

This document describes changes between items as fielded in the ECLS-K:2024 Field Test in 2023 and the items a

Notes

The added, dropped, and changed columns will have "Yes" and the rationale column will cover all types of chang

The comparison in item wording is between the final approved field test item wording (as seen in OMB# 1850-07

The table below describes the correspondence between the changes described in each sheet of this document an

Title of the tab in Attachment H	Designation of the files that contain the complete and final instruments
Spring K Parent	Attachments B-2, B-2b
Spring K TQA	Attachments C-3, C-4
Spring K SPA	Attachments C-6, C-7
Spring K TQC	Attachments D-3, D-4
Spring K SPB	Attachments D-6, D-7
Spring K SA	Attachments E-1, E-2

as they will appear in the National Study in 2024.

es.

750 v.25) and the current national item wording (OMB# 1850-0750 v.29).

d the final versions of the paper and web instruments in which these items appear.

FT Item #	FT Item Wording (approved 7-22-2022)	FT Construct
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._x000D_ _x000D_</p> <p>Here are some tips to keep in mind when completing the survey:_x000D_ _x000D_</p> <ul style="list-style-type: none"> •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 	Introduction

<p>INQ001b</p>	<p>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_</p>	<p>Respondent selection</p>
<p>INQ002</p>	<p>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 most about {{CHILD}}'s care, education, and health._x000D_ 3. No, {{CHILD}} does not live in this household._x000D_</p>	<p>Respondent selection</p>

INQ005a	Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact him or her for the survey._x000D_ _x000D_ First Name: "	Alternate respondent selection
INQ005b	Question "Last Name:"	Alternate respondent selection
INQ005c	Question "Email Address:"_x000D_ _x000D_ Watermark:	Alternate respondent selection
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
INQ005d1	Question "Please {confirm/enter} the mailing address._x000D_ _x000D_"	Alternate respondent selection
INQ005d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"	Alternate respondent selection
INQ005e	Question "City:"	Alternate respondent selection

INQ005f	Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"	Alternate respondent selection
INQ005g	Question "ZIP code:"	Alternate respondent selection
INQ005i	Question "Please select your name and/or description from the list below. If you are not on the list, select "not on list."_x000D_ ----_x000D_ 1. {Person who did the survey last 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	Respondent selection

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
INQ005j	<p>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:"</p>	Respondent selection
INQ005k	<p>Question "{Please enter or confirm your last name.}_x000D_ _x000D_ Last Name:"</p>	Respondent selection

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._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_</p>	Consent
INQ010b	<p>Question "Please enter or confirm your name from the previous question._x000D_ _x000D_ First Name: "</p>	Consent
INQ010c	<p>Question "Last Name:"</p>	Consent
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?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child name

INQ020b	Question "{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:"	Child name
INQ020c	Question "Middle name:"_x000D_ _x000D_ InstResp: "If there is no middle name, please skip this."	Child name
INQ020d	Question "Last Name:"	Child name
INQ050a	Question "Our records also show that {CHILD} is {male/female}. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child sex
INQ050b	Question "What is {CHILD}'s sex?"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_	Child sex
INQ060a	Question "Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child date of birth

INQ060b	<p>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"</p>	Child date of birth
INQ080	<p>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_</p>	Child date of birth
INQ090	<p>Question "How old is {CHILD}?"_x000D_ _x000D_ Watermark "Enter age"</p>	Child age
INQ100a	<p>Question "Our records show that you live at _x000D_ _x000D_ {ADDRESS LINE 1}{,} {ADDRESS LINE 2}_x000D_ _x000D_ {CITY}, {STATE} {ZIP CODE} _x000D_ _x000D_ Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Confirmation of mailing address
INQ100b	<p>Question "Please enter your mailing address._x000D_ _x000D_ Address Line 1:"</p>	Confirmation of mailing address

INQ100c	Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"	Confirmation of mailing address
INQ100d	Question "City:"	Confirmation of mailing address
INQ100e	Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"	Confirmation of mailing address
INQ100f	Question "ZIP code:"	Confirmation of mailing address
INQ130a	Question "Please confirm or enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"_x000D_ _x000D_ "I don't have an email address."	Confirmation of email address
INQ130b	Question "Mobile Number:"_x000D_ _x000D_ "I don't have a mobile phone."	Mobile number
INQ130c	Question "Landline Number:"_x000D_ _x000D_ "I don't have a landline phone."	Landline number

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SPQ010	<p>Question "We'd like to ask you about child care {CHILD} received on a regular basis from someone other than you or {his/her} parents or guardians the year before {he/she} started kindergarten. This does not include occasional baby-sitting or back-up care providers. _x000D_ _x000D_ Did {CHILD} receive care from a relative on a regular basis the year before {he/she} started kindergarten? This may include grandparents, brothers and sisters, or any relatives other than you or {CHILD}'s parents or guardians." _x000D_ _x000D_ InstResp "This means anytime in the year before {CHILD} entered kindergarten." _x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item." _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Participation in ECE, by type of arrangement (relative)

<p>SPQ015</p>	<p>Question "Head Start is a federally sponsored preschool program primarily for children from low-income families. Were any of the regular care arrangements that {CHILD} had with relatives in the year before kindergarten Head Start?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ DON'T KNOW</p>	<p>Head Start attendance (relative)</p>
<p>SPQ020</p>	<p>Question "{Now we would like to ask you about any care {CHILD} received from nonrelatives in a private home, not including child care centers.}_x000D_ _x000D_ Did {CHILD} receive care from a nonrelative on a regular basis the year before {he/she} started kindergarten? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}"_x000D_ _x000D_ InstResp "This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers. This means anytime in the year before child entered kindergarten."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Participation in ECE, by type of arrangement (nonrelative)</p>

SPQ025	<p>Question "{Head Start is a federally sponsored preschool program primarily for children from low-income families.} Were any of the regular care arrangements that {CHILD} had with nonrelatives in the year before kindergarten Head Start?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ DON'T KNOW</p>	Head Start attendance (nonrelative)
SPQ040	<p>Question "Did {CHILD} attend a day care center, nursery school, preschool or prekindergarten program on a regular basis the year before {he/she} started kindergarten?"_x000D_ _x000D_ InstResp "This means anytime in the year before {CHILD} entered kindergarten."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Participation in ECE, by type of arrangement (center)

SPQ041	<p>Question "{Head Start is a federally sponsored preschool program primarily for children from low-income families.} Were any of {CHILD}'s care arrangements in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ DON'T KNOW</p>	Head Start attendance (center)
SPQ060	<p>Question "Now we have some questions about {CHILD}'s health. How much did {CHILD} weigh when {he/she} was born?" _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in grams_x000D_ DON'T KNOW</p>	Birth weight

SPQ065a	Question "How much did {CHILD} weigh, in pounds and ounces, when {he/she} was born?"_x000D_ _x000D_ Watermark: "Enter pounds"	Birth weight
SPQ065b	Question "and"_x000D_ _x000D_ Pre-unit "Ounces:"_x000D_ _x000D_ Watermark: "Enter ounces"	Birth weight
SPQ066	Question "How much did {CHILD} weigh, in grams, when {he/she} was born?"_x000D_ _x000D_ Pre-unit "Grams"_x000D_ _x000D_ Watermark "Enter grams"	Birth weight
SPQ090	Question "Was {CHILD} born more than two weeks before {he/she} was due?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Whether child was born at term, preterm, or post-term
SPQ099	Question "How many days or weeks early was {he/she}?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in weeks_x000D_ 2. Answer in days_x000D_ DON'T KNOW	Whether child was born at term, preterm, or post-term

SPQ099a	<p>Question "How many weeks early was {he/she}?"_x000D_ _x000D_ Pre-unit "Weeks"_x000D_ _x000D_ Watermark: "Enter weeks"</p>	Whether child was born at term, preterm, or post-term
SPQ099b	<p>Question "How many days early was {he/she}?"_x000D_ _x000D_ Pre-unit "Days"_x000D_ _x000D_ Watermark: "Enter days"</p>	Whether child was born at term, preterm, or post-term
SPQ106	<p>Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"_x000D_ _x000D_ InstResp "If higher-order multiple birth, code number of children born together, even if one or more was still born or died shortly after birth."_x000D_ ----_x000D_ 1. No_x000D_ 2. Yes, a twin_x000D_ 3. Yes, a triplet_x000D_ 4. Yes, a multiple birth with four or more babies_x000D_</p>	Whether child was part of a multiple birth
SPQ150	<p>Question "When {CHILD} was born, were {his/her} biological mother and biological father married to each other?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Marital status and history of biological parents
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

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SPQ155	<p>Question "Is any language other than English regularly spoken in your home?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Languages spoken in the home
SPQ156	<p>Question "Is English also spoken in your home?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Languages spoken in the home
SPQ158	<p>Question "What is the primary language spoken in your home?"_x000D_ -----_x000D_ 1. English_x000D_ 2. A language other than English_x000D_ 3. Two or more languages are spoken the same amount_x000D_</p>	Languages spoken in the home

SPQ158a	<p>Question "You mentioned a language other than English as your primary language spoken at home. What is it?"_x000D_ -----_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_ 91. Other language (Please specify):_x000D_</p>	Languages spoken in the home
SPQ158aOS		Other specify for languages spoken in the home

SPQ158b	<p>Question "You mentioned that more than two or more languages are spoken equally at home. What are these languages?"_x000D_ _x000D_ Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category. If there is not a choice for the language(s) spoken in your home, type the language(s) in under "Other language (Please specify)."_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 0. English_x000D_ 1. Spanish_x000D_ 2. A European language other than Spanish, 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,</p>	Primary language spoken
SPQ158bOS		Other specify for languages spoken in the home

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NOT IN FIELD TEST

PIQ127	<p>Question "Now we have some questions about {CHILD}'s school. Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her} school contacted your household about any behavior problems {he/she} is having, such as:"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."_x000D_ ----_x000D_ 1. 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_</p>	School-initiated contact with parents about behavior problems
PIQ127OS		Other specify for School-initiated contact with parents about behavior problems
PIQ129a	<p>Question "Since the beginning of the school year, has {CHILD} ever had an in-school or out-of-school suspension?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's experience with in- or out-of-school suspensions or expulsions

PIQ129b	<p>Question "Since the beginning of the school year, how many times has {CHILD} been suspended?"_x000D_ _x000D_ InstResp "Please include both in-school and out-of-school suspensions."_x000D_ _x000D_ Pre-unit "Times:"_x000D_ _x000D_ Watermark "Times suspended"</p>	Child's experience with in- or out-of-school suspensions or expulsions
PIQ129c	<p>Question "Since the beginning of the school year, has {CHILD} ever been expelled?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's experience with in- or out-of-school suspensions or expulsions
PIQ129d	<p>Question "Since the beginning of the school year, how many times has {CHILD} been expelled?"_x000D_ _x000D_ Pre-unit "Times:"_x000D_ _x000D_ Watermark "Times expelled"</p>	Child's experience with in- or out-of-school suspensions or expulsions

<p>PIQ130</p>	<p>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 "Note: Throughout the survey, click the blue "i" icon for more information about an item." 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_"</p>	<p>Parent attendance at parent-teacher conferences and meetings, parent participation in school activities</p>
<p>PIQ185</p>	<p>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"</p>	<p>Parent attendance at parent-teacher conferences and meetings, parent participation in school activities</p>

<p>PIQ190</p>	<p>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</p>	<p>School practices to communicate with parents and encourage involvement</p>
<p>PIQ200</p>	<p>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</p>	<p>School practices to communicate with parents and encourage involvement</p>
<p>PIQ210</p>	<p>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_</p>	<p>School practices to communicate with parents and encourage involvement</p>

PIQ220	<p>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</p>	School practices to communicate with parents and encourage involvement
PIQ230	<p>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</p>	School practices to communicate with parents and encourage involvement
PIQ231a	<p>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_</p>	School practices to provide an equal and culturally responsive environment

PIQ231b	<p>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_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_ 	School practices to provide an equal and culturally responsive environment
PIQ231c	<p>Question “This school thinks it is important to show respect for all students’ backgrounds, beliefs, values, and ways of life.”_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_ 	School practices to provide an equal and culturally responsive environment
PIQ400	<p>Question “{{In the fall survey, it was reported/Previously, you said} that {English/NON-ENGLISH LANGUAGE/a language other than English} is spoken in your home.} When {CHILD}'s teacher sends home notes or newsletters, are these in {English/NON-ENGLISH LANGUAGE/a language that you speak}?”</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Whether school provides translated materials

<p>PIQ415</p>	<p>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_</p>	<p>Barriers to involvement with the school</p>
<p>PIQ470</p>	<p>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_</p>	<p>Barriers to involvement with the school</p>

PIQ490	<p>Question "How satisfied are you with the school {CHILD} attends this year?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Very satisfied_x000D_ 2. Somewhat satisfied_x000D_ 3. Somewhat dissatisfied_x000D_ 4. Very dissatisfied_x000D_ 	Parent satisfaction with the school
PIQ550	<p>Question "How often do you check that {CHILD} has completed all of {his/her} homework?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Always_x000D_ 	How often parent or someone else checked that the child completed homework
PIQ585a	<p>Question "How often would you say that {CHILD}..._x000D_ _x000D_ Makes up reasons to stay home from school?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_ 	The child's school avoidance
PIQ585b	<p>Question "Seems to dread going to school?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_ 	The child's school avoidance

PIQ585c	<p>Question "Becomes upset when it's time to go to school in the morning?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_ 	The child's school avoidance
PIQ585d	<p>Question "Asks to stay home from school?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_ 	The child's school avoidance
PIQ585e	<p>Question "Complains about going to school?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_ 	The child's school avoidance
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
FSQ001	<p>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_</p>	Family structure change and loss (e.g, remarriage, divorce, and death)
FSQ005	<p>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_</p>	Family structure change and loss (eg, remarriage, divorce, and death), information about why people who were in the household in a previous round of collection have left the household

FSQ005OS		Other specify for information about why people who were in the household in a previous round of collection have left the household
FSQ006	<p>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_</p> <p>InstResp "Please do not include anyone staying here temporarily who usually lives somewhere else." _x000D_ ----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Current household roster
FSQ007	<p>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_</p> <p>New household member 1_x000D_ _x000D_</p> <p>New household member 2_x000D_ _x000D_</p> <p>New household member 3_x000D_ _x000D_</p> <p>New household member 4</p>	Current household roster

FSQ010a	<p>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."</p>	Current household roster
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FSQ010b	<p>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_ _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.} First name_x000D_ _x000D_ Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}_x000D_ _x000D_ Household member 2</p>	Current household roster
FSQ030	<p>Question "Age"_x000D_ _x000D_ Watermark "Enter age"</p>	Current household roster
FSQ040	<p>Question "Sex"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_</p>	Current household roster

<p>FSQ050</p>	<p>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." _x000D_ {LIST OF HOUSEHOLD MEMBERS SHOWING FIRST NAMES, AGES, AND SEXES}_x000D_ ----_x000D_</p>	<p>Current household roster</p>
<p>FSQ110</p>	<p>Question "Do you have a spouse or partner who lives in this household?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Marital status and history of the primary caretakers</p>

FSQ120	<p>Question "Who in the household is your spouse or partner?"_x000D_ _x000D_ InstResp: "Select the name of the person who is your spouse/partner. If name not listed, select "not on list.""_x000D_ ----_x000D_ 1. {DISPLAY HH MEMBER NAME 1}_x000D_ 2. {DISPLAY HH MEMBER NAME 2}_x000D_ 3. {DISPLAY HH MEMBER NAME 3}_x000D_ 4. {DISPLAY HH MEMBER NAME 4}_x000D_ 5. {DISPLAY HH MEMBER NAME 5}_x000D_ 6. {DISPLAY HH MEMBER NAME 6}_x000D_ 7. {DISPLAY HH MEMBER NAME 7}_x000D_ 8. {DISPLAY HH MEMBER NAME 8}_x000D_ 37. Not on list_x000D_</p>	Marital status and history of the primary caretakers
FSQ120a	<p>Question "What is the first name of your spouse or partner?"_x000D_ _x000D_ First name:"</p>	Marital status and history of the primary caretakers
FSQ120b	<p>Question "How old is {NAME}?"_x000D_ _x000D_ Pre-unit "Age:"_x000D_ _x000D_ Watermark "Enter age"</p>	Current household roster
FSQ120c	<p>Question "Is {NAME} male or female?"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_</p>	Current household roster

FSQ130	<p>Question "What is {your/{NAME}'s} relationship to {CHILD}?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Family relationship of key parent figures to the child (e.g., adopted)
FSQ140	<p>Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Family relationship of key parent figures to the child (e.g., adopted)

FSQ150	<p>Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Family relationship of key parent figures to the child (e.g., adopted)
FSQ160	<p>Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Full sister_x000D_ 2. Half sister_x000D_ 3. Step sister_x000D_ 4. Adoptive sister_x000D_ 5. Foster sister_x000D_ 	Current household roster
FSQ170	<p>Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Full brother_x000D_ 2. Half brother_x000D_ 3. Step brother_x000D_ 4. Adoptive brother_x000D_ 5. Foster brother_x000D_ 	Current household roster
FSQ180	<p>Question "{Are you/Is {NAME}} a ..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_ 2. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_ 3. Female guardian_x000D_ 4. Male guardian_x000D_ 5. Daughter/son of {CHILD}'s parent's partner_x000D_ 6. Other relative of {CHILD}'s parent's partner_x000D_ 7. Other nonrelative (Please specify):_x000D_ 	Current household roster

FSQ1800S		Other specify for current household roster
FSQ190	<p>Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Ethnicity of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)
FSQ196a	<p>Question "Though we may have asked you about {CHILD}'s ethnicity and race before, we have a few more questions. Is {CHILD} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp "While we asked about this before, we have some additional questions about {CHILD}'s ethnicity."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's race/ethnicity
FSQ196b	<p>Question "Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Mexican, Mexican American or Chicano_x000D_ 2. Puerto Rican_x000D_ 3. Cuban_x000D_ 4. Other</p>	Child's race/ethnicity

FSQ195	<p>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_</p>	Race of child, parent figures, or respondent and respondent's spouse (if no mother or father figures)
FSQ197a	<p>Question "{Though we may have asked you about {CHILD}'s race before, we have a few more questions.} Is {CHILD} a member of an Asian group?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's race/ethnicity

