 3) or enter both dollars  
and cents with a decimal point in front of cents (e.g., 3.50).\_x000D\_  
\_x000D\_

Pre-unit: "Standard full price \$"\_x000D\_  
\_x000D\_

Watermark "00.00"

Question "What is the price of a USDA-reimbursable breakfast for students who pay the reduced price?"\_x000D\_  
\_x000D\_

InstResp: Enter the most common price (standard price) if your cafeteria offers breakfast at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket). Enter dollars without cents if the price is dollars with no cents (e.g., 3) or enter both dollars and cents with a decimal point in front of cents (e.g., 3.50).\_x000D\_  
\_x000D\_

Pre-unit: "Reduced price \$"\_x000D\_  
\_x000D\_

Watermark "00.00"

Question "What are the reasons why your school does not participate in USDA's school breakfast program?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply"\_x000D\_  
----\_x000D\_

1. Too few eligible students\_x000D\_
2. Program too costly\_x000D\_
3. School starts too late to serve breakfast\_x000D\_
4. School lacks facilities to serve breakfast\_x000D\_
5. School lacks staff to serve breakfast\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?"\_x000D\_  
----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?"\_x000D\_  
\_x000D\_

Paid school lunches"\_x000D\_  
\_x000D\_

InstResp "Please enter the number. If none, enter "0.""\_x000D\_  
\_x000D\_

Pre-unit "Number of lunches:"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Free school lunches" \_x000D\_  
\_x000D\_  
Pre-unit "Number of lunches" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Reduced-price school lunches" \_x000D\_  
\_x000D\_  
Pre-unit "Number of lunches" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "What is the price of a USDA-reimbursable lunch for students who pay the full price?" \_x000D\_  
\_x000D\_  
InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket). Enter dollars without cents if the price is dollars with no cents (e.g., 3) or enter both dollars and cents with a decimal point in front of cents (e.g., 3.50). \_x000D\_  
\_x000D\_  
Pre-unit: "Standard full price \$" \_x000D\_  
\_x000D\_  
Watermark "00.00"

Question "What is the price of a USDA-reimbursable lunch for students who pay the reduced price?" \_x000D\_  
\_x000D\_  
InstResp: Enter the most common price (standard price) if your cafeteria offers lunch at different prices (for example, a higher price for larger portions or a discount for a weekly meal ticket). Enter dollars without cents if the price is dollars with no cents (e.g., 3) or enter both dollars and cents with a decimal point in front of cents (e.g., 3.50). \_x000D\_  
\_x000D\_  
Pre-unit: "Reduced price \$" \_x000D\_  
\_x000D\_  
Watermark "00.00"

Question "How many children in your school were approved for free or reduced-price meals as of October, 1, 2022, or the date nearest to that for which data are available?" \_x000D\_  
\_x000D\_  
Free school meals" \_x000D\_  
\_x000D\_  
InstResp "Please enter the numbers. If none, enter "0."" \_x000D\_  
\_x000D\_  
Pre-unit "Number approved" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "Reduced-price meals" \_x000D\_  
\_x000D\_  
Pre-unit "Number approved" \_x000D\_  
\_x000D\_  
Watermark "Enter number"

Question "What are the reasons why your school does not participate in USDA's school lunch program?" \_x000D\_  
\_x000D\_  
InstResp "Select all that apply" \_x000D\_  
---- \_x000D\_  
1. Too few eligible students \_x000D\_  
2. Program too costly \_x000D\_  
3. School starts too late to serve lunch \_x000D\_  
4. School lacks facilities to serve lunch \_x000D\_  
5. School lacks staff to serve lunch \_x000D\_  
91. Other (Please specify): \_x000D\_

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Characteristics section." \_x000D\_  
\_x000D\_  
InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable." \_x000D\_  
---- \_x000D\_  
1. Principal/Administrator \_x000D\_  
2. Vice Principal \_x000D\_  
3. Counselor \_x000D\_  
4. School administrative personnel \_x000D\_  
5. District administrative personnel \_x000D\_  
6. None of the above \_x000D\_  
91. Other (Please specify): \_x000D\_

Question: "You are almost finished with this set of survey questions. \_x000D\_  
\_x000D\_"

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_  
\_x000D\_"

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section. \_x000D\_  
\_x000D\_"

OR \_x000D\_  
\_x000D\_"

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section. \_x000D\_  
\_x000D\_"

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_  
\_x000D\_"

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_"

•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_"

•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_"

•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. \_x000D\_"

•To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_"

•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_"

•You may skip any questions that you do not want to answer. \_x000D\_  
\_x000D\_"

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

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "This section of the survey asks questions about your school's facilities and resources."\_x000D\_  
\_x000D\_

In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?\_x000D\_

\_x000D\_  
Cafeteria"\_x000D\_  
\_x000D\_

InstResp: "Select one response for each row."\_x000D\_  
----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Computer lab"\_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Library/media center"\_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Art room"\_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometime not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Gymnasium" \_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "{Continued} In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?\_x000D\_

\_x000D\_

Music room" \_x000D\_

\_x000D\_

InstResp "Select one response for each row."\_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Playground" \_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Classrooms" \_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Auditorium" \_x000D\_

----\_x000D\_

1. Do not have\_x000D\_
2. Never adequate\_x000D\_
3. Often not adequate\_x000D\_
4. Sometimes not adequate\_x000D\_
5. Always adequate\_x000D\_

Question "Multi-purpose room" \_x000D\_

----\_x000D\_

1. Do not have \_x000D\_
2. Never adequate \_x000D\_
3. Often not adequate \_x000D\_
4. Sometimes not adequate \_x000D\_
5. Always adequate \_x000D\_

Question "How many children is this school designed to accommodate?" \_x000D\_

\_x000D\_

InstResp "Enter number. If none, enter "0."" \_x000D\_

\_x000D\_

Pre-unit "Number of children" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "How many computers in this school are used for...." \_x000D\_

\_x000D\_

Instructional purposes only?" \_x000D\_

\_x000D\_

InstResp "If none, enter "0."" \_x000D\_

\_x000D\_

Pre-unit "Number of computers" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Both instructional and administrative purposes?" \_x000D\_

\_x000D\_

Pre-unit "Number of computers" \_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Please describe the availability and use of school desktop computers, laptops, Chromebooks, tablets, or other electronic devices by their type of access." \_x000D\_

\_x000D\_

InstResp "Select all that apply." \_x000D\_

\_x000D\_

1. Access to local area network (LAN) only \_x000D\_

2. Access to the Internet \_x000D\_

----\_x000D\_

1. Available at your school \_x000D\_
2. Available for use by kindergartners for regular classroom activities \_x000D\_
3. Used for assessments taken by students \_x000D\_
4. None of the above \_x000D\_

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Facilities and Resources section."\_x000D\_  
\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_  
----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Thank you for launching the ECLS survey!\_x000D\_  
\_x000D\_

Here are some tips to keep in mind when completing the survey:\_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.\_x000D\_
- 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.\_x000D\_
- To protect your privacy, you will be logged off if you are idle for 10 minutes.\_x000D\_
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.\_x000D\_
- You may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_

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

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question: "You are almost finished with this set of survey questions.\_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_  
\_x000D\_