FSQ197b	<p>Question "Which of the following Asian groups best describes {CHILD}'s origin?" _x000D_ _x000D_ InstResp "Select all that apply." _x000D_ ----_x000D_ 1. Asian Indian_x000D_ 2. Chinese_x000D_ 3. Filipino_x000D_ 4. Japanese_x000D_ 5. Korean_x000D_ 6. Vietnamese_x000D_ 7. Hmong_x000D_ 8. Other Asian_x000D_</p>	Child's race/ethnicity
FSQ198a	<p>Question "Is {CHILD} a member of a Pacific Islander group?" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's race/ethnicity
FSQ198b	<p>Question "Which of the following Pacific Islander groups best describes {CHILD}'s origin?" _x000D_ _x000D_ InstResp "Select all that apply." _x000D_ ----_x000D_ 1. Native Hawaiian_x000D_ 2. Guamanian or Chamorro_x000D_ 3. Samoan_x000D_ 4. Other Pacific Islander_x000D_</p>	Child's race/ethnicity
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
FSQ200	<p>Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Married_x000D_ 2. Separated_x000D_ 3. Divorced_x000D_ 4. Widowed_x000D_ 5. Never married_x000D_ 6. Civil union/domestic partnership_x000D_ 7. I don't know (Please explain):_x000D_ 	Marital status and history of the primary caretakers
FSQ2000S		Other specify for marital status and history of the primary caretakers
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

FSQ206	<p>Question "To save time, if we contact your household in the future, we will include these first names, ages, and sexes of your household members in that survey. This allows for review and updating of the information you provided here, rather than having to enter everything a second time." _x000D_ _x000D_ Please press the Next button to continue." _x000D_ _x000D_ "I do NOT provide my permission to fill these names, ages, and sexes information into future surveys on {CHILD}."</p>	Consent to prefill household roster data
HEQ071a	<p>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_</p>	Math activities
HEQ071b	<p>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_</p>	Math activities

HEQ071c	<p>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_</p>	Math activities
HEQ071d	<p>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_</p>	Math activities
HEQ071e	<p>Question "{Continued} How often does {CHILD};_x000D_ _x000D_ Play cards or board games?"_x000D_ -----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_</p>	Math activities
HEQ071f	<p>Question "Play with jigsaw puzzles?"_x000D_ -----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_</p>	Math activities

HEQ071g	<p>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_</p>	Math activities
HEQ071h	<p>Question "Identify or create patterns?"_x000D_ -----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_</p>	Math activities
HEQ071i	<p>Question "{Continued} 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_</p>	Math activities
HEQ071j	<p>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_</p>	Math activities

HEQ071k	<p>Question "Keep score in games?"_x000D_ -----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_</p>	Math activities
HEQ071l	<p>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_</p>	Math activities
HEQ072	<p>Question "How often do you play number games or talk about numbers with {CHILD}?"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Once a month_x000D_ 3. Less than once a week_x000D_ 4. Once a week_x000D_ 5. 2 to 3 times a week_x000D_ 6. Every day_x000D_ 7. More than once a day_x000D_</p>	Math activities

HEQ073	<p>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_</p>	Math activities
HEQ075a	<p>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_</p>	Amount of chaos in the home
HEQ075b	<p>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_</p>	Amount of chaos in the home

HEQ075c	<p>Question "No matter how hard we try, we always seem to be running late."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Amount of chaos in the home
HEQ075d	<p>Question "No matter what our family plans, it usually doesn't seem to work out."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Amount of chaos in the home
HEQ075e	<p>Question "{Continued} How much do you agree or disagree with the following statements about what it is usually like living in your home?_x000D_ _x000D_</p> <p>You can't hear yourself think."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Amount of chaos in the home

HEQ075f	<p>Question "It is a good place to relax."_x000D_ -----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Amount of chaos in the home
HEQ075g	<p>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_</p>	Amount of chaos in the home
HEQ075h	<p>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_</p>	Amount of chaos in the home
HEQ210	<p>Question "In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?"_x000D_ _x000D_ InstResp "Please include reading in any language."_x000D_ -----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_</p>	Reading by the child

HEQ215	<p>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”</p>	Reading by the child
HEQ272a	<p>Question “Do you have the following in your home that {CHILD} may use?”_x000D_ _x000D_ Smartphone”_x000D_ ----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device
HEQ272b	<p>Question “Cell phone (for example, not a smartphone or other phone that can also access the internet)”_x000D_ ----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device

HEQ272c	<p>Question "Tablet (for example, iPad or other tablet)"_x000D_ -----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device
HEQ272d	<p>Question "Laptop or desktop computer"_x000D_ -----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device
HEQ272e	<p>Question "{Continued} Do you have the following in your home that {CHILD} may use?_x000D_ _x000D_ Reading device (for example, Kindle or Fire)"_x000D_ -----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device
HEQ272f	<p>Question "iPod"_x000D_ -----_x000D_ 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_</p>	Availability and use of a home computer/digital device

HEQ272g	<p>Question "Electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri)"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_ 	Availability and use of a home computer/digital device
HEQ272h	<p>Question "Game system (for example, Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP)"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes, {CHILD} shares this with other family member(s)_x000D_ 2. Yes, {CHILD} has {his/her} own_x000D_ 3. No_x000D_ 	Availability and use of a home computer/digital device
HEQ273a	<p>Question "On any given weekday, how much time does {CHILD} spend watching shows, movies, and videos?"_x000D_ _x000D_</p> <p>InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not watch shows, movies, or videos, enter '0' in both the "Hours" and "Minutes" section."_x000D_ _x000D_</p> <p>Pre-unit "Hours:"_x000D_ _x000D_</p> <p>Watermark "Enter hours"</p>	Amount of time the child plays video games and watches shows

HEQ273b	Pre-unit "Minutes:" _x000D_ _x000D_ Watermark "Enter minutes"	Amount of time the child plays video games and watches shows
HEQ274a	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"	Amount of time the child plays video games and watches shows
HEQ274b	Pre-unit "Minutes:" _x000D_ _x000D_ Watermark "Enter minutes"	Amount of time the child plays video games and watches shows
HEQ274c	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_	Media engagement and usage

HEQ275	<p>Question "How often does {CHILD} have a TV, smartphone, tablet, or laptop in {his/her} room overnight?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Every night_x000D_ 2. Most nights_x000D_ 3. Some nights_x000D_ 4. Hardly ever_x000D_ 5. Never_x000D_ 	Media engagement and usage
HEQ276a	<p>Question "How often do you or another adult in the household join {CHILD} when {he/she} is doing the following?"_x000D_ _x000D_</p> <p>Watch shows, movies, and videos with {him/her}"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Most of the time_x000D_ 2. Some of the time_x000D_ 3. Hardly ever_x000D_ 4. Never_x000D_ 5. {CHILD} does not do this_x000D_ 	Media engagement and usage
HEQ276b	<p>Question "Play video, computer, or mobile games with {him/her}"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Most of the time_x000D_ 2. Some of the time_x000D_ 3. Hardly ever_x000D_ 4. Never_x000D_ 5. {CHILD} does not do this_x000D_ 	Media engagement and usage
HEQ277	<p>Question "Do you have Internet (cable, Wifi, wireless, or DSL) in your home?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Media engagement and usage

HEQ278	<p>Question “Does {CHILD} use any digital device(s) to get on the Internet in your home?”_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage
HEQ278b	<p>Question “Do you monitor what {CHILD} looks at online, or what websites and accounts {CHILD} can join online?”_x000D_ _x000D_ InstResp “Include everything the child may look at online, such as websites, email, videos, movies, television shows, online games, chat rooms, and picture or social media sites such as Instagram, TikTok, Snapchat, YouTube, Twitter, and Facebook.”_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage
HEQ279	<p>Question “Do you ever use any type of software, app, or device to monitor or limit {CHILD}'s access to the Internet?”_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage

HEQ285	<p>Question “Are there family rules about how many hours {CHILD} may spend on screen time?”_x000D_ _x000D_ InstResp “Screen time refers to the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage
HEQ285a	<p>Question “In what ways do you limit {CHILD}'s screen time?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. With a device or app_x000D_ 2. Ask my child to end screen time_x000D_ 3. Redirect my child to other activity_x000D_ 4. Take away the device from my child_x000D_ 91. Other (Please specify):_x000D_</p>	Media engagement and usage
HEQ285aOS		Other specify for media engagement and usage
HEQ285b	<p>Question “Are there family rules for {CHILD} about any of the following..._x000D_ _x000D_ What shows, movies, and videos {CHILD} can watch during screen time?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage

HEQ285c	<p>Question "How early or late {CHILD} may watch shows, movies, and videos during screen time?"_x000D_----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Media engagement and usage
HEQ288	<p>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_</p>	Children's organized activities (sports, music, art, etc.)

HEQ289	<p>Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Visited a library or bookstore (Do not count visiting a library or bookstore online. We are asking about in- person visits to a library or bookstore.)_x000D_ 2. Gone to a play, concert, or other live show_x000D_ 3. Visited an art gallery, museum, or historical site_x000D_ 4. Visited a zoo, aquarium, or petting farm_x000D_ 5. Attended an athletic or sporting event in which {CHILD} was not a player_x000D_ 6. Gone to a park, beach, or nature preserve_x000D_ 7. None of these_x000D_</p>	Outings and activities with child
HEQ391	<p>Question "Outside of school hours, has {CHILD} ever participated in:_x000D_ _x000D_ Religious activities or instruction at a church, mosque, synagogue, or other place of worship?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child activities outside of school hours
HEQ392	<p>Question "Volunteer work or community service?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child activities outside of school hours

HEQ399	<p>Question "During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_ 	Outside play
HEQ400	<p>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_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Not at all safe_x000D_ 2. Somewhat safe_x000D_ 3. Very safe_x000D_ 	Neighborhood safety
HEQ420	<p>Question "How much of a problem are the following in the block or area around your home? _x000D_</p> <p>_x000D_</p> <p>Selling or using drugs or excessive drinking in public"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. No problem_x000D_ 	Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)
HEQ430	<p>Question "Burglary or robbery"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Big problem_x000D_ 2. Somewhat of a problem_x000D_ 3. No problem_x000D_ 	Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)

HEQ440	<p>Question "Violent crimes like drive-by shootings" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Big problem _x000D_ 2. Somewhat of a problem _x000D_ 3. No problem _x000D_ 	Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)
HEQ450	<p>Question "Vacant houses and buildings" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Big problem _x000D_ 2. Somewhat of a problem _x000D_ 3. No problem _x000D_ 	Neighborhood problems (eg, incidence of selling drugs, and burglary or robbery)
HEQ455	<p>Question "Do you have the following places or activities in your neighborhood or in the area nearby your home? Please select whether you have these things, regardless of whether you use them or not." _x000D_ _x000D_ InstrResp "Select all that apply" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. A recreation center _x000D_ 2. Organized activities such as Little League or soccer _x000D_ 3. A community or neighborhood association _x000D_ 4. A community pool _x000D_ 5. A community park or playground area _x000D_ 6. A library or bookmobile _x000D_ 7. A program that has after-school activities for children (for example, a Boys' or Girls' Club of America) _x000D_ 8. A grocery store _x000D_ 9. A hospital _x000D_ 10. None of the above _x000D_ 	Neighborhood resources

HEQ460	<p>Question "During the last five days {CHILD} was in school, how many breakfasts did {he/she} eat that were NOT school breakfasts?"_x000D_ _x000D_ InstResp "By breakfast we mean breakfasts eaten at home, at childcare, or at school, but not part of a school breakfast program. Please count only one breakfast per day."_x000D_ _x000D_ Pre-unit "Breakfasts:"_x000D_ _x000D_ Watermark "Number of breakfasts"</p>	Frequency with which the family eats meals together
HEQ470	<p>Question "Where did {CHILD} eat these breakfasts?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. At home_x000D_ 2. At a relative's or friend's home_x000D_ 3. At a child care location_x000D_ 4. At school, but not part of school breakfast_x000D_ 5. At a restaurant, including food taken out from fast food restaurants_x000D_ 91. Somewhere else (Please specify):_x000D_</p>	Frequency with which the family eats meals together
HEQ4700S		Other specify for frequency with which the family eats meals together

HEQ520	<p>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"</p>	Frequency with which the family eats meals together
HEQ521	<p>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"</p>	Frequency with which the family eats meals together
HEQ580	<p>Question "How often does someone in your family talk with {CHILD} about..._x000D_ _x000D_ {His/Her} ethnic or racial heritage?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Almost never_x000D_ 3. Several times a year_x000D_ 4. Several times a month_x000D_ 5. Several times a week or more_x000D_ _x000D_</p>	Talking to child about ethnic or racial heritage

HEQ590	<p>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_</p>	Talking to child about family religious beliefs or traditions
HEQ595	<p>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_</p>	Hours of child sleep and whether child has regular bedtime
HEQ600a	<p>Question "On an average school night, how many hours of sleep does {CHILD} get?"_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Enter hours"</p>	Hours of child sleep and whether child has regular bedtime
HEQ600b	<p>Pre-unit "Minutes:"_x000D_ _x000D_ Watermark "Enter minutes"</p>	Hours of child sleep and whether child has regular bedtime
SSQ010a	Item wording is redacted due to copyright	Social interaction
SSQ010b	Item wording is redacted due to copyright	Social interaction
SSQ010c	Item wording is redacted due to copyright	Social interaction
SSQ010d	Item wording is redacted due to copyright	Social interaction
SSQ010e	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010f	Item wording is redacted due to copyright	Social interaction

SSQ010g	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010h	Item wording is redacted due to copyright	Self-control
SSQ010i	Item wording is redacted due to copyright	Social interaction
SSQ010j	Question "Keeps working at something until {he/she} is finished."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning
SSQ010k	Item wording is redacted due to copyright	Self-control
SSQ010l	Item wording is redacted due to copyright	Self-control
SSQ010m	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_	Approaches toward learning
SSQ010n	Item wording is redacted due to copyright	Self-control
SSQ010o	Question "Concentrates on a task and ignores distractions."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning
SSQ010p	Item wording is redacted due to copyright	Self-control
SSQ010q	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely

SSQ010r	Question "Helps with chores."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning
SSQ010s	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010t	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010u	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010v	Question "Is eager to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning
SSQ010w	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010x	Question "Is creative in work or in play."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning
SSQ010y	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010z1	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010z2	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z3	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z4	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z5	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z6	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z7	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive

SSQ010z8	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010z9	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ025a	<p>Question "Please rate how true each of these statements is for {CHILD}.</p> <p>_x000D_ _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_</p>	Inhibitory Control
SSQ025b	<p>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_</p>	Inhibitory Control
SSQ025c	<p>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_</p>	Inhibitory Control

SSQ025d	<p>Question "Is good at following instructions."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_ 	Inhibitory Control
SSQ025e	<p>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_</p> <ol style="list-style-type: none"> 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_ 	Inhibitory Control
SSQ025f	<p>Question "Can easily stop an activity when told "no.""_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_ 	Inhibitory Control

SSQ027a	<p>Question "Now please rate how much each of these statements is like {CHILD}." _x000D_ _x000D_</p> <p>Plays with single toy for long periods of time." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Attention span persistence
SSQ027b	<p>Question "Persists at a task until successful." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Attention span persistence
SSQ027c	<p>Question "Goes from toy to toy quickly." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Attention span persistence

SSQ027d	<p>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_</p>	Attention span persistence
SSQ027e	<p>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_</p>	Attention span persistence
SSQ030a	<p>Question "How much do you agree or disagree with the following statements about {CHILD}._x000D_ _x000D_ {CHILD} becomes sad when other children are sad."_x000D_ -----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Affective empathy

SSQ030b	<p>Question "{CHILD} gets upset seeing another child being punished for being naughty."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Affective empathy
SSQ030c	<p>Question "{CHILD} seems to react to the moods of people around {him/her}."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Affective empathy
SSQ030d	<p>Question "{CHILD} gets upset when another person is acting upset."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Affective empathy
SSQ030e	<p>Question "{CHILD} cries or gets upset when seeing another child cry."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Affective empathy

CFQ300	<p>Question "How much time {do you/does {NAME}} or another adult male in your home spend playing with {CHILD} on a typical school day?"_x000D_ -----_x000D_ 0. No time_x000D_ 1. Less than 5 minutes_x000D_ 2. 5 - 9 minutes_x000D_ 3. 10 - 15 minutes_x000D_ 4. 16 - 30 minutes_x000D_ 5. 31 - 45 minutes_x000D_ 6. 46 minutes to one hour_x000D_ 7. More than one hour, but less than 2 hours_x000D_ 8. Two hours or more, but less than three hours_x000D_ 9. Three hours or more_x000D_</p>	Other parent-like figures, parents, and grandparents to support child/parent
CFQ350	<p>Question "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_</p>	Adverse child experiences

CFQ360a	<p>Question “The next questions are about events that may have happened during {CHILD}'s life. These things can happen in any family, but some people may feel uncomfortable with these questions. Remember, you may skip any questions that you do not want to answer.”_x000D_ _x000D_ To the best of your knowledge, has {CHILD} EVER experienced any of the following?_x000D_ _x000D_ A parent or guardian divorced or separated”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
CFQ360b	<p>Question “A parent or guardian died”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
CFQ360c	<p>Question “{CHILD} witnessed violence in {his/her} neighborhood”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
CFQ360d	<p>Question “{CHILD} was a victim of violence or abuse”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences

CFQ360e	<p>Question “{Continued} To the best of your knowledge, has {CHILD} EVER experienced any of the following? _x000D_ _x000D_ {CHILD} was treated or judged unfairly because of {his/her} race or ethnic group”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
CFQ360f	<p>Question “{CHILD} was treated or judged unfairly due to {his/her} physical appearance or a disability”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
CFQ360g	<p>Question “{CHILD} experienced some other serious event”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Adverse child experiences
DWQ010	<p>Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true.”_x000D_ _x000D_ {CHILD} and I often have warm, close times together.”_x000D_ ----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_</p>	Parental warmth