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_

OR\_x000D\_  
\_x000D\_

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_  
\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "The next section of the survey contains questions about school-community-family connections. Are any of the following programs or services available to children and their families at your school site?"\_x000D\_  
\_x000D\_

InstResp "Please include programs run by the school and those run by outside groups. \_x000D\_  
\_x000D\_

Select all that apply."\_x000D\_  
----\_x000D\_

1. Before-school child care\_x000D\_
2. Half-day care for children in half-day kindergarten\_x000D\_
3. After-school child care\_x000D\_
4. None of the above\_x000D\_

Question "Are any of the following programs or services for parents and families available at your school site?"\_x000D\_  
\_x000D\_

InstResp "Please include programs run by the school and those run by outside groups. Select all that apply."\_x000D\_  
----\_x000D\_

1. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)\_x000D\_
2. Adult literacy program (including Adult Basic Education)\_x000D\_
3. Family literacy program\_x000D\_
4. Health or social services offered collaboratively by service agencies such as hospitals\_x000D\_
5. Orientation to school setting for new families\_x000D\_
6. Hearing screening\_x000D\_
7. Vision screening\_x000D\_
8. Child care so that parents can attend school parent meetings or events\_x000D\_
9. Programs to learn English for parents or families whose native language is not English\_x000D\_
10. None\_x000D\_

Question "Please indicate how often each of the following activities is provided by your school.\_x000D\_  
\_x000D\_

PTA, PTO, or Parent-Teacher-Student organization meetings"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "Reports of child's performance provided to parents (for example, report cards)"\_x000D\_  
----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "Information on the child's standardized assessment scores provided to parents" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "Teacher-parent conferences" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "School performances to which parents are invited" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "Which of the following does your school use funds raised by your PTA/PTO to support?"

\_x000D\_

\_x000D\_

InstResp "Please include programs run by the school and those run by outside groups. \_x000D\_

\_x000D\_

Select all that apply." \_x000D\_

----\_x000D\_

1. Out of school time programming\_x000D\_
2. Student tutoring\_x000D\_
3. Technology (computer labs, Chromebooks, Smartboards, tablets, etc.)\_x000D\_
4. Arts instruction (musical, visual, dance, dramatic arts)\_x000D\_
5. Field trips\_x000D\_
6. Workshops and other services for parents and caregivers\_x000D\_
7. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Classroom programs like class plays, book nights, or family math nights" \_x000D\_

----\_x000D\_

1. Never\_x000D\_
2. Once a year\_x000D\_
3. 2 to 3 times a year\_x000D\_
4. 4 to 6 times a year\_x000D\_
5. 7 or more times a year\_x000D\_

Question "Does your school or district have a policy limiting the amount of additional funding that can be contributed by your school's PTA/PTO?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, how often has your school used the following ways to communicate with all parents? \_x000D\_

\_x000D\_

Electronic communication to all parents, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices." \_x000D\_

----\_x000D\_

1. Less than once a month or never\_x000D\_
2. Once a month\_x000D\_
3. Several times a month\_x000D\_
4. Once a week\_x000D\_
5. More than once a week\_x000D\_

Question "Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages." \_x000D\_

----\_x000D\_

1. Less than once a month or never\_x000D\_
2. Once a month\_x000D\_
3. Several times a month\_x000D\_
4. Once a week\_x000D\_
5. More than once a week\_x000D\_

Question "During this school year, has your school used an online tool or website that is available to the general public and that parents can access without a login or password?" \_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, has your school (or any teacher) used an online tool or website that parents can only access with a login and password to get information about their child, the child's class, or the school?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Which of the following types of information are provided in the online tool or website that parents can only access with a login and password?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Classroom-specific assignments, including homework\_x000D\_
2. Child- or parent-specific information, such as progress reports between grading periods\_x000D\_
3. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Please indicate how much you agree or disagree with the following statements about the school's community and parents.\_x000D\_

\_x000D\_

Parents are actively involved in this school's programs."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "The community served by this school is supportive of its goals and activities."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Parents of children in this school are welcome to observe classes any time they are in session."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "How much of a problem are the following in the neighborhood where this school is located?\_x000D\_

\_x000D\_

Tensions based on racial, ethnic, or religious differences"\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Big problem\_x000D\_
2. Somewhat of a problem\_x000D\_
3. Not a problem\_x000D\_

DON'T KNOW

Question "Tensions based on economic differences"\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Big problem\_x000D\_
2. Somewhat of a problem\_x000D\_
3. Not a problem\_x000D\_

DON'T KNOW

Question "Selling or using drugs or excessive drinking in public"\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Big problem\_x000D\_
2. Somewhat of a problem\_x000D\_
3. Not a problem\_x000D\_

DON'T KNOW

Question "Gangs" \_x000D\_  
\_x000D\_  
SaVisible "True".\_x000D\_  
----\_x000D\_

1. Big problem \_x000D\_
  2. Somewhat of a problem \_x000D\_
  3. Not a problem \_x000D\_
- DON'T KNOW

Question "Violence in the neighborhood" \_x000D\_  
\_x000D\_  
SaVisible "True".\_x000D\_  
----\_x000D\_

1. Big problem \_x000D\_
  2. Somewhat of a problem \_x000D\_
  3. Not a problem \_x000D\_
- DON'T KNOW

Question "{Continued} How much of a problem are the following in the neighborhood where this school is located? \_x000D\_  
\_x000D\_

Vacant houses and buildings" \_x000D\_  
\_x000D\_  
SaVisible "True".\_x000D\_  
----\_x000D\_

1. Big problem \_x000D\_
  2. Somewhat of a problem \_x000D\_
  3. Not a problem \_x000D\_
- DON'T KNOW

Question "Crime in the neighborhood" \_x000D\_  
\_x000D\_  
SaVisible "True".\_x000D\_  
----\_x000D\_

1. Big problem \_x000D\_
  2. Somewhat of a problem \_x000D\_
  3. Not a problem \_x000D\_
- DON'T KNOW

Question "Opioid addiction" \_x000D\_  
\_x000D\_  
SaVisible "True".\_x000D\_  
----\_x000D\_

1. Big problem \_x000D\_
  2. Somewhat of a problem \_x000D\_
  3. Not a problem \_x000D\_
- DON'T KNOW

Question "To the best of your knowledge how often do the following types of problems occur at your school?"\_x000D\_  
\_x000D\_

Children bring weapons to school."\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Theft"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Physical conflicts among students"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Children bringing in or using alcohol at school"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Children bringing in or using illegal drugs at school"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "{Continued} To the best of your knowledge how often do the following types of problems occur at your school?\_x000D\_

\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Student bullying"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Widespread disorder in classrooms"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Class cutting"\_x000D\_

----\_x000D\_

1. Never happens\_x000D\_
2. Happens on occasion\_x000D\_
3. Happens at least once a month\_x000D\_
4. Happens at least once a week\_x000D\_
5. Happens daily\_x000D\_

Question "Which of the following emergency procedures have your students been drilled on during this school year?"\_x000D\_  
\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_  
1. Evacuation\_x000D\_  
2. Lockdown\_x000D\_  
3. Shelter in place\_x000D\_  
4. None of the above\_x000D\_  
91. Other (Please specify):\_x000D\_