DWQ015	<p>Question "Most of the time I feel that {CHILD} likes me and wants to be near me."_x000D_ -----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_</p>	Parental warmth
DWQ025	<p>Question "Even when I'm in a bad mood, I show {CHILD} a lot of love."_x000D_ -----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_</p>	Parental warmth
DWQ035	<p>Question "I express affection by hugging, kissing, and holding {CHILD}."_x000D_ -----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_</p>	Parental warmth
DWQ040	<p>Question "{Continued} 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_</p>	Parenting stress

DWQ045	<p>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_</p>	Parenting stress
DWQ050	<p>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_</p>	Parenting stress
DWQ060	<p>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_</p>	Parenting stress
DWQ100	<p>Question "Do you ever spank {CHILD}?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Disciplinary practices
DWQ101	<p>Question "Sometimes kids do as they are told and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?"_x000D_ _x000D_ Watermark "Enter number"</p>	Disciplinary practices

DWQ110	<p>Question "Most children get angry with their parents from time to time. If {CHILD} got so angry that {he/she} hit you, what would you do? Would you..."_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. {Spank {him/her}}_x000D_ 2. Have {him/her} take a time out_x000D_ 3. Hit {him/her} back_x000D_ 4. Talk to {him/her} about what {he/she} did wrong_x000D_ 5. Ignore it_x000D_ 6. Make {him/her} do some work around the house_x000D_ 7. Make fun of {him/her}_x000D_ 8. Make {him/her} apologize_x000D_ 9. Take away a privilege_x000D_ 10. Give a warning_x000D_ 11. Yell at {CHILD} or threaten {him/her}_x000D_ 91. Something else? (Please specify):_x000D_</p>	Disciplinary practices
DWQ1100S		Other specify for disciplinary practices

CHQ010	<p>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_</p>	Routine health and dental care
CHQ020	<p>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_</p>	Routine health and dental care
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CHQ021	Question "Has {CHILD} had an ear infection since entering kindergarten?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Ear infection history
CHQ022	Question "Has {CHILD} had an ear ache since entering kindergarten?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Ear infection history
CHQ023	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"	Ear infection history

CHQ024	<p>Question "How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since {she/he} entered kindergarten?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Treatments used for ear infections
CHQ024OS		Other specify for treatments used for ear infections
CHQ025	<p>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_</p> <p>InstResp "Please consider all surgeries since the start of kindergarten if {CHILD} had more than one to place ear tubes." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Right ear _x000D_ 2. Left ear _x000D_ 3. Both ears _x000D_ 	Treatments used for ear infections

CHQ030	<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>	Health insurance coverage
CHQ060	<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>	Exercise/physical activities
CHQ086	<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>	Parent report of child's height and weight

CHQ086a	<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>	Parent report of child's height and weight
CHQ086b	<p>Watermark: "Enter inches"</p>	Parent report of child's height and weight
CHQ086c	<p>Question "Please answer for how tall {CHILD} is in meters and centimeters without shoes." _x000D_ _x000D_ Unit "and" _x000D_ _x000D_ Watermark "Enter meters"</p>	Parent report of child's height and weight
CHQ086d	<p>Watermark: "Enter centimeters"</p>	Parent report of child's height and weight
CHQ087	<p>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</p>	Parent report of child's height and weight
CHQ087a	<p>Question "Please answer for how much {CHILD} weighs in pounds without shoes." _x000D_ _x000D_ Watermark: "Enter pounds"</p>	Parent report of child's height and weight

CHQ087b	Question "Please answer for how much {CHILD} weighs in kilograms without shoes. _x000D_ _x000D_ Watermark: "Enter kilograms"	Parent report of child's height and weight
CHQ095	Question "For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. _x000D_ _x000D_ {CHILD} is independent and takes care of {himself/herself} ..." _x000D_ ---- _x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_	Child's independence and ability to take care of him/herself
CHQ100	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_	Behavioral and attention problems

CHQ105	<p>Question "{CHILD} learns, thinks, and solves problems ..." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Learning problems
CHQ106	<p>Question "{CHILD} shows good coordination in moving {his/her} arms and legs..." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Coordination problems
CHQ107	<p>Question "{CHILD} behaves and relates to other children..." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Behavioral and attention problems

CHQ108	<p>Question "{CHILD} behaves and relates to adults ..." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Behavioral and attention problems
CHQ109	<p>Question "Thinking about {CHILD}'s overall activity level, would you say {he/she} is ..." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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_ 	Activity level
CHQ110	<p>Question "Does {CHILD} have any emotional or psychological difficulties?" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Yes _x000D_ 2. No _x000D_ 	Emotional or psychological difficulties
CHQ111	<p>Question "Do you think {CHILD}'s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Mild problem _x000D_ 2. Moderate problem _x000D_ 3. Severe problem _x000D_ 	Emotional or psychological difficulties

<p>CHQ115</p>	<p>Question “Has {CHILD} ever been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/behaving and relating to adults{,} {or}/{his/her} overall activity level{,} {or}/{his/her} emotional or psychological difficulties?” _x000D_ _x000D_ InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.” _x000D_</p>	<p>Diagnoses of disabilities and health conditions</p>
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CHQ120	<p>Question "Did you obtain a diagnosis or diagnoses of a problem from a professional?"_x000D_ _x000D_ InstResp "The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Diagnoses of disabilities and health conditions
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CHQ125	<p>Question "What was the diagnosis or were the diagnoses?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply" _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 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 	Diagnoses of disabilities and health conditions
CHQ125OS		Other specify for diagnoses of disabilities and health conditions
CHQ125a	<p>Question "What type of learning disability does {CHILD} have?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Dyslexia _x000D_ 2. Dyscalculia _x000D_ 3. Dysgraphia _x000D_ 91. Other (Please specify): _x000D_ 	Diagnoses of disabilities and health conditions
CHQ125aOS		Other specify for diagnoses of disabilities and health conditions

CHQ126	<p>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_</p>	Diagnoses of disabilities and health conditions
CHQ126OS		Other specify for diagnoses of disabilities and health conditions
CHQ127	<p>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_</p>	Diagnoses of disabilities and health conditions

CHQ127OS		Other specify for diagnoses of disabilities and health conditions
CHQ130	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	Diagnoses of disabilities and health conditions
CHQ131a	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"	Diagnoses of disabilities and health conditions

CHQ131b	<p>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?"</p> <p>_x000D_ _x000D_ Years:"_x000D_ _x000D_ Watermark "Enter age in years"</p>	Diagnoses of disabilities and health conditions
CHQ135a	<p>Question "What was the month and year when the diagnosis was made?"</p> <p>_x000D_ _x000D_ InstResp "If there was more than one diagnosis, report the earliest."_x000D_ _x000D_ Pre-unit "Month:"_x000D_ _x000D_ Watermark "Enter month"</p>	Diagnoses of disabilities and health conditions
CHQ135b	<p>Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter year"</p>	Diagnoses of disabilities and health conditions

CHQ140	<p>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_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Prescription medications
CHQ155	<p>Question "Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. At school_x000D_ 2. At home_x000D_ 3. Both at school and at home_x000D_ 	Prescription medications

CHQ173	<p>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_</p> <ol style="list-style-type: none"> 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_ 	Prescription medications
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<p>CHQ200</p>	<p>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_</p>	<p>Communication problems</p>
<p>CHQ205</p>	<p>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_</p>	<p>Communication problems</p>

CHQ206a	<p>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_</p>	Communication problems
CHQ206b	<p>Question "Problem with talking too softly" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Communication problems
CHQ206c	<p>Question "A problem chewing" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Communication problems
CHQ206d	<p>Question "A problem swallowing" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Communication problems
CHQ206e	<p>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_</p>	Communication problems
CHQ206f	<p>Question "A cleft lip and/or palate" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Communication problems

CHQ206g	<p>Question "Abnormalities of the face or head" _x000D_ ----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Communication problems
CHQ206h	<p>Question "Malformation of the ear" _x000D_ ----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Communication problems
CHQ210	<p>Question "Has {CHILD} ever been evaluated by a professional because of {his/her} ability to communicate?" _x000D_ _x000D_</p> <p>InstResp "This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse</p>	Diagnoses of disabilities and health conditions
CHQ215	<p>Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?" _x000D_ ----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Diagnoses of disabilities and health conditions

<p>CHQ216</p>	<p>Question "Which best describes {CHILD}'s hearing?"_x000D_ _x000D_ InstResp "If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device."_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Good_x000D_ 3. A little trouble hearing_x000D_ 4. Moderate trouble hearing_x000D_ 5. A lot of trouble hearing_x000D_ 6. Deaf_x000D_</p>	<p>Vision and hearing problems</p>
<p>CHQ217</p>	<p>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_</p>	<p>Vision and hearing problems</p>

<p>CHQ218</p>	<p>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_</p>	<p>Vision and hearing problems</p>
<p>CHQ219</p>	<p>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_</p>	<p>Vision and hearing problems</p>

CHQ220	<p>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_</p>	Vision and hearing problems
CHQ221	<p>Question "Is {CHILD}'s hearing worse in one ear?" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Vision and hearing problems

<p>CHQ222</p>	<p>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_</p>	<p>Vision and hearing problems</p>
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<p>CHQ235</p>	<p>Question "Has {CHILD}'s hearing ever been evaluated by a professional?"_x000D_ _x000D_ InstResp "This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional._x000D_ _x000D_ For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Diagnoses of disabilities and health conditions</p>
<p>CHQ245</p>	<p>Question "Did you obtain a diagnosis of a problem from a professional?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Awaiting evaluation_x000D_</p>	<p>Diagnoses of disabilities and health conditions</p>

CHQ246	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_ 	Diagnoses of disabilities and health conditions
CHQ246OS		Other specify for diagnoses of disabilities and health conditions
CHQ250a	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	Diagnoses of disabilities and health conditions

CHQ250b	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"	Diagnoses of disabilities and health conditions
CHQ250c	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"	Diagnoses of disabilities and health conditions
CHQ255a	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"	Diagnoses of disabilities and health conditions
CHQ255b	Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"	Diagnoses of disabilities and health conditions

CHQ256	<p>Question "Has {CHILD} ever worn a hearing aid?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes, currently_x000D_ 2. Yes, in the past_x000D_ 3. No_x000D_ 	Glasses, hearing aids, cochlear implants
CHQ257a	<p>Question "At what age was the recommendation that {CHILD} wear a hearing aid first made?"_x000D_ _x000D_</p> <p>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_</p> <p>SaVisible "True"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Answer in months_x000D_ 2. Answer in years_x000D_ <p>DON'T KNOW</p>	Glasses, hearing aids, cochlear implants
CHQ257b	<p>Question "At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?"_x000D_ _x000D_</p> <p>Pre-unit "Months:"_x000D_ _x000D_</p> <p>Watermark "Enter months"</p>	Glasses, hearing aids, cochlear implants

CHQ257c	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ258	<p>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_</p>	Glasses, hearing aids, cochlear implants
CHQ259	<p>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_</p>	Glasses, hearing aids, cochlear implants

CHQ260	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Glasses, hearing aids, cochlear implants
CHQ261	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Glasses, hearing aids, cochlear implants
CHQ262	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Glasses, hearing aids, cochlear implants
CHQ263	<p>Question "Has a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?"_x000D_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Glasses, hearing aids, cochlear implants

CHQ264a	<p>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</p>	Glasses, hearing aids, cochlear implants
CHQ264b	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ264c	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ270	<p>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_</p>	Glasses, hearing aids, cochlear implants

CHQ271	Question "In what year was it implanted?"_x000D_ _x000D_ Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter year"_x000D_ _x000D_ "Don't know"	Glasses, hearing aids, cochlear implants
CHQ272a	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	Glasses, hearing aids, cochlear implants
CHQ272b	Question "How old was {CHILD}, in months, when it was implanted?"_x000D_ _x000D_ Pre-unit "Months:"_x000D_ _x000D_ Watermark "Enter months"	Glasses, hearing aids, cochlear implants
CHQ272c	Question "How old was {CHILD}, in years, when it was implanted?"_x000D_ _x000D_ Pre-unit "Years:"_x000D_ _x000D_ Watermark "Enter years"	Glasses, hearing aids, cochlear implants
CHQ273	Question "In what years were they implanted?"_x000D_ _x000D_ Unit "and" _x000D_ _x000D_ Watermark "Enter year for left ear"	Glasses, hearing aids, cochlear implants
CHQ274	Watermark "Enter year for right ear"	Glasses, hearing aids, cochlear implants

CHQ275a	<p>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</p>	Glasses, hearing aids, cochlear implants
CHQ275b	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ275c	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ276b	<p>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"</p>	Glasses, hearing aids, cochlear implants
CHQ276c	<p>Question "And in the right ear?"_x000D_ _x000D_ Pre-unit "Age in years:"_x000D_ _x000D_ Watermark "Enter age in years for right ear"</p>	Glasses, hearing aids, cochlear implants

CHQ277	<p>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_</p>	Glasses, hearing aids, cochlear implants
CHQ278	<p>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_</p>	Glasses, hearing aids, cochlear implants
CHQ279	<p>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_</p>	Glasses, hearing aids, cochlear implants

CHQ280	<p>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_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Glasses, hearing aids, cochlear implants
CHQ285	<p>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_</p> <ol style="list-style-type: none"> 1. Yes, seeing things up close_x000D_ 2. Yes, seeing things in the distance_x000D_ 3. Yes, both_x000D_ 4. No_x000D_ <p>DON'T KNOW</p>	Vision and hearing problems
CHQ290	<p>Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"_x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Vision and hearing problems
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

CHQ300	<p>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_</p>	Diagnoses of disabilities and health conditions
CHQ301	<p>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>	Diagnoses of disabilities and health conditions
CHQ301OS		Other specify for diagnoses of disabilities and health conditions
CHQ305a	<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>	Diagnoses of disabilities and health conditions

CHQ305b	<p>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"</p>	Diagnoses of disabilities and health conditions
CHQ305c	<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" "Don't know"</p>	Diagnoses of disabilities and health conditions
CHQ310a	<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>	Diagnoses of disabilities and health conditions
CHQ310b	<p>Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"</p>	Diagnoses of disabilities and health conditions
CHQ311	<p>Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Glasses, hearing aids, cochlear implants

CHQ312	<p>Question "How often does {CHILD} wear glasses or contact lenses?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Glasses, hearing aids, cochlear implants
CHQ313	<p>Question "Does {CHILD} have glasses or contact lenses?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Glasses, hearing aids, cochlear implants
CHQ314	<p>Question "Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. See things up close_x000D_ 2. See things in the distance_x000D_ 3. Both_x000D_ 	Glasses, hearing aids, cochlear implants
CHQ330	<p>Question "Would you say {CHILD}'s health is ..."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Excellent_x000D_ 2. Very good_x000D_ 3. Good_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_ 	General health status

CHQ340	<p>Question "During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?"_x000D_ _x000D_ InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ341	<p>Question "Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?"_x000D_ _x000D_ InstResp "Children with disabilities include children with developmental delays, communication impairments, or special health care needs."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities

CHQ345a	<p>Question "For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_ _x000D_ Speech or language therapy"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CHQ345b	<p>Question "Occupational therapy"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345c	<p>Question "Physical therapy"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345d	<p>Question "Vision services"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345e	<p>Question "Hearing services"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities

CHQ345f	<p>Question “{Continued} For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_ _x000D_ Social work services”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345g	<p>Question “Psychological services”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345h	<p>Question “Home visits”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345i	<p>Question “Parent support or training”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345j	<p>Question “Special class with other children some or all of whom also had special needs”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities

CHQ345k	<p>Question "{Continued} For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs._x000D_ _x000D_ Private tutoring or schooling for learning problems" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345l	<p>Question "Instruction in Braille" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345m	<p>Question "Instruction in sign language, Cued Speech, ASL, total communication (TOCO)" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345n	<p>Question "Any other service (Please specify:)" _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities
CHQ345nOS		Other specify for services for disabilities
CHQ375a	<p>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</p>	Services for disabilities

CHQ375b	<p>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"</p>	Services for disabilities
CHQ375c	<p>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"</p> <p>"Don't know"</p>	Services for disabilities
CHQ380a	<p>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"</p>	Services for disabilities
CHQ380b	<p>Pre-unit "Year:"_x000D_ _x000D_ Watermark "Enter the year"</p>	Services for disabilities
CHQ385	<p>Question "Is {CHILD} still receiving {this service/any of these services}?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Services for disabilities

CHQ390a	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"	Services for disabilities
CHQ390b	Pre-unit "Year:" _x000D_ _x000D_ Watermark "Enter year"	Services for disabilities
CHQ420	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_	Services for disabilities
CHQ430	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_	Services for disabilities

VIQ010	<p>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 children at school and other children outside of school. However, do not include brothers or sisters."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Peer victimization
VIQ020	<p>Question "How often has this happened?"_x000D_ ----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_</p>	Peer victimization
VIQ021	<p>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 children at school and other children outside of school. However, do not include brothers or sisters."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Peer victimization

VIC022	<p>Question "How often has this happened?"_x000D_ -----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_</p>	Peer victimization
VIC030	<p>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 children at school and other children outside of school. However, do not include brothers or sisters."_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Peer victimization
VIC040	<p>Question "How often has this happened?"_x000D_ -----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_</p>	Peer victimization

VIC050	<p>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 children at school and other children outside of school. However, do not include brothers or sisters."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Peer victimization
VIC060	<p>Question "How often has this happened?"_x000D_ ----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_</p>	Peer victimization

PPQ100	<p>Question "Next are some statements that may relate to how you have felt about yourself and your life during the past week. For each statement, please indicate how often in the past week you felt or behaved this way.</p> <p>_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_</p>	Depression and subjective well-being
PPQ110	<p>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_</p>	Depression and subjective well-being
PPQ120	<p>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_</p>	Depression and subjective well-being

PPQ130	<p>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_</p>	Depression and subjective well-being
PPQ140	<p>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_</p>	Depression and subjective well-being
PPQ150	<p>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_</p>	Depression and subjective well-being
PPQ160	<p>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_</p>	Depression and subjective well-being
PPQ170	<p>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_</p>	Depression and subjective well-being

PPQ180	<p>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_</p>	Depression and subjective well-being
PPQ190	<p>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_</p>	Depression and subjective well-being
PPQ200	<p>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_</p>	Depression and subjective well-being
PPQ210	<p>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_</p>	Depression and subjective well-being
PPQ220	<p>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_</p>	Respondent's general health status

PPQ225	<p>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_</p>	Overall life stress
PPQ226	<p>Question "During the past 12 months, to what extent would you agree that the coronavirus pandemic increased your amount of stress?"_x000D_ -----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Overall life stress due to coronavirus
PPQ230	<p>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_</p>	Family health limitations
PPQ240	<p>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_</p>	Family health limitations

PPQ400a	<p>Question "In your day-to-day life over the past year, how often did any of the following things happen to you?" _x000D_ _x000D_ You were treated with less courtesy than other people." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_</p>	Discrimination
PPQ400b	<p>Question "You were treated with less respect than other people." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_</p>	Discrimination
PPQ400c	<p>Question "You received poorer service than other people at restaurants or stores." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_</p>	Discrimination
PPQ400d	<p>Question "People acted as if they thought you were not smart." _x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_</p>	Discrimination

PPQ400e	Question "You were called names or insulted."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_	Discrimination
PPQ400f	Question "You were threatened or harassed."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_	Discrimination

FDQ130a	<p>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_</p> <ol style="list-style-type: none"> 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_ 	Ability to purchase food sufficient for family needs
FDQ130b	<p>Question “The food that {I/we} bought just didn’t last, and {I/we} didn’t have money to get more.”_x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_ 	Ability to purchase food sufficient for family needs

FDQ130c	<p>Question “{I/We} couldn’t afford to eat balanced meals.”_x000D_ -----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_</p>	Ability to purchase food sufficient for family needs
FDQ140	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ150	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ160	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ170	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food

FDQ180	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ190	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ191	<p>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_</p>	Frequency that adults and children in the household do not have sufficient food

FDQ192a	<p>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_</p>	Ability to purchase food sufficient for family needs
FDQ192b	<p>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_</p>	Ability to purchase food sufficient for family needs
FDQ192c	<p>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_</p>	Ability to purchase food sufficient for family needs

FDQ210	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Ability to purchase food sufficient for family needs
FDQ240	<p>Question "In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?"_x000D_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ242	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ243	<p>Question "How often did this happen?"_x000D_</p> <p>----_x000D_</p> <p>1. Almost every month_x000D_</p> <p>2. Some months, but not every month_x000D_</p> <p>3. In only 1 or 2 months_x000D_</p>	Frequency that adults and children in the household do not have sufficient food
FDQ250	<p>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_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Frequency that adults and children in the household do not have sufficient food

FDQ300	<p>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_</p>	Obtaining free groceries or meals
FDQ305	<p>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_</p>	Obtaining free groceries or meals

HRQ010	<p>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>	Whether child has biological or adoptive parents who are not currently living in the household
HRQ015	<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>	Whether child has biological or adoptive parents who are not currently living in the household

HRQ030	<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>	Biological and adoptive parents' vital status
NRQ010	<p>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."</p>	Introduction to nonresident parent section

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} {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</p>	<p>Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household</p>
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NRQ123	<p>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</p>	<p>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>
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<p>PEQ020</p>	<p>Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}_x000D_ _x000D_ What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}'s {biological/adoptive} {mother/father}} {have/has} completed?"_x000D_ ----_x000D_ 0. Never went to school_x000D_ 1. 1st grade_x000D_ 2. 2nd grade_x000D_ 3. 3rd grade_x000D_ 4. 4th grade_x000D_ 5. 5th grade_x000D_ 6. 6th grade_x000D_ 7. 7th grade_x000D_ 8. 8th grade_x000D_ 9. 9th grade_x000D_ 10. 10th grade_x000D_ 11. 11th grade_x000D_ 12. 12th grade but no diploma_x000D_ 13. High school equivalent/GED_x000D_ 14. High school diploma_x000D_ 15. Vocational or technical program after high school but no vocational/technical diploma_x000D_ 16. Vocational or technical program after high school.</p>	<p>Diplomas or degrees parent has obtained</p>
<p>PEQ050</p>	<p>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_</p>	<p>Parents' current school attendance</p>

PEQ060	<p>Question "{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {mother/father}} currently taking courses full time or part time?"_x000D_</p> <p>----_x000D_</p> <p>1. Full-time_x000D_</p> <p>2. Part-time_x000D_</p>	Parents' current school attendance
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
EMQ020	<p>Question "{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work for pay?"_x000D_</p> <p>_x000D_</p> <p>InstResp "If {you are/{NAME} is} self-employed, select yes."_x000D_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Parents' current employment
EMQ030	<p>Question "{Were you/Was {NAME}} on leave or vacation from a job?"_x000D_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Parents' current employment

EMQ032	<p>Question "{Were you/Was {NAME}} furloughed or on leave from a job because of the coronavirus pandemic?"_x000D_----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Whether parent was furloughed or on leave from a job because of the coronavirus pandemic
EMQ040	<p>Question "How many jobs {do you/does {NAME}} have now?"_x000D_</p> <p>_x000D_</p> <p>Pre-unit "Jobs:"_x000D_</p> <p>_x000D_</p> <p>Watermark "Number of jobs"</p>	Parents' current employment
EMQ050	<p>Question "About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all {#} jobs}?"_x000D_</p> <p>_x000D_</p> <p>InstResp "If hours vary, provide average hours per week."_x000D_</p> <p>_x000D_</p> <p>Pre-unit "Hours:"_x000D_</p> <p>_x000D_</p> <p>Watermark "Hours per week"</p>	Parents' work schedule
EMQ055	<p>Question "{Do you/Does {NAME}} work a regular day shift, that is, one with most of the hours between 6 a.m. and 6 p.m.?"_x000D_</p> <p>----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Parents' work schedule

EMQ056	<p>Question “{Do you/Does {NAME}} work...”_x000D_ -----_x000D_ 1. A regular evening shift - any time between 2 p.m. and midnight,_x000D_ 2. A regular night shift - any time between 9 p.m. and 8 a.m._x000D_ 3. A variable shift—one that changes from days to evenings or nights, where {you/he/she} choose{s} {your/his/her} own hours,_x000D_ 4. A variable shift, with hours set by {your/his/her} employer, or_x000D_ 5. When work is available?_x000D_ _x000D_</p>	Parents’ work schedule
EMQ059	<p>Question “Did {you/{NAME}} lose a job because {your/his/her} place of business was temporarily closed or went out of business during the coronavirus pandemic?”_x000D_ _x000D_ InstResp “If {you are/{NAME} is} self-employed, please answer about whether a business was lost rather than a job.”_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Whether parent lost a job because his or her place of business was temporarily closed or went out of business during the coronavirus pandemic

EMQ060	<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/submitted 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>	Looking for work
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EMQ070	<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_</p>	Looking for work
EMQ0700S		Other specify for looking for work

EMQ080	<p>Question "What {were you/was {NAME}} doing most of last week?" _x000D_ _x000D_</p> <p>InstResp "If you did more than one of the following last week, please select the one you did the most." _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Availability for work
EMQ0800S		Other specify for availability for work
EMQ100	<p>Question "Could {you/{NAME}} have taken a job last week if one had been offered?" _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Yes _x000D_ 2. No _x000D_ 	Availability for work

EMQ120	<p>Question “For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}? _x000D_ _x000D_</p> <p>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_</p> <p>Pre-unit “Name:”_x000D_ _x000D_</p> <p>Watermark “Enter employer name”</p>	Occupation and industry
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
EMQ130	<p>Question "What kind of business or industry {is/was} this?" _x000D_ _x000D_</p> <p>InstResp "Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming." _x000D_ _x000D_</p> <p>Pre-unit "Business or industry:" _x000D_ _x000D_</p> <p>Watermark "Enter industry description"</p>	Occupation and industry

EMQ140	<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>	Occupation and industry
EMQ150	<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>	Occupation and industry

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
EMQ210	<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_</p> <p>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_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Active duty military service

EMQ215	<p>{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>	Active duty military service
EMQ300	<p>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</p>	Family hardship
EMQ305a	<p>Question "During how many years or months since {{CHILD}/he/she} was born has {{CHILD}'s/your} family had serious financial problems?"_x000D_ _x000D_ Pre-unit "Years:"_x000D_ _x000D_ Watermark: "Enter years"_x000D_ _x000D_ "Don't know"</p>	Family hardship

EMQ305b	<p>Question "and" _x000D_ _x000D_ Pre-unit "Months:" _x000D_ _x000D_ Watermark: "Enter months" _x000D_ _x000D_ "Don't know"</p>	Family hardship
WPQ030	<p>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</p>	Receipt of benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC
WPQ040	<p>Question "Did {CHILD} receive any WIC benefits as an infant or child?" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Receipt of benefits from the Special Supplemental Food Program for Women, Infants, and Children, or WIC
WPQ070	<p>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 PROGRAM NAME}}?" _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	Receipt of TANF since child's birth and in last 12 months

WPQ100	<p>Question “{Since {DATE OF LAST SURVEY}/In the past 12 months}, have you or anyone in your household received TANF {or {STATE TANF PROGRAM NAME}}?_x000D_ _x000D_</p> <p>InstResp “For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.”_x000D_ ----_x000D_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Receipt of TANF since child’s birth and in last 12 months
WPQ105	<p>Question “{Since {DATE OF LAST SURVEY}/During those 12 months}, how many months did your household receive TANF {or {STATE TANF PROGRAM NAME}}?”_x000D_ _x000D_</p> <p>Pre-unit “Month(s)”_x000D_ _x000D_</p> <p>Watermark “Enter months”</p>	Receipt of TANF since child’s birth and in last 12 months
WPQ109	<p>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_</p> <p>1. Yes_x000D_</p> <p>2. No_x000D_</p>	Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months

WPQ110	<p>Question "{Since {DATE OF LAST SURVEY}/In the past 12 months}, have you or anyone in your household received food stamps, also called SNAP, or food benefits on EBT?"_x000D_ _x000D_ InstResp "For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months</p>
WPQ120	<p>Question "{Since {DATE OF LAST SURVEY}/During those 12 months}, how many months did your household receive food stamps or food benefits on EBT (Electronic Benefit Transfer) from SNAP?"_x000D_ _x000D_ Pre-unit "Month(s)"_x000D_ _x000D_ Watermark "Enter months"</p>	<p>Receipt of Food Stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer) during past 12 months</p>
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST

WPQ170	<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_</p>	Participation in Federal School Lunch or Breakfast Program
WPQ180	<p>Question "Are these lunches free or reduced price?"_x000D_ ----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_</p>	Participation in Federal School Lunch or Breakfast Program
WPQ200	<p>Question "Does {CHILD}'s school offer breakfast for its students?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Participation in Federal School Lunch or Breakfast Program
WPQ210	<p>Question "Does {CHILD} usually receive a breakfast provided by the school?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Participation in Federal School Lunch or Breakfast Program
WPQ215	<p>Question "Does {CHILD} receive free or reduced price breakfasts at school?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Participation in Federal School Lunch or Breakfast Program

WPQ216	<p>Question "Are these breakfasts free or reduced price?"_x000D_ -----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_</p>	Participation in Federal School Lunch or Breakfast Program
WPQ220	<p>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"</p>	Participation in Federal School Lunch or Breakfast Program
PAQ110	<p>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_</p>	Total family income for the year

PAQ120	Question "What was your total household income last year, to the nearest thousand?"_x000D_ _x000D_ Pre-unit "Total income:"_x000D_ _x000D_ Watermark "Enter number"	Total family income for the year
CMQ022	Question "In case we contact you for the next survey a year from now, we would like to ask a few questions about how to reach you."_x000D_ _x000D_ InstResp "Select Next to continue."	Introduction to contact information
CMQ026a	Question "Please enter your contact information." _x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"	Email address
CMQ026b	Question "Or_x000D_ _x000D_ Mobile Number:"	Telephone number
CMQ060	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_	Telephone number

CMQ100	<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>	Telephone number
CMQ140	<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>	Telephone number
CMQ140b	<p>Question "Please enter an extension if there is one._x000D_ _x000D_ Extension"</p>	Telephone number
CMQ150	<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>	Telephone number

CMQ1500S	InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.)}"	Other specify for telephone number
CMQ200	<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_</p>	Contact persons to locate the parent

CMQ205	<p>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_</p>	Contact persons to locate the parent
CMQ210a	<p>Question "Please {enter/correct/enter new} contact information for that person._x000D_ _x000D_ First Name: "</p>	Contact persons to locate the parent
CMQ210b	<p>Question "Last Name:"</p>	Contact persons to locate the parent
CMQ210c	<p>Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"</p>	Contact persons to locate the parent
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CMQ210d1	<p>Question "Mailing address:_x000D_ _x000D_ Address Line 1:"</p>	Contact persons to locate the parent
CMQ210d2	<p>Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"</p>	Contact persons to locate the parent
CMQ210e	<p>Question "City:"</p>	Contact persons to locate the parent

CMQ210f	Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"	Contact persons to locate the parent
CMQ210g	Question "ZIP code:"	Contact persons to locate the parent
CMQ210h	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_	Contact persons to locate the parent

<p>CMQ300</p>	<p>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_</p>	<p>Contact persons to locate the parent</p>
<p>CMQ305</p>	<p>Question "Besides {PERSON AT FALL CMQ110a/PERSON AT SPRING CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?" _x000D_ _x000D_ InstResp "We will only contact this person if we cannot locate you for the next survey." _x000D_ ---- _x000D_ 1. Yes _x000D_ 2. No _x000D_</p>	<p>Contact persons to locate the parent</p>

CMQ310a	Question "Please {enter/correct/enter new} contact information for that person._x000D_ _x000D_ First Name:"	Contact persons to locate the parent
CMQ310b	Question "Last Name:"	Contact persons to locate the parent
CMQ310c	Question "Email address:"_x000D_ _x000D_ Watermark "name@domain.com"	Contact persons to locate the parent
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CMQ310d1	Question "Mailing address:_x000D_ _x000D_ Address Line 1:"	Contact persons to locate the parent
CMQ310d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark "Apartment number"	Contact persons to locate the parent
CMQ310e	Question "City:"	Contact persons to locate the parent
CMQ310f	Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"	Contact persons to locate the parent
CMQ310g	Question "ZIP code:"	Contact persons to locate the parent

<p>CMQ310h</p>	<p>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_</p>	<p>Contact persons to locate the parent</p>
<p>CMQ395</p>	<p>We have recorded {NAME OF NONRESIDENTIAL PARENT} at {EMAIL ADDRESS}_x000D_ _x000D_ on_x000D_ _x000D_ {ADDRESS, LINE 1}_x000D_ {ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE} {ZIP CODE} is {CHILD}'s {RELATIONSHIP AT FALL CMQ170}._x000D_ _x000D_ Is this information still correct?_x000D_ _x000D_ InstResp "We will only contact this person if we cannot locate you for the next survey."_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes --- no correction needed_x000D_ 2. Yes --- minor corrections needed_x000D_ 3. No_x000D_ 4. I already provided this contact information_x000D_ DON'T KNOW</p>	<p>Contact persons to locate the parent</p>

CMQ400a	Question "Please {enter/correct/enter new} name, email address, and mailing address of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}._x000D_ _x000D_ First Name:" _x000D_ _x000D_ InstResp "We will only contact this person if we cannot locate you for the next survey."	Contact persons to locate the parent
CMQ400b	Question "Last Name:"	Contact persons to locate the parent
CMQ400c	Question "Email address:" _x000D_ _x000D_ Watermark "name@domain.com"	Contact persons to locate the parent
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CMQ400d1	Question " Mailing address:" _x000D_ _x000D_ Address Line 1:"	Contact persons to locate the parent
CMQ400d2	Question "Address Line 2:" _x000D_ _x000D_ Watermark "Apartment number"	Contact persons to locate the parent
CMQ400e	Question "City:"	Contact persons to locate the parent
CMQ400f	Question "State:" _x000D_ _x000D_ InstResp "Please select a state, district, or territory." _x000D_ _x000D_ Watermark "Select a state"	Contact persons to locate the parent
CMQ400g	Question "ZIP code:"	Contact persons to locate the parent

NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
NOT IN FIELD TEST	NOT IN FIELD TEST	NOT IN FIELD TEST
CMQ800	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."	Thank you before contacting alternate respondent
CMQ805	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."	Thank you to respondent

National Item #

INQ001

INQ001b

INQ002

INQ005a
INQ005b
INQ005c
INQ005d
INQ005e
INQ005f1
INQ005f2
INQ005f3

INQ005f4

INQ005f5

INQ005g
INQ005gOS
INQ005j
INQ005k

INQ010a
INQ010b
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INQ090

SPQ001

SPQ002

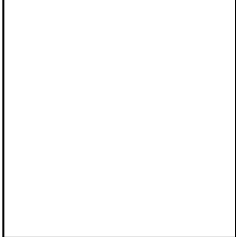
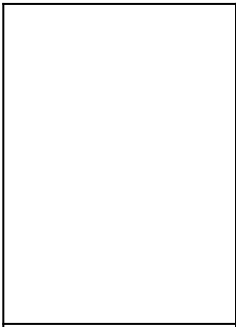
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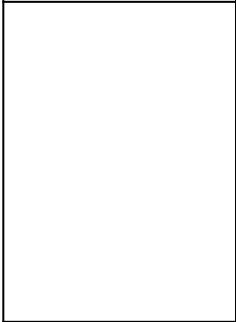
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SPQ106