Question "During this school year, how many days were school activities disrupted due to implementation of the following emergency procedures (not drills)? \_x000D\_  
\_x000D\_  
Evacuation" \_x000D\_  
\_x000D\_  
InstResp "Enter the number of days."\_x000D\_  
\_x000D\_  
Pre-unit "Number of days:"\_x000D\_  
\_x000D\_  
Watermark "Enter Number"

Question "Lockdown"\_x000D\_  
\_x000D\_  
Pre-unit "Number of days:"\_x000D\_  
\_x000D\_  
Watermark "Enter Number"

Question "Shelter in place"\_x000D\_  
\_x000D\_  
Pre-unit "Number of days:"\_x000D\_  
\_x000D\_  
Watermark "Enter Number"

Question "Other emergency procedures {C130S}"\_x000D\_  
\_x000D\_  
Pre-unit "Number of days:"\_x000D\_  
\_x000D\_  
Watermark "Enter Number"

Question "During this school year, which of the following measures has your school implemented to ensure the safety of children?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Require visitors to sign or check in and wear badges\_x000D\_
2. Require visitors to present photo ID, which is verified, and used to generate badges\_x000D\_
3. Control access to school buildings during school hours (for example, locked or monitored doors)\_x000D\_
4. Require metal detector checks on students every day\_x000D\_
5. Equip classrooms with locks so that doors can be locked from the inside\_x000D\_
6. Close the campus for most or all students during lunch\_x000D\_
7. Use one or more random dog sniffs to check for drugs\_x000D\_
8. Perform one or more random sweeps for contraband (for example, drugs or weapons), not including dog sniffs\_x000D\_
9. Require students to wear uniforms\_x000D\_
10. Enforce a strict dress code\_x000D\_
11. Provide school lockers to students\_x000D\_
12. Require clear book bags or ban book bags on school grounds\_x000D\_
13. Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident\_x000D\_
14. Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box)\_x000D\_
15. Require students to wear badges or picture IDs\_x000D\_
16. Require faculty and staff to wear badges or picture IDs\_x000D\_
17. Use of one or more security cameras to monitor the outside of the school (for example, entrance(s), or grounds)\_x000D\_
18. Use of one or more security cameras to monitor the inside of the school (for example, lobby, or the hallways)\_x000D\_
19. Provide telephones in most classrooms\_x000D\_
20. Provide two-way radios to any staff\_x000D\_
21. Use of security guards, unarmed\_x000D\_
22. Use of security guards, armed\_x000D\_
23. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Does your school implement any of the following policies and practices related to technology use?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Policy prohibiting student use of cell phones and text messaging devices during school hours\_x000D\_
2. Policy limiting student access to social media (network and computers)\_x000D\_
3. Practice of web-based instruction\_x000D\_
4. Practice of blended learning\_x000D\_
5. Practice of providing digital devices (for example, laptop, Chromebook, tablet, etc.) to each student\_x000D\_
6. Policy limiting amount of screen time students experience in class\_x000D\_
7. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "To what extent is each of the following a problem in this school? \_x000D\_  
\_x000D\_  
Student tardiness" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "Student absenteeism" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "Student aggressive or disruptive behavior" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "Teacher absenteeism" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "Teacher turnover" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "Overcrowding" \_x000D\_  
---- \_x000D\_

1. Serious problem \_x000D\_
2. Moderate problem \_x000D\_
3. Minor problem \_x000D\_
4. Not a problem \_x000D\_

Question "During the past year, to what extent did any of the following changes occur at your school? \_x000D\_ \_x000D\_

Funding levels decreased" \_x000D\_

----\_x000D\_

1. Not at all \_x000D\_
2. Small extent \_x000D\_
3. Moderate extent \_x000D\_
4. Large extent \_x000D\_

Question "Enrollment increased" \_x000D\_

----\_x000D\_

1. Not at all \_x000D\_
2. Small extent \_x000D\_
3. Moderate extent \_x000D\_
4. Large extent \_x000D\_

Question "Enrollment decreased" \_x000D\_

----\_x000D\_

1. Not at all \_x000D\_
2. Small extent \_x000D\_
3. Moderate extent \_x000D\_
4. Large extent \_x000D\_

Question "The number of students receiving free or reduced-price lunch increased" \_x000D\_

----\_x000D\_

1. Not at all \_x000D\_
2. Small extent \_x000D\_
3. Moderate extent \_x000D\_
4. Large extent \_x000D\_

Question "Student mobility increased (that is, the number of students transferring in and out of the school increased)" \_x000D\_

----\_x000D\_

1. Not at all \_x000D\_
2. Small extent \_x000D\_
3. Moderate extent \_x000D\_
4. Large extent \_x000D\_

Question "There has been a reduction in staffing" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "{Continued} During the past year, to what extent did any of the following changes occur at your school? \_x000D\_

\_x000D\_

Class sizes increased" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "Class sizes decreased" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "Salaries increased" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "Salaries decreased" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "Number of English language learners (ELL) increased" \_x000D\_

----\_x000D\_

1. Not at all\_x000D\_
2. Small extent\_x000D\_
3. Moderate extent\_x000D\_
4. Large extent\_x000D\_

Question "During the past year, were changes made to your school's assigned attendance

area?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School-Family-Community Connections section."\_x000D\_

\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_

----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "During this school year, have any of the following programs been implemented at this school?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Multi-Tiered System of Support (MTSS)\_x000D\_
2. Social-Emotional Learning (SEL) program\_x000D\_
3. Positive Behavior Interventions and Supports (PBIS)\_x000D\_
4. Violence prevention program\_x000D\_
5. School climate and community program\_x000D\_
6. None of the above\_x000D\_

Question: "You are almost finished with this set of survey questions. \_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_

\_x000D\_

- If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

OR \_x000D\_

\_x000D\_

- If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

- When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_

\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey! \_x000D\_

\_x000D\_

Here are some tips to keep in mind when completing the survey: \_x000D\_

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_

- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_

- 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. \_x000D\_

- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_

- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_

- You may skip any questions that you do not want to answer. \_x000D\_

\_x000D\_

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

Question "Which of the following statements describe your school's promotion and retention practices or policies for kindergartners?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Children can be retained in kindergarten.\_x000D\_
2. Children can be promoted in kindergarten.\_x000D\_
3. This school has a formal retention policy.\_x000D\_
4. This school has a formal promotion policy.\_x000D\_
5. None of the above\_x000D\_

Question "Which of the following statements describe your school's retention practices or policies for retaining kindergartners?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Kindergartners can be retained for maturational reasons (for example, social/emotional immaturity).\_x000D\_
2. Kindergartners can be retained at the request of their parents.\_x000D\_
3. Kindergartners can be retained due to academic deficiencies (for example, below grade level).\_x000D\_
4. Kindergartners can be retained due to failing a schoolwide standardized test.\_x000D\_
5. Kindergartners can be retained more than once in each grade.\_x000D\_
6. Kindergartners can be retained without parents' permission.\_x000D\_
7. Kindergartners with disabilities can be retained.\_x000D\_
8. None of the above\_x000D\_