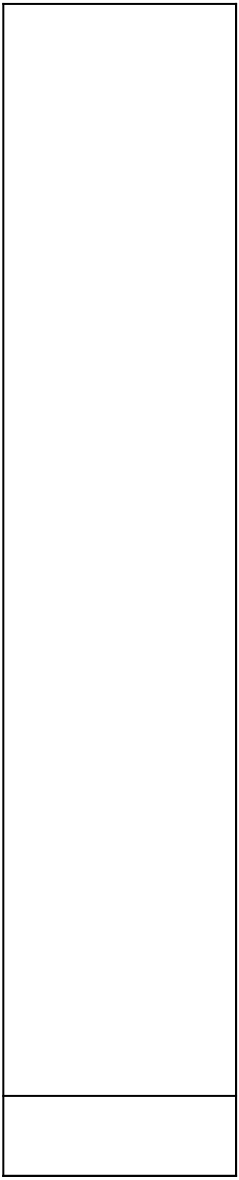
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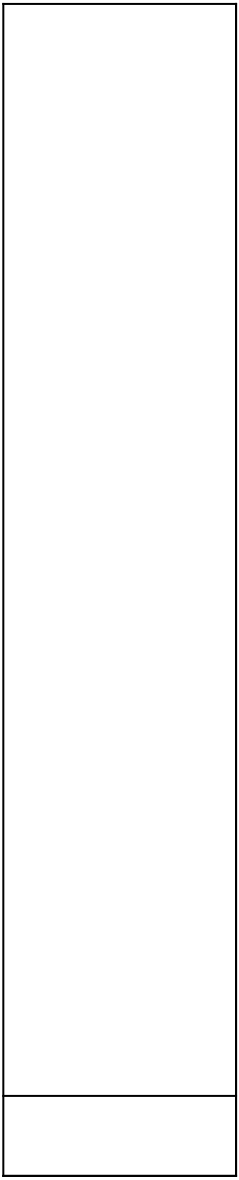
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SPQ160

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PIQ124

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PIQ126

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PIQ185

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PIQ210

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PIQ230

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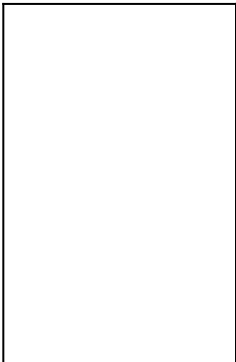
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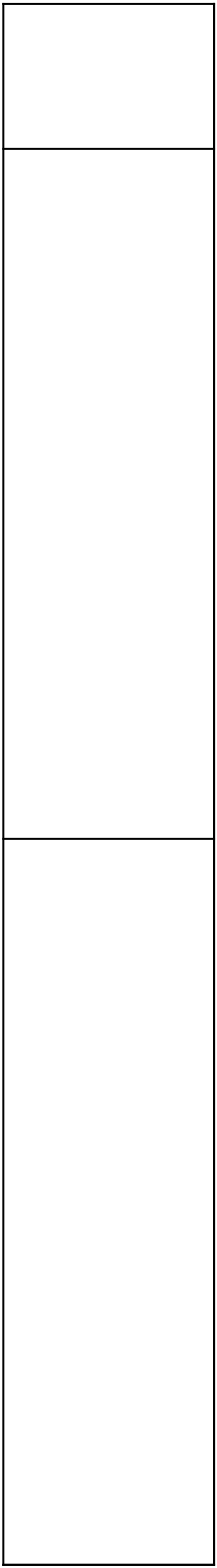
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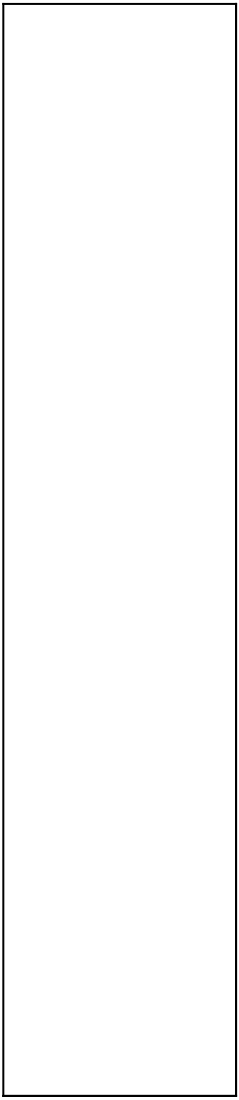
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FSQ005c





FSQ010

FSQ030

FSQ040

FSQ050

FSQ110

FSQ120

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FSQ191

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FSQ195

FSQ197a

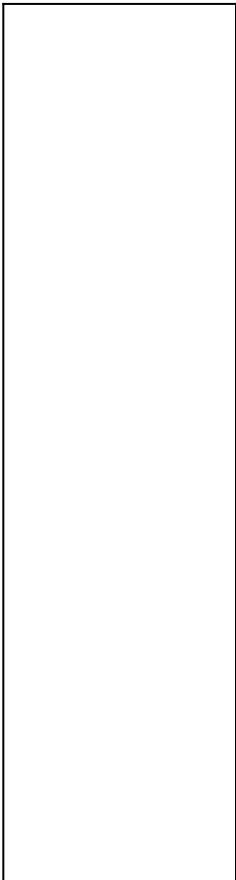
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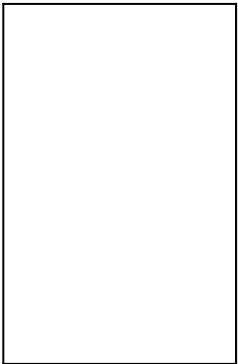
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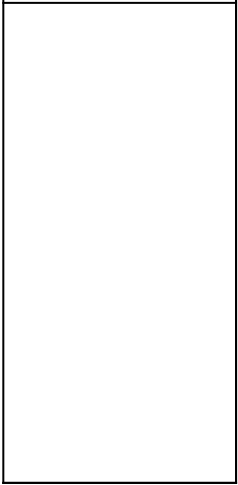
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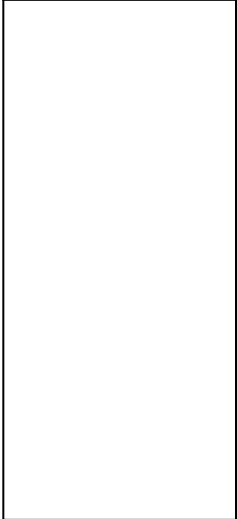
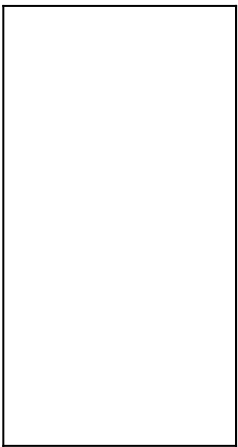
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HEQ272b



HEQ273a

HEQ273b

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HEQ274b

HEQ274c

HEQ277

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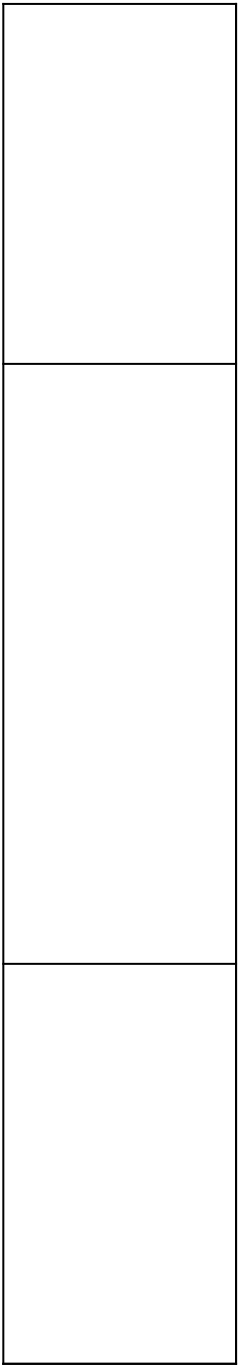
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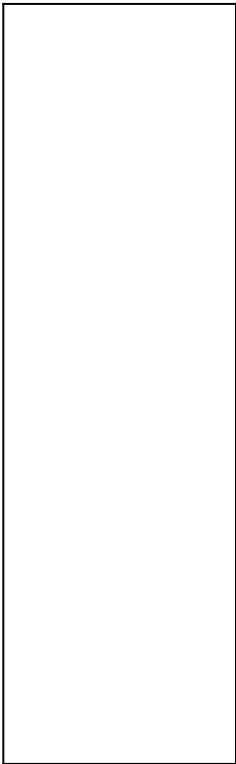
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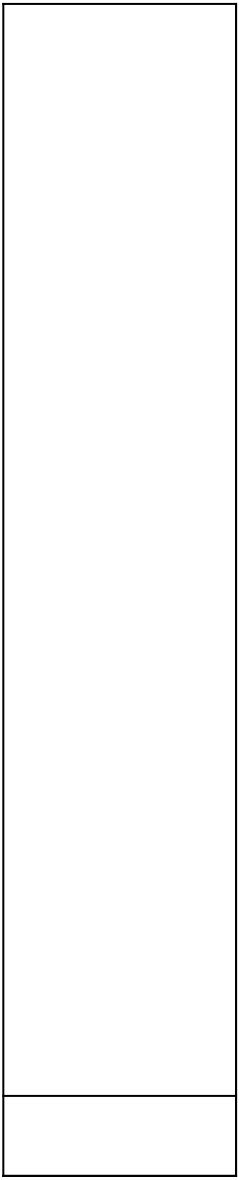
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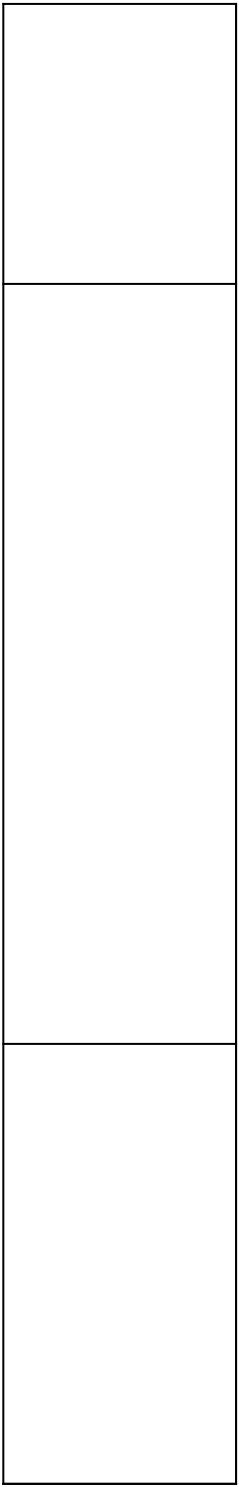
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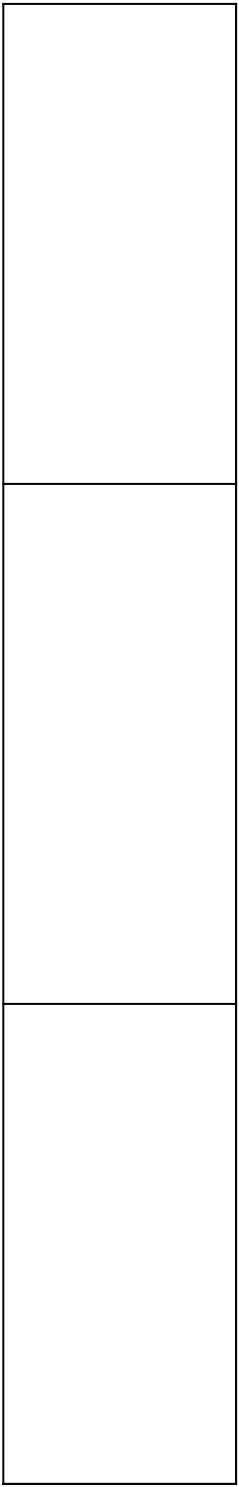
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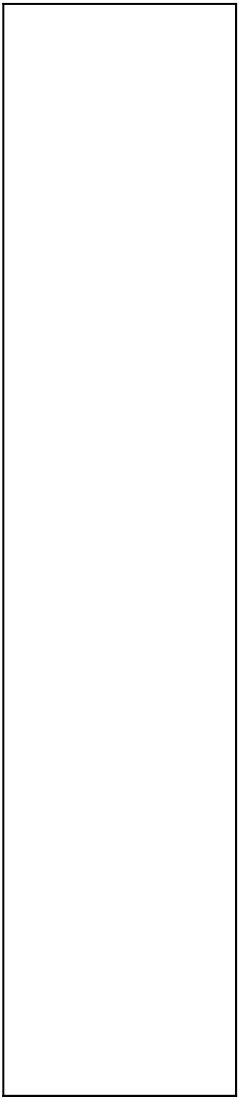
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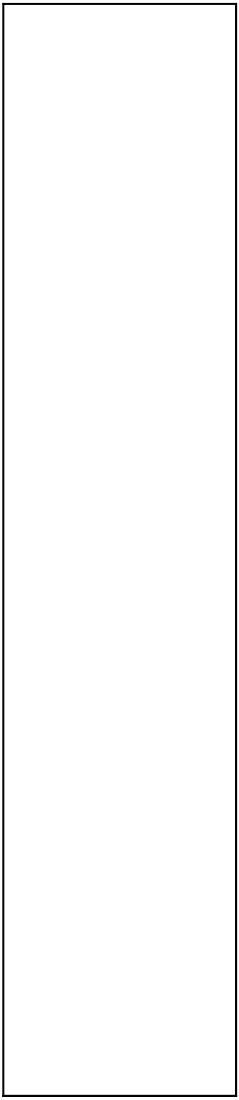
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CHQ125a
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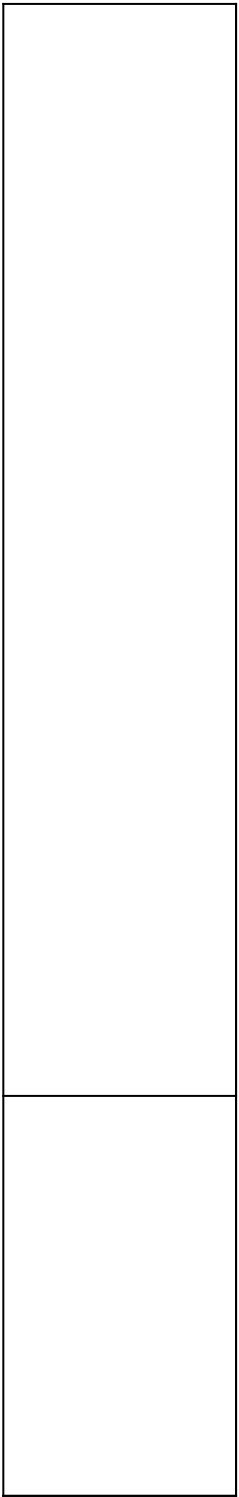
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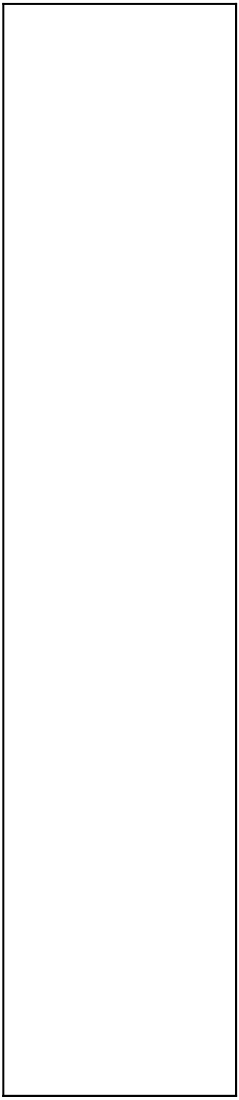
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CHQ135b





CHQ200

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CHQ210
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CHQ216

CHQ217

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CHQ219

CHQ220

CHQ221

CHQ222

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CHQ245

CHQ246

CHQ246OS

CHQ250a

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CHQ250c

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CHQ345OS

CHQ375b

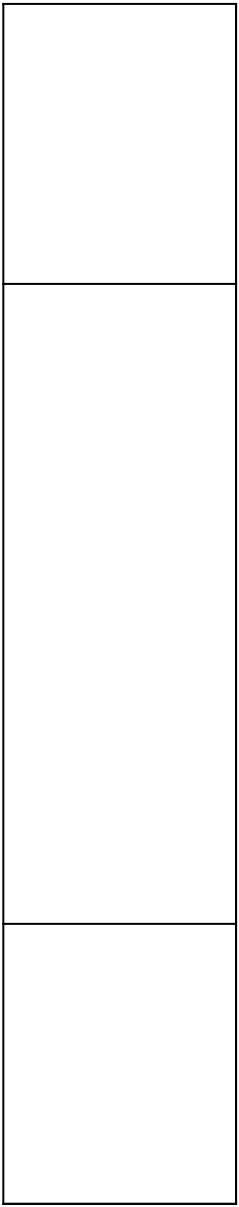
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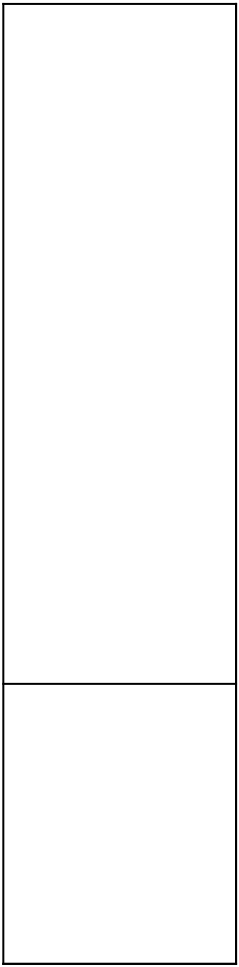
CHQ380a

CHQ380b

CHQ385

CHQ390a
CHQ390b
CHQ420
CHQ430





PPQ100

PPQ110

PPQ120

PPQ130
PPQ140
PPQ150
PPQ160
PPQ170

PPQ180
PPQ190
PPQ200
PPQ210
PPQ220

PPQ225

PPQ230

PPQ240

PPQ500a
PPQ500b
PPQ510a
PPQ510b

PPQ510c

PPQ520

FDQ130a

FDQ130b

FDQ130c
FDQ140
FDQ150
FDQ160
FDQ170

FDQ180

FDQ190

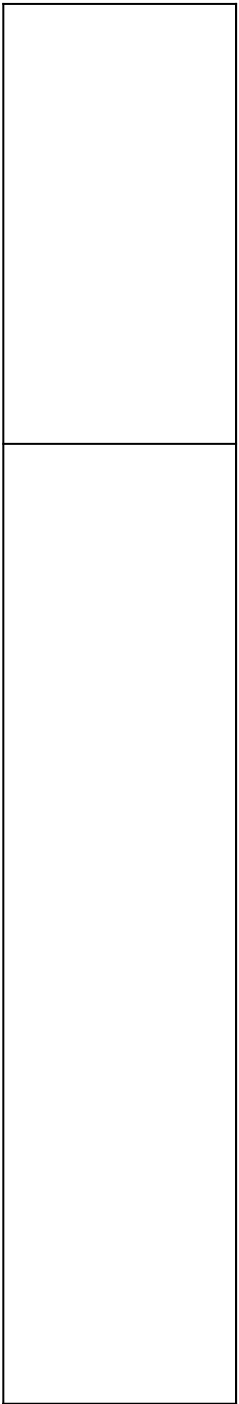
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FDQ192b

FDQ192c

FDQ210
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FDQ250

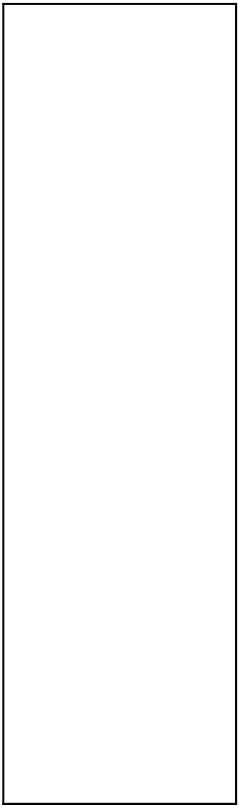


HRQ010

HRQ015

HRQ030

NRQ040

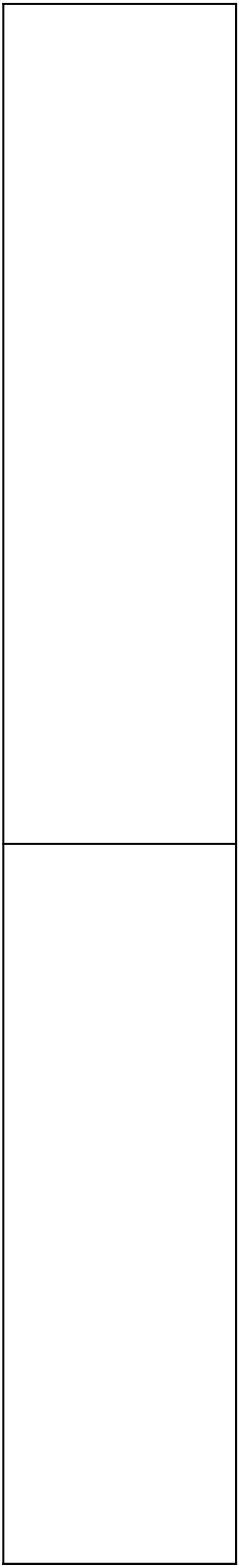


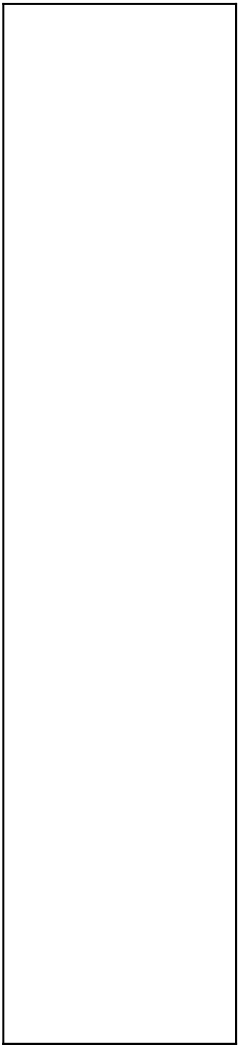
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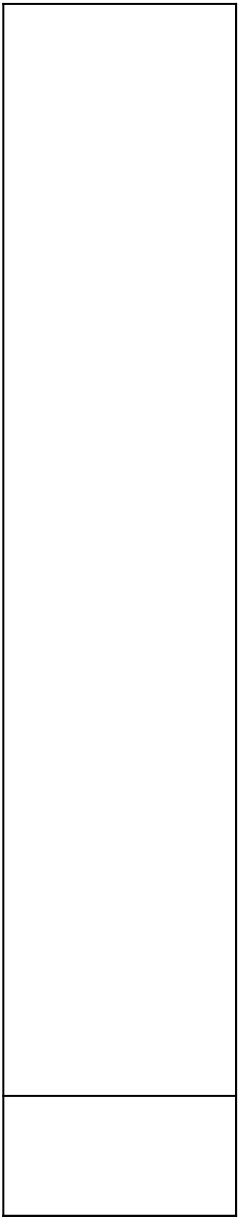
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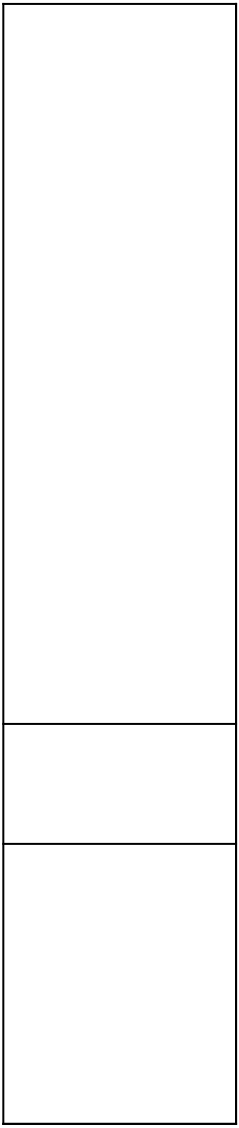
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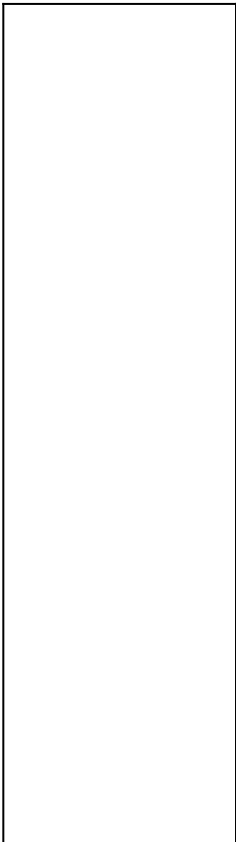
EMQ005











EMQ125

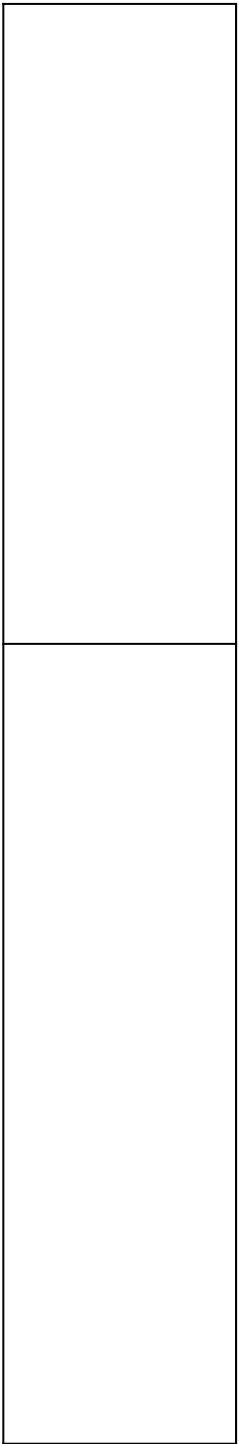
EMQ125b

EMQ126

EMQ127

EMQ128

EMQ129



EMQ160

EMQ210

EMQ215

EMQ300

EMQ305a

EMQ305b
WPQ030
WPQ040
WPQ070

WPQ100

WPQ105

WPQ109

WPQ110

WPQ120

WPQ122

WPQ170
WPQ180
WPQ200
WPQ210
WPQ215

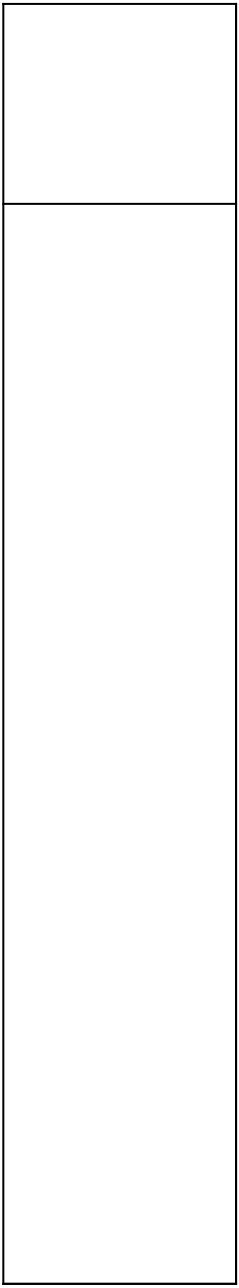
WPQ216

WPQ220

PAQ110

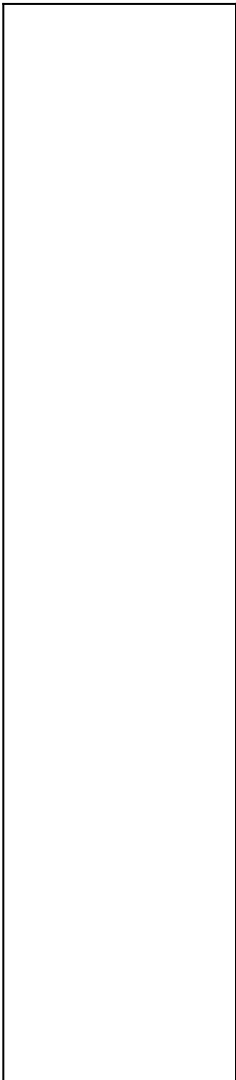
PAQ120

PAQ120



CMQ100
CMQ110a
CMQ110b
CMQ110c1
CMQ110c2
CMQ110c3
CMQ110d1
CMQ110d2
CMQ110e

CMQ110f
CMQ110g
CMQ110h



CMQ130

CMQ140a
CMQ140b
CMQ140c1
CMQ140c2
CMQ140c3
CMQ140d1
CMQ140d2
CMQ140e
CMQ140f
CMQ140g

CMQ140h

CMQ170a
CMQ170b
CMQ170c1
CMQ170c2
CMQ170c3
CMQ170d1
CMQ170d2
CMQ170e
CMQ170f
CMQ170g

CMQ170h
CMQ500
CMQ505a1
CMQ505a2
CMQ505b
CMQ505c
CMQ505d
CMQ510
CMQ520

CMQ525
CMQ525b
CMQ525c
CMQ525d
CMQ525e
CMQ525eOS
CMQ800
CMQ805

National 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._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 "{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._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 {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?"_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 the study's child activities.

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

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

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_

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

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_

DON'T KNOW

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_



Has {CHILD} ever had a home visit from {his/her/their} kindergarten teacher?

1. Yes
2. No

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_

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_

The school lets you know between report cards how {CHILD} is doing in school."_x000D_

SaVisible "True"_x000D_

----_x000D_

1. Does this very well
 2. Just OK
 3. Doesn't do this at all
- DON'T KNOW

Question "The school helps you understand what children at {CHILD}'s age are like."_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_

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_

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_

DON'T KNOW

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_
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_

{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_

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_

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"

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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."

1. Never
2. Sometimes
3. Often
4. Very often

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

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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_

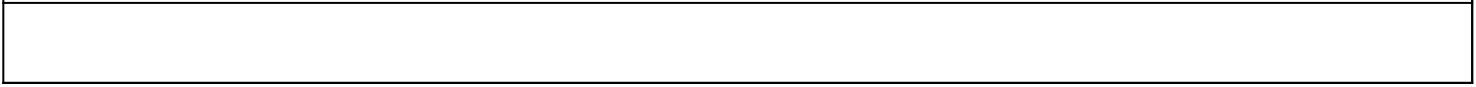
----_x000D_

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?"_x000D_

----_x000D_

1. Yes_x000D_
2. No_x000D_

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

Visible "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"

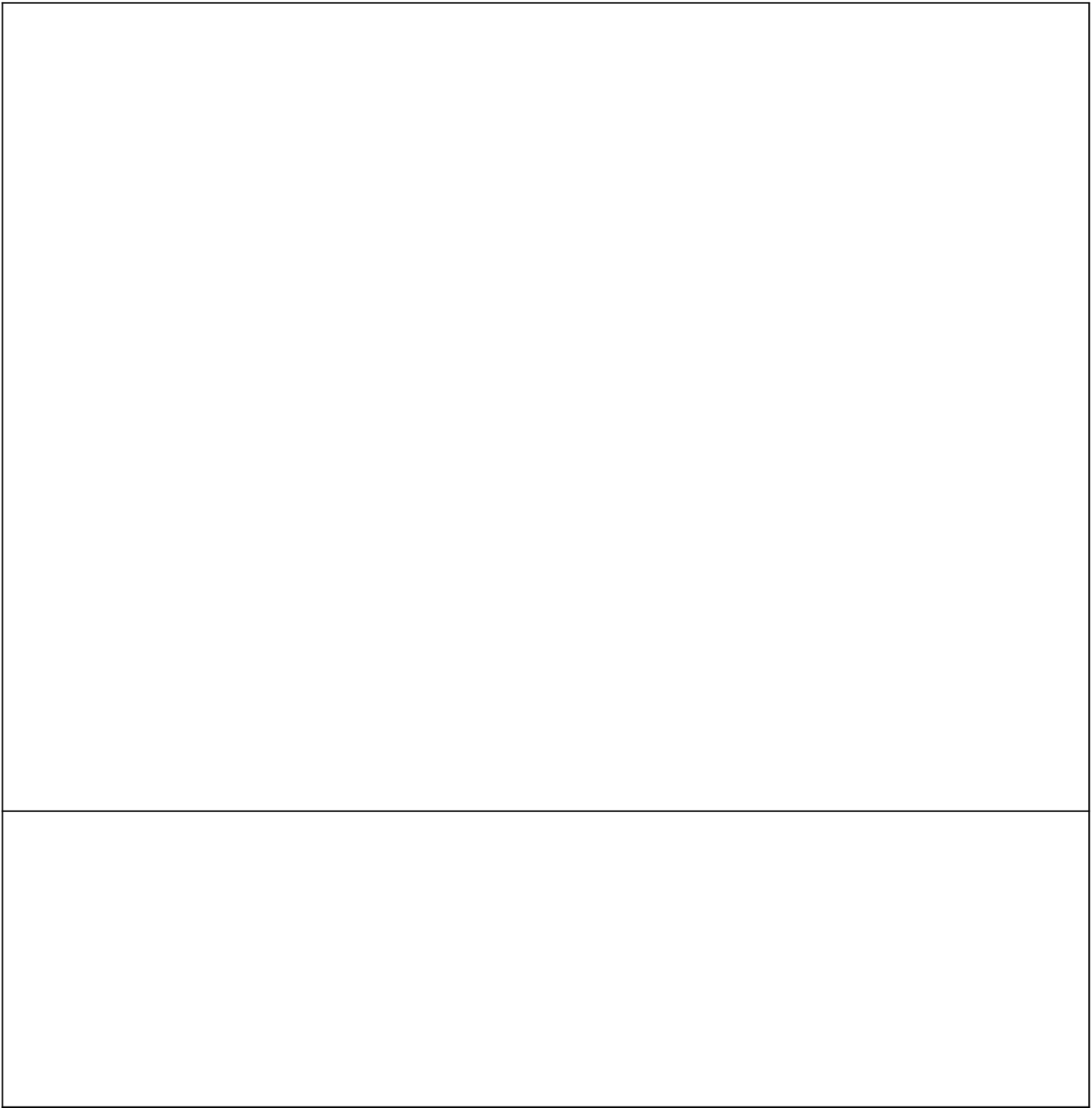
Question "What was the month and year when the diagnosis was made? If there was more than one diagnosis, report the earliest."_x000D_

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."