Question "How many kindergarten children were retained last school year?"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "How many first-grade children were retained last school year?"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "During this school year, were any children in your school assigned in-school or out of school suspension?"\_x000D\_  
\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "During this school year, how many children in your school who were assigned in-school or out of school suspension were...\_x000D\_

Male"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Female"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Another gender"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Unknown gender"\_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "English language learners" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Students with disabilities" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "{Continued} During this school year, how many children in your school who were assigned in-school or out of school suspension were...\_x000D\_

\_x000D\_

Hispanic or Latino/Latina of any race" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "American Indian or Alaska Native, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Asian, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Black or African American, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "White, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "Two or more races, non-Hispanic" \_x000D\_

----\_x000D\_

1. None\_x000D\_
2. A few\_x000D\_
3. A quarter\_x000D\_
4. About half\_x000D\_
5. More than half\_x000D\_
6. All or almost all\_x000D\_
7. Not applicable - Student type not at this school\_x000D\_

Question "For each of the following statements about reading and math, indicate how strongly you agree or disagree. \_x000D\_

\_x000D\_

This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading."\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

DON'T KNOW

Question "At this school, we use data from screening tests to determine if core instruction in reading is meeting the needs of most of our students."\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

DON'T KNOW

Question "This school has a set of clear, predetermined grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math."\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

DON'T KNOW

Question "At this school, we use data from screening tests to determine if core instruction in math is meeting the needs of most of our students."\_x000D\_

\_x000D\_

SaVisible "True".\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

DON'T KNOW

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Policies and Practices section."\_x000D\_

\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_

----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question: "You are almost finished with this set of survey questions. \_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_

\_x000D\_

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

OR \_x000D\_

\_x000D\_

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_

\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey! \_x000D\_

\_x000D\_

Here are some tips to keep in mind when completing the survey: \_x000D\_

•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_

•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_

•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. \_x000D\_

•To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_

•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_

•You may skip any questions that you do not want to answer. \_x000D\_

\_x000D\_

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

Question "The next section contains questions about your school's programs for particular populations. During this school year, did this school provide any of the following services for students experiencing housing insecurity or homelessness?"\_x000D\_

\_x000D\_  
InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Referrals to shelter or safe housing\_x000D\_
2. Crisis intervention services\_x000D\_
3. Access to showers, toiletries, and hygiene supplies\_x000D\_
4. Access to laundry\_x000D\_
5. Food for students outside of school day\_x000D\_
6. Not applicable - This school did not provide any of the services listed above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Do any of the children in this school come from a home where a language other than English is spoken?"\_x000D\_

- \_x000D\_
1. Yes\_x000D\_
  2. No\_x000D\_

Question "What percentage of children in this school and in first grade are English language learners (ELL)?\_x000D\_

\_x000D\_  
ELL among all students in school\_x000D\_  
\_x000D\_  
Pre-unit "Percent ELL"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "ELL among students in first grade"\_x000D\_

\_x000D\_  
Pre-unit "Percent ELL"\_x000D\_  
\_x000D\_  
Watermark "Enter percentage"

Question "What percentage of first-grade children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?"\_x000D\_

\_x000D\_  
Percent receiving ESL instruction\_x000D\_  
\_x000D\_  
In regular classroom"\_x000D\_  
\_x000D\_  
InstResp: Enter "0" if instruction is not provided or if instruction is provided but no first-grade students receive the instruction.\_x000D\_  
\_x000D\_  
Watermark "Enter percent"

<p>Question "In pull-out setting" _x000D_ _x000D_ Watermark "Enter percent"</p>
<p>Question "Percent receiving bilingual instruction _x000D_ _x000D_ In regular classroom" _x000D_ _x000D_ Watermark "Enter percent"</p>
<p>Question "In pull-out setting" _x000D_ _x000D_ Watermark "Enter percent"</p>
<p>Question "Percent receiving dual-language instruction _x000D_ _x000D_ In regular classroom" _x000D_ _x000D_ Watermark "Enter percent"</p>
<p>Question "In pull-out setting" _x000D_ _x000D_ Watermark "Enter percent"</p>
<p>Question "Please indicate which of the following services are provided to families of children from households where a language other than English is spoken." _x000D_ _x000D_ InstResp "Select all that apply." _x000D_ ---- _x000D_ 1. Translators are made available to parents for parent/teacher and parent/school staff meetings and/or meetings are conducted in the parents' non-English language _x000D_ 2. Translation of written communications are provided to these families _x000D_ 3. Home visits are made to families of these children _x000D_ 4. An outreach worker assists in enrolling these children when first entering school _x000D_ 5. The school conducts special parent meetings for families from a non-English background _x000D_ 6. None of the above _x000D_</p>
<p>Question "Since the beginning of this school year, how many students have been newly evaluated at your school to determine if they are eligible for an IEP?" _x000D_ _x000D_ Pre-unit "Number of students" _x000D_ _x000D_ Watermark "Enter number"</p>

Question "Of those students who have been newly evaluated at your school this school year, how many were found eligible for an IEP, including those who may have an IEP for speech only?"\_x000D\_

\_x000D\_

Pre-unit "Number of students"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Are there any children with disabilities in this school receiving special education on any of the following plans?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Individualized Education Program (IEP)\_x000D\_
2. 504 plans based on section 504 of the Rehabilitation Act\_x000D\_
3. Neither of these\_x000D\_

Question "Approximately what percentage of your first graders is in each of the following instructional programs?"\_x000D\_

\_x000D\_

Special education (with Individualized Education Program (IEP))\_x000D\_

\_x000D\_

InstResp "Enter percent"\_x000D\_

\_x000D\_

"Not offered in first grade"\_x000D\_

\_x000D\_

"Not offered in any grade"\_x000D\_

\_x000D\_

Watermark "Enter percent"

Question "{Approximately what percentage of your first graders is in each of the following instructional programs?}\_x000D\_

\_x000D\_

Accommodations through a 504 plan"\_x000D\_

\_x000D\_

{InstResp "Enter percent"}\_x000D\_

\_x000D\_

"Not offered in first grade"\_x000D\_

\_x000D\_

"Not offered in any grade"\_x000D\_

\_x000D\_

Watermark "Enter percent"

Question "{Approximately what percentage of your first graders is in each of the following instructional programs?}"\_x000D\_

\_x000D\_  
Reading instruction for students performing below grade level in reading" \_x000D\_

\_x000D\_  
{InstResp "Enter percent"}\_x000D\_

\_x000D\_  
"Not offered in first grade" \_x000D\_

\_x000D\_  
"Not offered in any grade" \_x000D\_

\_x000D\_  
Watermark "Enter percent"

Question "Math instruction for students performing below grade level in math" \_x000D\_

\_x000D\_  
InstResp "Enter percent" \_x000D\_

\_x000D\_  
"Not offered in first grade" \_x000D\_

\_x000D\_  
"Not offered in any grade" \_x000D\_

\_x000D\_  
Watermark "Enter percent"

Question "A gifted and talented program" \_x000D\_

\_x000D\_  
InstResp "Enter percent" \_x000D\_

\_x000D\_  
"Not offered in first grade" \_x000D\_

\_x000D\_  
"Not offered in any grade" \_x000D\_

\_x000D\_  
Watermark "Enter percent"

Question "How are students identified for special education programs at this school?" \_x000D\_