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
----_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

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:"
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_

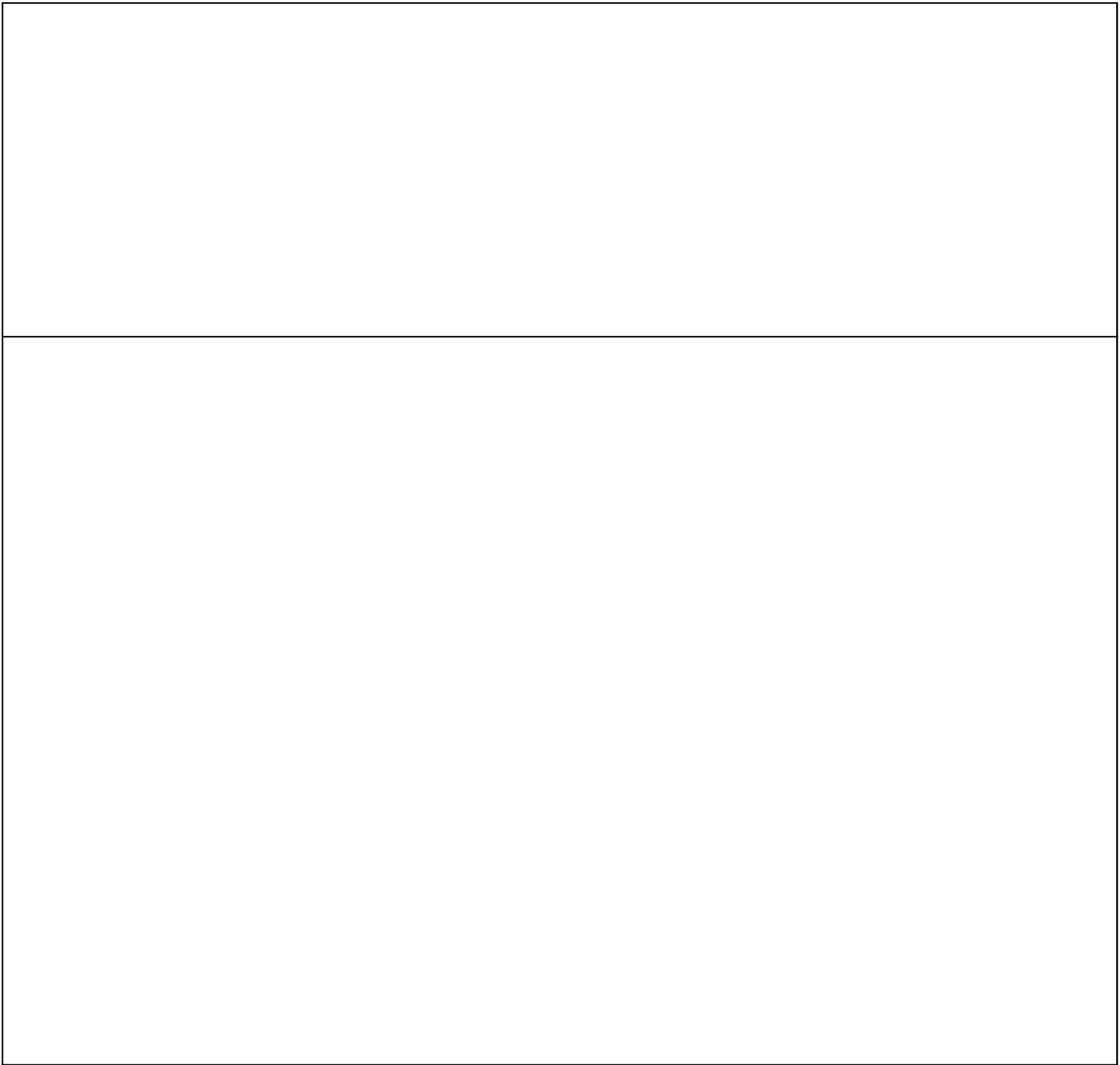
----_x000D_

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_

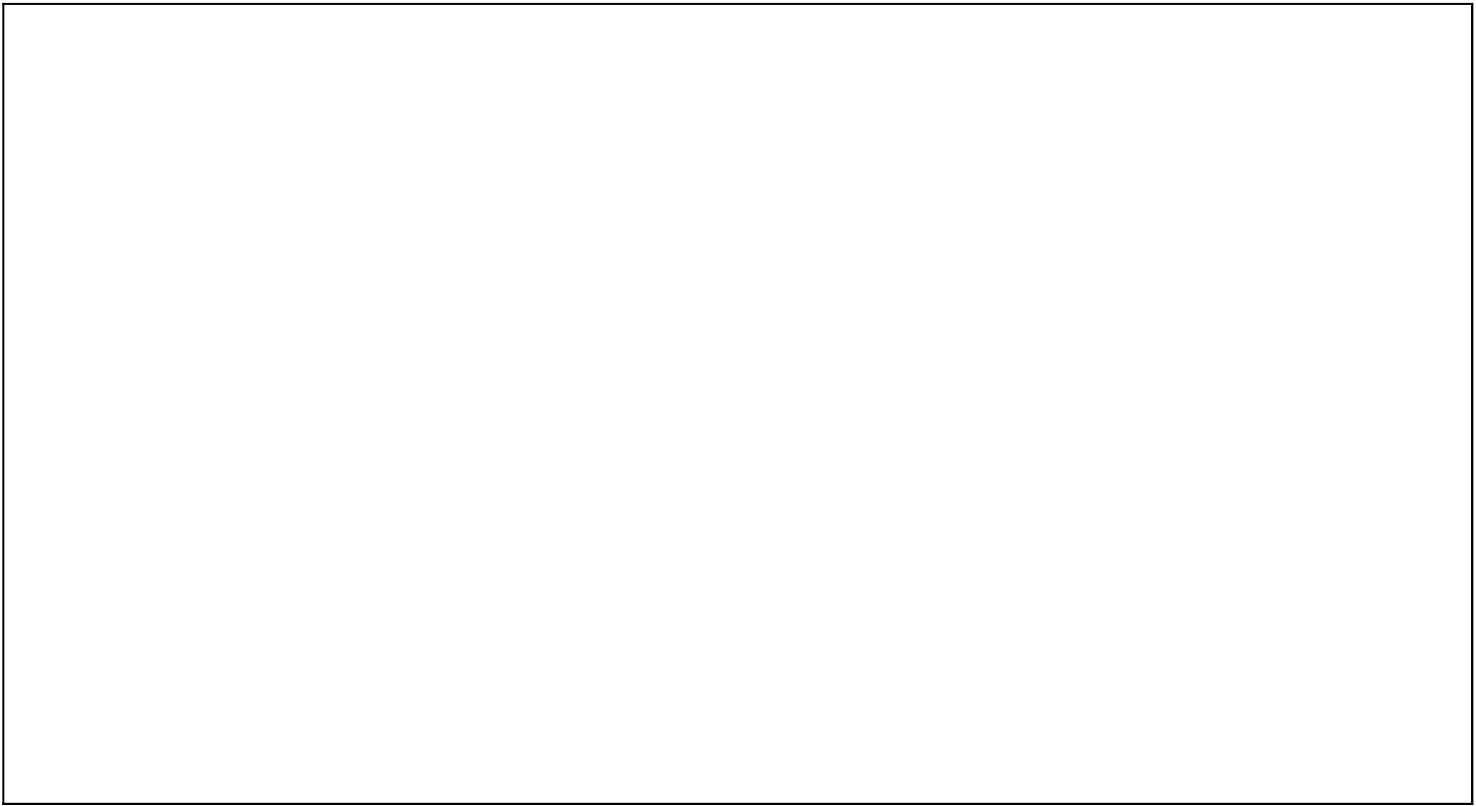
DON'T KNOW

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_

DON'T KNOW



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_

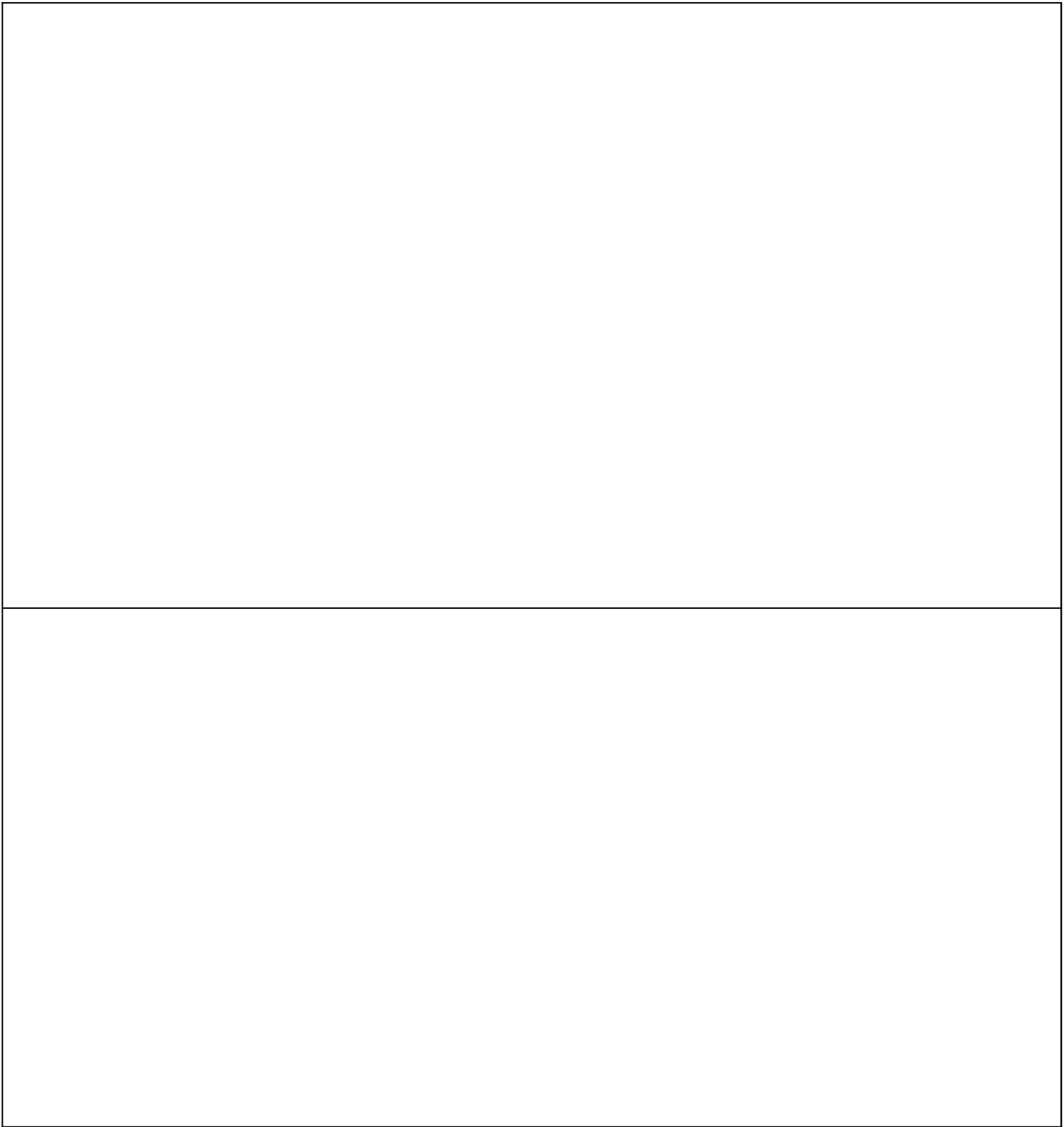
----_x000D_

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_

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_

“Job title not listed.”

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 “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_

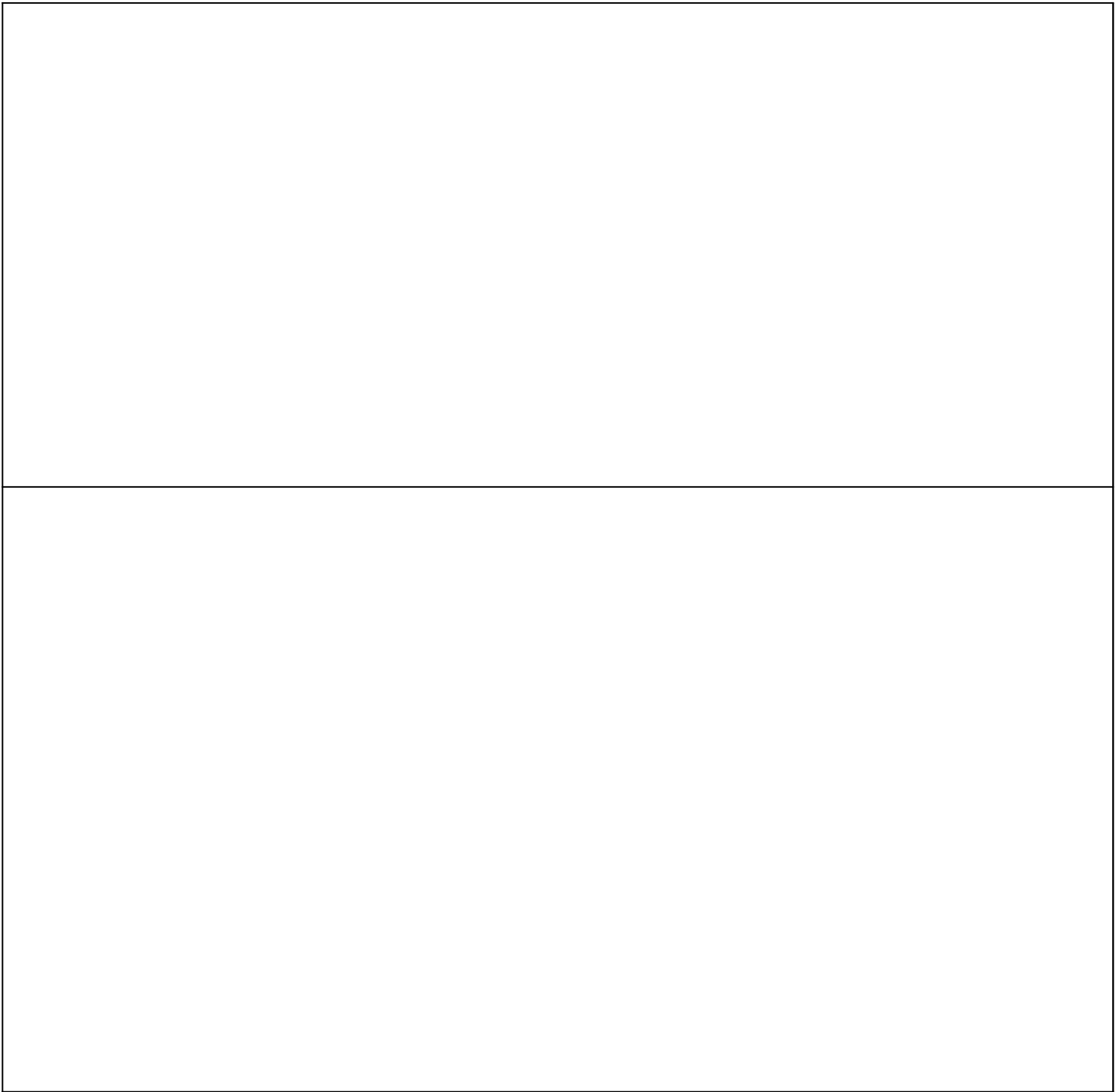
x000D
Specific Area:”

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
----_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_

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

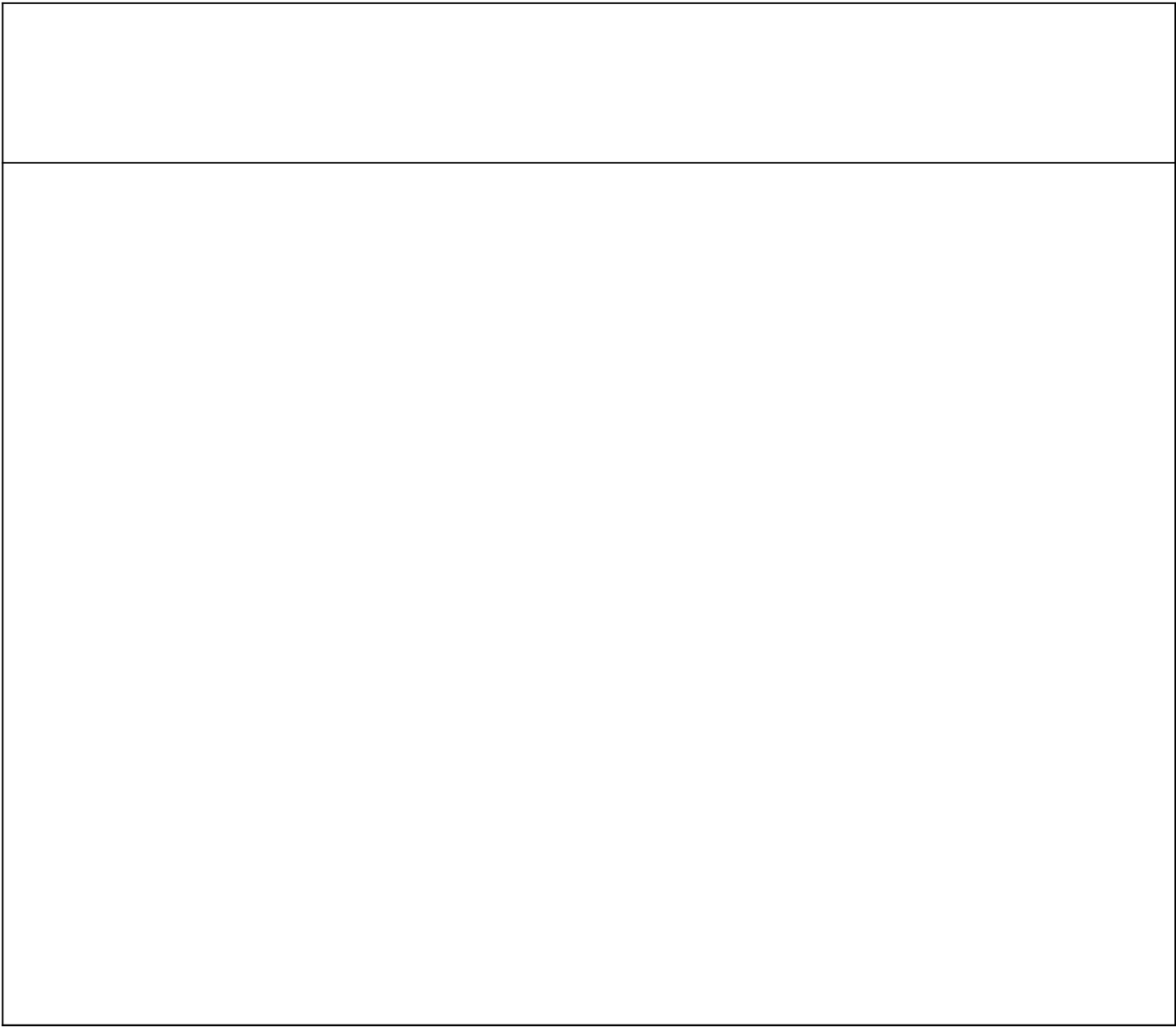
Watermark "Number of breakfasts"

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
----_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."

Added	Dropped	Changed	Rationale for additions, drops, or changes
		Yes	Moved the second sentence to item INQ001b because it is more appropriate as introductory text there than in INQ001.

		Yes	Deleted first sentence with prefilled data about who the fall kindergarten respondent was. Added introductory text.
		Yes	Added introductory text to be used if INQ001b is not asked.

		Yes	Changed "him or her" to "them" to be include all genders.
Yes			Added for alternate respondent contact information.
Yes			Added for alternate respondent contact information.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
		Yes	An option for "don't know" was added because respondents may not know the zip code for an address.
	Yes		Dropped because the question involves prefilling information about household members. The ECLS-K:2024 is not prefilling data about all household members across rounds.

Yes			Added to obtain the respondent's relationship to the child (previously collected in a later section, FSQ) at an earlier point in the survey. Gender neutral lists of relationships were used instead of those used in relationship questions in the field test.
Yes			Added to obtain the respondent's relationship to the child (previously collected in a later section, FSQ) at an earlier point in the survey.

		Yes	Added ":2024" to the study name.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
	Yes		Deleted because the ECLS-K:2024 is not prefilling data about gender.
		Yes	Based on feedback from gender experts and to match the fall kindergarten survey, sex was changed to gender and category 3 was added for another gender.
	Yes		Deleted because the ECLS-K:2024 is not prefilling data for date of birth.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	Added Pre-unit "Years:"
	Yes		Contact information for the respondent was deleted in section INQ because it is being collected on the MyECLS website.
	Yes		Contact information for the respondent was deleted in section INQ because it is being collected on the MyECLS website.