\_x000D\_  
InstResp "Select all that apply." \_x000D\_

----\_x000D\_  
1. Universal screening\_x000D\_

2. Teacher referral\_x000D\_

3. None of the above\_x000D\_

91. Other (Please specify):\_x000D\_

Question "How are students identified for gifted and talented programs at this school?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Universal screening\_x000D\_
2. Teacher referral\_x000D\_
3. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "What method(s) are used in your school to determine special education eligibility for students with learning disabilities?"\_x000D\_

\_x000D\_

InstResp: "Select all that apply."\_x000D\_

----\_x000D\_

1. IQ-achievement discrepancy model which shows whether there is a discrepancy between expected performance and actual performance\_x000D\_
2. Response to Intervention (Rtl) model\_x000D\_
91. Other (Please specify):\_x000D\_

Question "Where are children with Individual Education Programs (IEPs) typically served in this school?"\_x000D\_

----\_x000D\_

1. Children with IEPs are not served in this school.\_x000D\_
2. Children with IEPs typically spend most of their day in separate classes.\_x000D\_
3. Children with IEPs typically spend most of their day in the regular classroom.\_x000D\_

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Programs for Particular Populations section."\_x000D\_

\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_

----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question: "You are almost finished with this set of survey questions. \_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_

\_x000D\_

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

OR \_x000D\_

\_x000D\_

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section. \_x000D\_

\_x000D\_

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_

\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey! \_x000D\_

\_x000D\_

Here are some tips to keep in mind when completing the survey: \_x000D\_

•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible. \_x000D\_

•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_

•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. \_x000D\_

•To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_

•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_

•You may skip any questions that you do not want to answer. \_x000D\_

\_x000D\_

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

Question "This set of questions is for public schools. Please confirm whether your school is public or private."\_x000D\_

----\_x000D\_

1. Public\_x000D\_
2. Private\_x000D\_

Question "The next set of items pertain to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III. \_x000D\_ \_x000D\_

Did your school receive Federal Title I funds for this school year?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_
3. Not applicable\_x000D\_

Question "Is your school operating a Title I targeted assistance or schoolwide program?"\_x000D\_

----\_x000D\_

1. Targeted assistance program\_x000D\_
2. Schoolwide program\_x000D\_

Question "Does your school use Title I funds for any of the following purposes?"\_x000D\_ \_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. To serve children in a pull-out setting\_x000D\_
2. To serve children in an in-class setting\_x000D\_
3. To reduce class size\_x000D\_
4. To provide extended time learning opportunities before and/or after school for children\_x000D\_
5. To provide professional development activities\_x000D\_
6. To provide family literacy services\_x000D\_
7. To provide summer learning opportunities\_x000D\_
8. None of the above\_x000D\_

Question "Did your school receive Federal Title III funds for this school year?"\_x000D\_ \_x000D\_

InstResp "Title III is for "Language Instruction for Limited English Proficient and Immigrant Students."\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Does your school use Title III funds for any of the following purposes?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. To serve children in a pull-out setting for second language instruction\_x000D\_
2. To serve children in an in-class setting for second language instruction\_x000D\_
3. To provide extended time learning opportunities before and/or after school for children\_x000D\_
4. To improve the entire educational program through a schoolwide program\_x000D\_
5. To provide professional development activities for teachers who serve English language learners\_x000D\_
6. To provide family literacy services (usually done out of Title III immigrant funds)\_x000D\_
7. To provide summer learning opportunities\_x000D\_
8. To provide student support in the student's home language for second language instruction\_x000D\_
9. None of the above\_x000D\_

Question "The next items address federal requirements. At the end of the LAST school year (2021-2022), what was this school's status?"\_x000D\_

----\_x000D\_

1. Unclassified\_x000D\_
2. Comprehensive improvement\_x000D\_
3. Targeted support\_x000D\_

Question "Which of the following actions has this school taken, in response to the need for improvement?"\_x000D\_

\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Developed or revised a two-year school improvement plan\_x000D\_
2. Offered students the choice to transfer to another public school\_x000D\_
3. Offered supplemental educational services to students from low-income families\_x000D\_
4. Replaced school staff\_x000D\_
5. Implemented a new curriculum based on scientifically based research\_x000D\_
6. Extended the school day or school year\_x000D\_
7. Appointed an outside expert to advise the school on its progress\_x000D\_
8. Reorganized the school internally\_x000D\_
9. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question "This set of questions is about grade 3 students. Does this school have grade 3 students?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Based on recent state assessments, what percentage of the grade 3 students in your school in the prior school year (2021-22) scored "proficient" or above in the following subjects?

\_x000D\_

\_x000D\_

Reading or verbal skills"\_x000D\_

\_x000D\_

Pre-unit "Percentage:"\_x000D\_

\_x000D\_

Watermark: "Enter percentage"\_x000D\_

\_x000D\_

InstResp "If not applicable, enter "0.""

Question "Mathematics or quantitative skills"\_x000D\_

\_x000D\_

Pre-unit "Percentage:"\_x000D\_

\_x000D\_

Watermark: "Enter percentage"\_x000D\_

\_x000D\_

InstResp "If not applicable, enter "0.""

Question "Science"\_x000D\_

\_x000D\_

Pre-unit "Percentage:"\_x000D\_

\_x000D\_

Watermark: "Enter percentage"\_x000D\_

\_x000D\_

InstResp "If not applicable, enter "0.""

Question "English language proficiency for English language learners (ELL)"\_x000D\_

\_x000D\_

Pre-unit "Percentage:"\_x000D\_

\_x000D\_

Watermark: "Enter percentage"\_x000D\_

\_x000D\_

InstResp "If not applicable, enter "0.""

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the Federal Programs section."\_x000D\_  
\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_  
----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question: "You are almost finished with this set of survey questions.\_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_  
\_x000D\_

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section. \_x000D\_  
\_x000D\_

OR\_x000D\_  
\_x000D\_

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_  
\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_

Here are some tips to keep in mind when completing the survey: \_x000D\_

•Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_

•Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_

•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.\_x000D\_

•To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_

•Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_

•You may skip any questions that you do not want to answer.\_x000D\_  
\_x000D\_

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

Question "The next set of questions are about characteristics of staff at your school. Approximately how many staff members does your school currently have in the following categories?\_x000D\_

\_x000D\_

Regular classroom teachers" \_x000D\_

\_x000D\_

InstResp: "Please enter the number of staff members who work full time at your school and the number of staff who work part time at your school. If a staff member is shared with other schools, count that person as 'part time' in your school. Place each staff member in only one staff category. If a staff member fits more than one category, pick the category most descriptive of his/her work. If there are no staff in your school in a category, enter "0." \_x000D\_

\_x000D\_

Pre-unit: "Full time:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Pre-unit: "Part time:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "ESL/bilingual education/language immersion/ELL instruction teachers"\_x000D\_

\_x000D\_

Pre-unit: "Full time:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Pre-unit: "Part time:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "Drama, music, or art teachers" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Gym/PE or health teachers" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Special education teachers and related service providers (for example, speech therapist, physical therapist, adaptive physical education, etc.)" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Paraprofessionals (for example, classroom aides)" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Teachers of gifted/talented students" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"

Question "{Continued} Approximately how many staff members does your school currently have in the following categories?_x000D_ _x000D_ Reading specialists and interventionists" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Math specialists and interventionists" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "School nurses or health professionals" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "School psychologists and social workers" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"
Question "Counselors (for example, guidance or academic counselors)" _x000D_ _x000D_ Pre-unit: "Full time:" _x000D_ _x000D_ Watermark: "Enter number"
Pre-unit: "Part time:" _x000D_ _x000D_ Watermark: "Enter number"

Question "Library media specialists/librarians" \_x000D\_

Pre-unit: "Full time:" \_x000D\_

Watermark: "Enter number"

Pre-unit: "Part time:" \_x000D\_

Watermark: "Enter number"

Question "Computer/technology teachers or support staff" \_x000D\_

Pre-unit: "Full time:" \_x000D\_

Watermark: "Enter number"

Pre-unit: "Part time:" \_x000D\_

Watermark: "Enter number"

Question "Does your school currently have any staff members who do the following as their primary role or one of their primary roles?" \_x000D\_

InstResp "Select all that apply." \_x000D\_

---- \_x000D\_

1. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective READING instruction \_x000D\_
2. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective MATH instruction \_x000D\_
3. A school staff member who provides ongoing training or support to classroom teachers in the delivery of effective behavioral supports \_x000D\_
4. A school staff member who supports teachers in collecting, organizing, and managing assessment data \_x000D\_
5. A school staff member who supports teachers in the interpretation and use of assessment data to guide instruction \_x000D\_
6. None of the above \_x000D\_

Question "Indicate how much you agree or disagree with the following statements about your school and staff."\_x000D\_

\_x000D\_

InstResp "Mark one response on each row."\_x000D\_

\_x000D\_

There is consensus among administrators and teachers on goals and expectations."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "We have an active professional development program for teachers."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "Teachers are very active in planning staff development activities in this school."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "There is adequate time for teacher professional development."\_x000D\_

----\_x000D\_

1. Strongly disagree\_x000D\_
2. Disagree\_x000D\_
3. Neither agree nor disagree\_x000D\_
4. Agree\_x000D\_
5. Strongly agree\_x000D\_

Question "What percentage of your part-time and full-time teachers, including regular classroom, ELL/Bilingual, remedial, special education, art, music, and physical education teachers, belongs to each of the following racial/ethnic groups?\_x000D\_

\_x000D\_

Hispanic or Latino/Latina of any race"\_x000D\_

\_x000D\_

InstResp "Enter number or percentage. Enter "0" if your school has no teachers of that racial/ethnic group. The total on the percent column should add to 100%."\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "or"\_x000D\_

\_x000D\_

Pre-unit: "Percent:"\_x000D\_

\_x000D\_

Watermark: "Enter percent"

Question "American Indian or Alaska Native, non-Hispanic"\_x000D\_

\_x000D\_

InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "or"\_x000D\_

\_x000D\_

Pre-unit: "Percent:"\_x000D\_

\_x000D\_

Watermark: "Enter percent"

Question "Asian, non-Hispanic"\_x000D\_

\_x000D\_

InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%.\_x000D\_

\_x000D\_

Pre-unit: "Number:"\_x000D\_

\_x000D\_

Watermark: "Enter number"

Question "or"\_x000D\_

\_x000D\_

Pre-unit: "Percent:"\_x000D\_

\_x000D\_

Watermark: "Enter percent"

Question "Black or African American, non-Hispanic" _x000D_ _x000D_ InstResp: Enter number or percentage. Enter "0" if your school has no children of that racial/ethnic group. The total on the percent column should add to 100%. _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "White, non-Hispanic" _x000D_ _x000D_ Pre-unit: "Number:" _x000D_ _x000D_ Watermark: "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"
Question "Two or more races, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"
Question "or" _x000D_ _x000D_ Pre-unit: "Percent:" _x000D_ _x000D_ Watermark: "Enter percent"

Question "Are monetary incentives such as cash bonuses, salary increases, or different steps on the salary schedule used in your school to reward teachers for..."\_x000D\_  
\_x000D\_

InstResp "Select all that apply"\_x000D\_

----\_x000D\_

1. Improved performance on state tests?\_x000D\_
2. Reaching target goals on state tests?\_x000D\_

Question "Please indicate the number of regular classroom teachers who have joined or left your school since the start of the school year."\_x000D\_  
\_x000D\_

Number of regular classroom teachers who have started teaching in your school since the start of the school year?"\_x000D\_  
\_x000D\_

InstResp "Enter in the approximate numbers. If no teachers have left or started your school during the school year, enter "0.""\_x000D\_  
\_x000D\_

Pre-unit "Number:"\_x000D\_

\_x000D\_

Watermark "Enter number"

Question "Number of regular classroom teachers who have left your school since the start of the school year, and have not returned?"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Number of regular classroom teachers for whom this school year is their first year of teaching?"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Number of regular classroom teachers for whom this school year is their first year of teaching in this school?"\_x000D\_  
\_x000D\_

Watermark "Enter number"

Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the Staffing and Teacher Characteristics section."\_x000D\_  
\_x000D\_

InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."\_x000D\_  
----\_x000D\_

1. Principal/Administrator\_x000D\_
2. Vice Principal\_x000D\_
3. Counselor\_x000D\_
4. School administrative personnel\_x000D\_
5. District administrative personnel\_x000D\_
6. None of the above\_x000D\_
91. Other (Please specify):\_x000D\_

Question: "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Question: "You are almost finished with this set of survey questions.\_x000D\_  
\_x000D\_

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_  
\_x000D\_

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_

OR\_x000D\_  
\_x000D\_

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section.\_x000D\_  
\_x000D\_

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you for launching the ECLS survey! \_x000D\_  
\_x000D\_"

Here are some tips to keep in mind when completing the survey: \_x000D\_"

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.\_x000D\_"
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. \_x000D\_"
- 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.\_x000D\_"
- To protect your privacy, you will be logged off if you are idle for 10 minutes. \_x000D\_"
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon. \_x000D\_"
- You may skip any questions that you do not want to answer.\_x000D\_"

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

Question "The next section is designed to be answered only by the school administrator, and is linked to your unique PIN. Designees who may be selected to complete other sections of this survey on your behalf do not have access to this section. This is to ensure that your responses in this section are private. \_x000D\_"

\_x000D\_"

What is your gender?" \_x000D\_"

---- \_x000D\_"

1. Male\_x000D\_"
2. Female\_x000D\_"
3. Another gender\_x000D\_"

Question "In what year were you born?"\_x000D\_"

\_x000D\_"

Watermark: "Enter year"

Question "Are you Hispanic or Latino/Latina?"\_x000D\_"

----\_x000D\_"

1. Yes\_x000D\_"
2. No\_x000D\_"

Question "Which best describes your race?"\_x000D\_"

\_x000D\_"

InstResp "Select all that apply."\_x000D\_"

----\_x000D\_"

1. American Indian or Alaska Native\_x000D\_"
2. Asian\_x000D\_"
3. Black or African American\_x000D\_"
4. Native Hawaiian or Other Pacific Islander\_x000D\_"
5. White\_x000D\_"

Question "How many years of experience do you have in each of the following positions, including years in which you worked part time?"\_x000D\_  
\_x000D\_

Years as a teacher before becoming a school administrator or principal"\_x000D\_  
\_x000D\_

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1." "\_x000D\_  
\_x000D\_

Watermark: "Enter years"

Question "Total number of years as a school administrator or principal at any school"\_x000D\_  
\_x000D\_

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1." "\_x000D\_  
\_x000D\_

Watermark: "Enter years"

Question "Number of years as a school administrator or principal at this school"\_x000D\_  
\_x000D\_

InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1." "\_x000D\_  
\_x000D\_

Watermark: "Enter years"

Question "Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?"\_x000D\_  
\_x000D\_

InstResp "Select all that apply."\_x000D\_  
----\_x000D\_

1. Traditional university-based training certification program\_x000D\_
2. District-based training program (for example, the Boston's Lynch-BPS Principal Fellowship, New York City Leadership Academy's Aspiring Principals Program, Chicago's LAUNCH program)\_x000D\_
3. City-based training program (for example, Cleveland's First Ring Leadership Academy)\_x000D\_
4. State-based training program (for example, New Jersey EXCEL)\_x000D\_
5. Training and/or certification program run by a national non-profit organization (for example, KIPP School Leadership Program, New Leaders)\_x000D\_
6. Another school administration preparation program\_x000D\_
7. None of the above\_x000D\_

Question "What is the highest level of education you have completed?"\_x000D\_

----\_x000D\_

1. High school diploma or equivalent/GED\_x000D\_
2. Associate's degree\_x000D\_
3. Bachelor's degree\_x000D\_
4. At least one year of coursework beyond a Bachelor's degree but not a graduate degree\_x000D\_
5. Master's degree\_x000D\_
6. Education specialist or professional diploma based on at least one year of course work past a Master's degree level\_x000D\_
7. Doctorate or an advanced professional degree beyond a Master's degree (for example, EdD, PhD, JD, or MD)\_x000D\_

Question "What was your major field of study in the highest degree you completed?"\_x000D\_

InstResp "Select all that apply."\_x000D\_

----\_x000D\_

1. Early childhood education\_x000D\_
2. Elementary education\_x000D\_
3. Education administration/management\_x000D\_
4. Special education\_x000D\_
5. Other education-related major (such as secondary education, educational psychology, science education, music education, etc.)\_x000D\_
6. Non-education major (such as history, English, etc.)\_x000D\_
7. None of the above\_x000D\_

Question "Please estimate how many hours you spend on average each week on the following activities.\_x000D\_

\_x000D\_

Working with teachers on instructional issues"\_x000D\_

\_x000D\_

InstResp "Enter number of hours."\_x000D\_

\_x000D\_

Watermark: "Enter hours"\_x000D\_

\_x000D\_

Pre-unit "Enter hours"

Question "Internal school management (weekly calendars, vendors, office, memos, etc, including work with administrative and support staff)"\_x000D\_

\_x000D\_

Watermark: "Enter hours"\_x000D\_

\_x000D\_

Pre-unit "Enter hours"

Question "Student discipline (including working with students directly and working with teachers to address student behavioral issues)" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "Student attendance" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "Monitoring hallways, playground, lunchroom, etc." _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "{Continued} Please estimate how many hours you spend on average each week on the following activities._x000D_ _x000D_ Teaching" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "Talking and meeting with parents" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "Meeting with students" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"
Question "Paperwork required by local, state, or federal authorities" _x000D_ _x000D_ Watermark: "Enter hours" _x000D_ _x000D_ Pre-unit "Enter hours"

Question "What is your best estimate of the percentage of children at this school you know by name?"\_x000D\_

----\_x000D\_

1. Nearly every child\_x000D\_
2. 76% or more\_x000D\_
3. 51% to 75%\_x000D\_
4. 26% to 50%\_x000D\_
5. 25% or less\_x000D\_

Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "Do you speak a language other than English with students' families whose native language is not English?"\_x000D\_

----\_x000D\_

1. Yes\_x000D\_
2. No\_x000D\_

Question "What language(s) other than English do you speak with students at your school or with their families?"\_x000D\_

\_x000D\_

InstResp: "Select all that apply."\_x000D\_

----\_x000D\_

1. Spanish\_x000D\_
2. A European language other than Spanish such as French, German, or Russian\_x000D\_
3. A Chinese language or dialect\_x000D\_
4. A Filipino language\_x000D\_
5. A Southeast Asian language such as Vietnamese, Thai, or Khmer\_x000D\_
6. A South Asian language such as Hindi or Tamil\_x000D\_
7. Another Asian language such as Japanese or Korean\_x000D\_
8. A Middle Eastern language such as Arabic or Farsi\_x000D\_
9. An African language such as Swahili or Amharic\_x000D\_
10. None of the above\_x000D\_
91. Other language (Please specify):\_x000D\_

Question: "You are almost finished with this set of survey questions.\_x000D\_  
\_x000D\_"

Once you select the "Next" button to proceed to the next screen, all responses to this set of items will be locked. You {or another staff member} will not be able to go back to make changes or review any of the previous screens in this section. \_x000D\_  
\_x000D\_"

•If you need to go back to answer or review any of the questions, please use the "Back" button to navigate to those screens or select the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_"

OR\_x000D\_  
\_x000D\_"

•If you {or another staff member} plan to go back to answer or review any of the questions at another time, please select the "Save and Exit" button now. After logging back into this survey section, use the "Back" button to navigate back through the section or use the "Jump to start" button to return to the beginning of this section.\_x000D\_  
\_x000D\_"

•When you are done updating or reviewing responses, be sure to use the "Next" button to navigate through the rest of this survey section until you get to the last screen to submit this section. \_x000D\_  
\_x000D\_"

Otherwise, if no further changes are needed, please select the "Next" button to complete this section."

Question "Thank you very much for answering these questions and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" for this set of questions."

Construct	Research Question
Introduction	NA
Length of school year	SA-RQ5
Length of school year	SA-RQ5
Length of school year	SA-RQ5



School type	SA-RQ3
School programs including full and h	SA-RQ3

School programs including full and h	SA-RQ3
--------------------------------------	--------

Other specify school programs includ	SA-RQ3
--------------------------------------	--------

School programs including full and h	SA-RQ3
--------------------------------------	--------

Other specify school programs includ	SA-RQ3
--------------------------------------	--------

School type (public/private; affiliati	SA-RQ3
School type (public/private; affiliati	SA-RQ3
School type (public/private; affiliati	SA-RQ3
Student demographics: race/ethnicit	SA-RQ3



Student demographics: race/ethnicity	SA-RQ3
Enrollment and attendance	SA-RQ3 SA-RQ9
Student demographics: race/ethnicity	SA-RQ3
Student demographics: race/ethnicity	SA-RQ3

Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Student demographics: race/ethnicity	SA-RQ3
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3 SA-RQ9
Enrollment and attendance	SA-RQ3

Entry age for kindergarten	SA-RQ3
Information on school week (days ar	SA-RQ3
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
Other specify for school breakfast a	SA-RQ2
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7

School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
School breakfast and lunch program	SA-RQ2 SA-RQ3 SA-RQ7
Other specify for introduction	NA
Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in	SA-RQ13

Review question	NA
Introduction	NA
Thank you to respondent	NA

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3

Adequacy of facilities and resources	SA-RQ3
Adequacy of facilities and resources	SA-RQ3
Availability and use (e.g. instructi	SA-RQ3
Availability and use (e.g. instructi	SA-RQ3
Availability and use (e.g. instructi	SA-RQ3

Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in	SA-RQ13
Introduction	NA
Thank you to respondent	NA

Review question	NA
School-based programs or services f	SA-RQ7

School-based programs or services f	SA-RQ7
Parent involvement (e.g., volunteer	SA-RQ6
Parent involvement (e.g., volunteer	SA-RQ6

Parent involvement (e.g., volunteer	SA-RQ6
Other specify for parent involvemen	SA-RQ6

Parent involvement (e.g., volunteer	SA-RQ6
Limits on contributions of school par	SA-RQ6
Communication with parents and fa	SA-RQ6
Communication with parents and fa	SA-RQ6
Communication with parents and fa	SA-RQ6

Communication with parents and fa	SA-RQ6
Communication with parents and fa	SA-RQ6
Other specify for communication wi	SA-RQ6
Parent involvement (e.g., volunteeri	SA-RQ6 SA-RQ9
Parent involvement (e.g., volunteeri	SA-RQ6 SA-RQ9

Parent involvement (e.g., volunteering)	SA-RQ6 SA-RQ9
Neighborhood problems (racial tensions)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions)	SA-RQ9 SA-RQ10
Neighborhood problems (racial tensions)	SA-RQ9 SA-RQ10

Neighborhood problems (racial tensions)	SA-RQ9 SA-RQ10

School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10

School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10
School problems (e.g. bullying, child	SA-RQ10

Emergency procedure drills (e.g. evaluation)	SA-RQ10
Other specify for emergency procedure	SA-RQ10
Emergency procedure drills (e.g. evaluation)	SA-RQ10
Emergency procedure drills (e.g. evaluation)	SA-RQ10
Emergency procedure drills (e.g. evaluation)	SA-RQ10
Emergency procedure drills (e.g. evaluation)	SA-RQ10

Other specify for emergency proced	SA-RQ10
Other specify for school-safety meas	SA-RQ10
School policy regarding technology u	SA-RQ3
Other specify for school policy rega	SA-RQ3



Recent changes at the school.(e.g. f	USA-RQ10
Recent changes at the school.(e.g. f	USA-RQ10
Recent changes at the school.(e.g. f	USA-RQ10
Recent changes at the school.(e.g. f	USA-RQ10
Recent changes at the school.(e.g. f	USA-RQ10



Recent changes at the school.(e.g. fu	SA-RQ10
Principal's years in the role of princip	SA-RQ13
Other specify for Principal's years in	SA-RQ13
Programs to support positive studen	SA-RQ7 SA-RQ12

Review question	NA
Thank you to respondent	NA
Introduction	NA

Retention policies and practices	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3

Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3

Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3

Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3

Equitable school practices (e.g. susp	SA-RQ3
Equitable school practices (e.g. susp	SA-RQ3
Use of benchmarks and screening t	SA-RQ1 SA-RQ12

Use of benchmarks and screening t	SA-RQ1 SA-RQ12
Use of benchmarks and screening t	SA-RQ1 SA-RQ12
Principal's years in the role of princip	SA-RQ13
Other specify for Principal's years in	SA-RQ13

Review question	NA
Thank you to respondent	NA
Introduction	NA

Services provided to students experi	SA-RQ3 SA-RQ7
Other specify for services provided	SA-RQ3
Student demographics: race/ethnicit	SA-RQ3 SA-RQ3 SA-RQ8
Student demographics: race/ethnicit	SA-RQ3 SA-RQ8
Student demographics: race/ethnicit	SA-RQ3 SA-RQ8
Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12

Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English La	SA-RQ1 SA-RQ7 SA-RQ12
Delivery of instruction to English La	SA-RQ8
Identification of students for special	SA-RQ4

Identification of students for special	SA-RQ4
Delivery of special education and rel	SA-RQ3 SA-RQ12
Delivery of special education and rel	SA-RQ3 SA-RQ12
Delivery of special education and rel	SA-RQ3 SA-RQ12

Delivery of special education and rel	SA-RQ3 SA-RQ12
Delivery of special education and rel	SA-RQ3 SA-RQ12
Delivery of special education and rel	SA-RQ3 SA-RQ12
Identification of students for special	SA-RQ4
Other specify for identification of st	SA-RQ4

Identification of students for gifted	SA-RQ4
Other specify for identification of s	SA-RQ3
Identnfication of students for special	SA-RQ4
Other specify for idetnfication of stu	SA-RQ3
Delivery of special education and rel	SA-RQ1 SA-RQ3 SA-RQ12
Principal's years in the role of princip	SA-RQ13
Other specify for Principal's years in	SA-RQ13

Review question	NA
Thank you to respondent	NA
Introduction	NA

School type (public/private; affiliati	SA-RQ3
Receipt of Title I and Title III funding	SA-RQ1
Services and programs/ Title I, includ	SA-RQ1 SA-RQ2
Services and programs/ Title I, includ	SA-RQ1 SA-RQ2
Receipt of Title I and Title III funding	SA-RQ1 SA-RQ2

Services and programs/ Title III, incl	SA-RQ1 SA-RQ2
School status relative to ESSA schoo	SA-RQ1
School status relative to ESSA schoo	SA-RQ1
Other specify for school status rela	SA-RQ1

State assessment data (e.g. percent	SA-RQ3
State assessment data (e.g. percent	SA-RQ3
State assessment data (e.g. percent	SA-RQ3
State assessment data (e.g. percent	SA-RQ3
State assessment data (e.g. percent	SA-RQ3

Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in	SA-RQ13
Review question	NA
Thank you to respondent	NA

Introduction	NA
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10





Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10
Total number of full- and part-time t	SA-RA3 SA-RQ10

School climate	SA-RQ3 SA-RQ10





Teacher compensation (base salary)	SA-RA3 SA-RQ10
Teacher mobility	SA-RQ10
Teacher mobility	SA-RQ10
New to teaching	SA-RQ3 SA-RQ10
New to school	SA-RQ3

Principal's years in the role of principal	SA-RQ13
Other specify for Principal's years in	SA-RQ13
Thank you to respondent	NA
Review question	NA

Introduction	NA
Principal's gender, age, and race/eth	SA-RQ13
Principal's gender, age, and race/eth	SA-RQ13
Principal's gender, age, and race/eth	SA-RQ13
Principal's gender, age, and race/eth	SA-RQ13

Principal's years in the role of teacher	SA-RQ13
Principal's years in the role of teacher	SA-RQ13
Principal's years in the role of teacher	SA-RQ13
Principal's formal education	SA-RQ13

Principal's formal education	SA-RQ13
Principal's formal education	SA-RQ13
Principal's time allocation	SA-RQ13
Principal's time allocation	SA-RQ13



Principal's familiarity with students	SA-RQ13
Use of language other than English v	SA-RQ13
Use of language other than English v	SA-RQ8 SA-RQ13
Use of language other than English v	SA-RQ8 SA-RQ13
Other specify use of language other	SA-RQ13

Review question	NA
Thank you to respondent	NA