Yes			Added because child care questions in section SPQ were streamlined to be faster to answer and match the format used in the fall kindergarten parent survey. Question was changed to incorporate the instruction to the respondent by adding "anytime in" to the text about the year before kindergarten."
Yes			Added because child care questions in section SPQ were streamlined to be faster to answer and match the format used in the fall kindergarten parent survey. Question was changed to incorporate the instruction to the respondent by adding "anytime in" to the text about the year before kindergarten."
	Yes		This question was incorporated in a "select all that apply" item (SPQ002).

		Yes	Sentence order was reversed for clarity and an instruction to the respondent was added. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
	Yes		This question was incorporated in a "select all that apply" item (SPQ002).

		Yes	Sentence order was reversed for clarity and an instruction to the respondent was added. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
	Yes		This question was incorporated in a "select all that apply" item (SPQ002).

		Yes	Sentence order was reversed for clarity and an instruction to the respondent was added.
		Yes	Questions about birthweight in pounds and ounces/grams were combined into one item to reduce respondent burden.

	Yes		This question was incorporated into SPQ060.
	Yes		This question was incorporated into SPQ060.
	Yes		This question was incorporated into SPQ060.
		Yes	This question was changed to incorporate answers to SPQ099a and SPQ099b on the same screen. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

	Yes		This question was incorporated into SPQ099.
	Yes		This question was incorporated into SPQ099.
		Yes	The instruction to the respondent was added to the help text.
	Yes		Dropped because of item sensitivity.
Yes			Added to understand changes in child demographic characteristics over time.

Yes			Added new version of the item similar to fall kindergarten to reduce respondent burden. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
Yes			Added new version of the item to reduce respondent burden.
Yes			Added new version of the item to reduce respondent burden.

Yes			Added new version of the item to reduce respondent burden. The item is based on a fall kindergarten item, but the instruction to the respondent was deleted because it was redundant with the question text.
	Yes		This question was incorporated into SPQ153.
	Yes		This question was incorporated into SPQ153.
	Yes		This question was incorporated into SPQ160.

	Yes		This question was incorporated into SPQ160.
	Yes		This question was incorporated into SPQ160.

	Yes		This question was incorporated into SPQ162.
	Yes		This question was incorporated into SPQ162.

Yes			<p>This was added in response to comments from the Administration for Children and Families (ACF). Comments from ACF noted that there is a need in the field to not only ask schools/teachers about kindergarten transition activities done at the classroom/school level, but also the parents, to see who is actually receiving the transition activities schools are providing.</p>
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Yes			<p>This was added in response to comments from ACF. Comments from ACF noted that there is a need in the field to not only ask schools/teachers about kindergarten transition activities done at the classroom/school level, but also the parents, to see who is actually receiving the transition activities schools are providing.</p>
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Yes			An item about home visits was added as suggested by ACF.
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		Yes	Revisions were made to add categories (4, 7, 8, and 9) for responses reported in the field test. A "None of the above" response category was also added. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
	Yes		This was deleted and a "None of the above" response category was added to PIQ127 instead.
	Yes		Dropped to reduce respondent burden. Plan to ask in first grade.

	Yes		Dropped to reduce respondent burden. Plan to ask in first grade.
	Yes		Dropped to reduce respondent burden. Plan to ask in first grade.
	Yes		Dropped to reduce respondent burden. Plan to ask in first grade.

		Yes	Moved the reference to the blue help icon from this question because the first question with help text that should reference this is in the section before PIQ (item INQ005g). The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.

		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed. Based on field test analyses, response option 9 was revised to, "You do not find it hard to participate in activities at {CHILD}'s school."

	Yes		Dropped to reduce respondent burden
		Yes	Based on field test data, added category 5 for "Not applicable. {CHILD} does not have homework." The pronoun "their" was also added for children who are another gender.
		Yes	Transition text was added to the beginning of the question to make it easier to read for an interviewer, if needed.

Yes			This item was added to obtain the total number of household members and broad information on their ages. This and other items about family structure were changed to streamline the questions and not ask about the names, ages, and genders of all household members, but focus on the respondent, the child's parents/guardians, and the spouse/partners of the child's parents/guardians.
Yes			This item was added to obtain the total number of household members and broad information on their ages. This and other items about family structure were changed to streamline the questions and not ask about the names, ages, and genders of all household members, but focus on the respondent, the child's parents/guardians, and the spouse/partners of the child's parents/guardians.

Yes			This item was added to obtain the total number of household members and broad information on their ages. This and other items about family structure were changed to streamline the questions and not ask about the names, ages, and genders of all household members, but focus on the respondent, the child's parents/guardians, and the spouse/partners of the child's parents/guardians.
	Yes		The ECLS-K:2024 is not prefilling data about all household members across rounds.
	Yes		The ECLS-K:2024 is not prefilling data about all household members across rounds.

	Yes		The ECLS-K:2024 is not prefilling data about all household members across rounds.
	Yes		The ECLS-K:2024 is not prefilling data about all household members across rounds.
	Yes		The ECLS-K:2024 is not prefilling data about all household members across rounds.

	Yes		The FSQ section in spring kindergarten has been streamlined to ask fewer questions and this introductory item was no longer needed.
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		Yes	The FSQ section in spring kindergarten was streamlined to ask fewer questions. The study no longer asks for detailed information about the name, age, sex, and relationships of all household members, but collects this information about the respondent, the child's parents/guardians, and the spouse/partners of the parents/guardians.
		Yes	The question was revised to ask about gender.

		Yes	This question was revised to refer to the respondent, the child's parents/guardians, and the spouse/partners of the parents/guardians rather than all household members.

		Yes	This question was revised to ask about fewer possible spouse/partners given the household roster is limited to five other parents/guardians and their spouses in addition to the respondent.

		Yes	This item was changed to use response categories that are gender neutral.
Yes			An other specify was added to obtain information about other relationships.
	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.

	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.
	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.
	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.
	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.

	Yes		This item was no longer needed because a shorter list of gender neutral relationship categories was added in another item.
		Yes	A display of Latino/a/x was added for those whose gender was not reported as male or female. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
		Yes	A display of Latino/a/x was added for those whose gender was not reported as male or female. The instruction to the respondent was deleted because it is redundant. The question displays were expanded to include both the child and parent figures. The question was also renumbered.
		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed. The question displays were expanded to include both the child and parent figures. The question was renumbered.

		Yes	The first sentence of the instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
		Yes	The question displays were expanded to include both the child and parent figures.

		Yes	The question displays were expanded to include both the child and parent figures. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed. The response categories were alphabetized.
		Yes	The question displays were expanded to include both the child and parent figures.
		Yes	The question displays were expanded to include both the child and parent figures. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed. Response categories were alphabetized.
Yes			This question was added to obtain the number of siblings in the household.

Yes			This question was added to obtain the number of grandparents in the household.
		Yes	The wording was reworded for clarity to ask about the current relationship status. The response category for "I don't know" was changed to "Other" to be more similar to other items.
Yes			This question was added to obtain the current relationship status of another parent figure if the respondent is not a parent.
Yes			This question was added to obtain the current relationship status of another parent figure if the respondent is not a parent.

	Yes		Data are not being prefilled from fall kindergarten so this item is not needed.

	Yes		Item was deleted due to factor analyses from the field test and timing constraints in the survey.
	Yes		Item was deleted due to factor analyses from the field test and timing constraints in the survey.

	Yes		Item was deleted due to factor analyses from the field test and timing constraints in the survey.
	Yes		To reduce respondent burden, this Item was deleted in favor of the HEQ071 series.

	Yes		Dropped to reduce respondent burden. This item had a low loading in the factor analysis.

		Yes	Transition text was added to make the survey easier to read by interviewers, if needed. Also, the instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
	Yes		Dropped to reduce respondent burden.

		Yes	Question text from HEQ272d was combined with this item to reduce respondent burden.
	Yes		Dropped to reduce respondent burden. Combined with HEQ272d.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.
		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden. Item does not address active engagement.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden. Also, based on field test data there are concerns about social desirability in answering this question.
	Yes		Dropped to reduce respondent burden. May ask in spring first grade or third grade.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	The "Other" category was revised so that the respondent is not asked to specify the other ways that the respondent limits the child's screen time. The words "my child" were also changed to be a display for the child's name. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
	Yes		Dropped to reduce respondent burden. The "other" category was kept for the item, but the instruction to specify more was deleted.
	Yes		Dropped to reduce respondent burden. Also, based on field test data there are concerns about social desirability in answering this question.

	Yes		Dropped to reduce respondent burden. Also, based on field test data there are concerns about social desirability in answering this question.
		Yes	Added "Outside of school hours" to be comparable to the ECLS-K:2011. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.

		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.

	Yes		Dropped to reduce respondent burden. We are keeping the higher-level indicator HEQ400.
	Yes		Dropped to reduce respondent burden. We are keeping the higher-level indicator HEQ400.

	Yes		Dropped to reduce respondent burden. We are keeping the higher-level indicator HEQ400.
	Yes		Dropped to reduce respondent burden. We are keeping the higher-level indicator HEQ400.
		Yes	"A visual or performing arts center" was added as category 4. This revision was made in response to National Endowment for the Arts (NEA) comments. The InstResp was incorporated into the question text by changing the second sentence of question to: "Please select all of the the things that you have, regardless of whether..."

		Yes	A transition was added to make the survey easier to read by an interviewer, if needed. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

		Yes	The question was changed to ask about "any meal" rather than "a meal" to be more clear that any meal would count.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.
	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.
	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.

	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.
	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.
	Yes		Dropped to reduce respondent burden. May ask in first grade. Keeping item SSQ027 for related construct instead.

	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden. Other questions ask about activity and members of the family participating in activities.
		Yes	Introductory text was added to indicate to respondents that they can skip questions they do not want to answer.

		Yes	The word "negative" was added to response option 7 to clarify the type of event that would be an adverse child experience. This item was made to be a "select all that apply" question that incorporates the subitems in CFQ360 that were in the field test. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.
	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.
	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.

	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.
	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.
	Yes		The item was made a choice in a "select all that apply" item. See CFQ360a.
	Yes		This item was deleted because of concerns about social desirability.

	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about social desirability.

	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about social desirability.
	Yes		This item was deleted because of concerns about item sensitivity.
	Yes		This item was deleted because of concerns about item sensitivity.

	Yes		This item was deleted because of concerns about item sensitivity.
	Yes		This item was deleted because of concerns about item sensitivity.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
Yes			Added for items about the coronavirus pandemic.

Yes			Added for items about the coronavirus pandemic.
Yes			Added for items about the coronavirus pandemic.
Yes			Added for items about the coronavirus pandemic.
Yes			Added for items about the coronavirus pandemic.

		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
	Yes		Dropped to reduce respondent burden.
		Yes	The instruction to the respondent was placed in the question text to make the question easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
	Yes		This item was deleted because height and weight will be collected for a subsample of children.

	Yes		This item was deleted because height and weight will be collected for a subsample of children.
	Yes		This item was deleted because height and weight will be collected for a subsample of children.
	Yes		Dropped to reduce respondent burden. Rather than ask this item as a gate question, item CHQ125 about diagnoses was restructured to be asked of all respondents.

	Yes		Dropped to reduce respondent burden. Rather than ask this item as a gate question, item CHQ125 about diagnoses was restructured to be asked of all respondents.
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	Yes		Dropped to reduce respondent burden. Rather than ask this item as a gate question, item CHQ125 about diagnoses was restructured to be asked of all respondents.
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		Yes	This item was reworded to ask all respondents whether the child has ever had one of the diagnoses listed. The text for the "Other" category as reworded for clarity and a "None of the above" category was added. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.

		Yes	Text was corrected so that "autistic spectrum disorder" was updated to "autism spectrum disorder."
		Yes	The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.

		Yes	Changed "Years" to "Months" because years are asked about in CHQ131b.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

	Yes		Dropped to reduce respondent burden. Medication items were determined to be a lower priority than the diagnoses questions.
	Yes		Dropped to reduce respondent burden. Medication items were determined to be a lower priority than the diagnoses questions.

	Yes		Dropped to reduce respondent burden. Medication items were determined to be a lower priority than the diagnoses questions.
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		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	To reduce respondent burden, items CHQ206a-h were changed to a select all that apply format.
	Yes		This question was incorporated into CHQ206a as select all that apply item.
	Yes		This question was incorporated into CHQ206a as select all that apply item.
	Yes		This question was incorporated into CHQ206a as select all that apply item.
	Yes		This question was incorporated into CHQ206a as select all that apply item.
	Yes		This question was incorporated into CHQ206a as select all that apply item.

	Yes		This question was incorporated into CHQ206a as select all that apply item.
	Yes		This question was incorporated into CHQ206a as select all that apply item.
		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes
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The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes
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The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes
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The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	A pre-unit for "Month" was added for clarity. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

Yes			This item was added based on advice from the National Eye Institute (NEI) to separate out vision evaluations from eye care professionals and school nurses.

		Yes	Farsighted was changed to Farsightedness to correspond to help text provided by the NEI. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

	Yes		Dropped to reduce respondent burden. There is an answer category for the child not having glasses in question CHQ312. In the ECLS-K:2011, this response category was not read to respondents and was only used if the respondent volunteered this information. Now that all responses for CHQ312 are on the screen, we CHQ313 is not needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	Combined the CHQ345 series into one ""select all that apply"" item. Added "Creative arts therapy" as an answer choice based on comments from the NEA. The instruction to "Select all that apply" was placed in the question text to make the question easier to read by an interviewer, if needed.
		Yes	Combined the CHQ345 series into one ""select all that apply"" item.
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply"" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply"" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).

	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).

	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345).
	Yes		Dropped to reduce respondent burden. This item was incorporated into a "select all that apply" item (CHQ345 with CHQ345OS).

		Yes	Response category 4 was corrected from "Somewhat satisfied" to "Somewhat dissatisfied". This change matches the ECLS-K:2011 wording.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

	Yes		Dropped to reduce respondent burden.
	Yes		Dropped to reduce respondent burden.

		Yes	A statement was added to indicate that some items may be sensitive and that the respondent may skip any questions that they do not want to answer.

	Yes		Dropped to reduce respondent burden. We asked about stress during the pandemic in fall kindergarten.

	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.
	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.
	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.
	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.

	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.
	Yes		Dropped to replace with new discrimination items that ask about discrimination because of race or ethnicity.
Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").
Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").
Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").
Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").

Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").
Yes			Added based on feedback from researchers in the field of discrimination research; suggestion was that items would have greater analytic utility if they were more precise in their wording (i.e., asking about discrimination "because of race or ethnicity").
		Yes	The year 2021 needed to be updated to 2023 to correspond to fielding the survey in 2024.

		Yes	The year 2021 needed to be updated to 2023 to correspond to fielding the survey in 2024.

		Yes	The year 2021 needed to be updated to 2023 to correspond to fielding the survey in 2024.

	Yes		Dropped to reduce respondent burden given that the main pandemic period is outside the item's time reference.
	Yes		Dropped to reduce respondent burden given that the main pandemic period is outside the item's time reference.

		Yes	A transition sentence was added to make the survey easier to administer on the phone, if needed. Text was also added to note that some items in this section may be seen as sensitive and respondents may skip any questions that they do not want to answer
		Yes	Response categories were revised to be gender neutral. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.

		Yes	Added introductory text. Displays for parents were revised to be gender neutral.
	Yes		Dropped to reduce respondent burden. NRQ010 is introductory text that is no longer needed because of section HRQ text. We kept NRQ040, but do not need NRQ010.

		Yes	Displays for parents were revised to be gender neutral.
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	Yes		Dropped to reduce respondent burden. NRQ010 is introductory text that is no longer needed because of section HRQ text. We kept NRQ040, but do not need NRQ010.
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		Yes	Displays for parents were revised to be gender neutral. Categories for "Don't know" and "Rather not answer" were added to the response categories and the parent survey probe that contained these responses in the field test (and appeared after the question was skipped) was removed.
		Yes	The transtion sentence was deleted because it was redundant with PEQ020. Displays for parents were revised to be gender neutral.

		Yes	Displays for parents were revised to be gender neutral.
Yes			Added a one-item indicator of employment that would be faster for respondents to answer than the full set of employment questions used in the field test.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.

	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.

	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.

	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
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	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.

	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.
	Yes		Dropped to reduce respondent burden, but may be asked in first grade. Replaced by a one-item employment question in spring kindergarten.

	Yes		Dropped because replaced with items from the High School and Beyond Longitudinal Study of 2022 (HS&B:22)
Yes			Added item to be comparable to HS&B:22.
Yes			Added item to be comparable to HS&B:22.
Yes			Added item to be comparable to HS&B:22. Wording was adjusted for use in the ECLS-K:2024.

Yes			Added item to be comparable to HS&B:22.
Yes			Added item to be comparable to HS&B:22.
Yes			Added item to be comparable to HS&B:22.
	Yes		Dropped because replaced with items from HS&B:22.

	Yes		Dropped because replaced with items from HS&B:22.
	Yes		Dropped because replaced with items from HS&B:22.

Yes			Added to understand family experiences during the coronavirus pandemic.
		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	Revised to ask all respondents about the past 12 months. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	Revised to ask all respondents about the past 12 months.

		Yes	Revised to ask all respondents about the past 12 months. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.
		Yes	Revised to ask all respondents about the past 12 months.
Yes			Added to ask about family experiences during the coronavirus pandemic.

		Yes	The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	An additional category was added for incomes of 300,001 or more.

	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.

	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.

	Yes		This is collected in the MyECLS respondent portal so does not need to be duplicated in the spring K parent survey.
	Yes		This item was dropped because data are not being prefilled from the fall kindergarten survey.

		Yes	Reworded to not have the display about a prefilled relative or friend. The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed. Also renumbered all of CMQ to correspond to fall kindergarten numbering. Each renumbering is not repeated below.
		Yes	Reworded for clarity.
		Yes	Reworded to say "Please enter" for clarity.

		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
		Yes	An option for "don't know" was added because respondents may not know the zip code for an address.

	Yes		This item was dropped because we are not prefilling data from fall kindergarten.
		Yes	Reworded to remove the reference to fall kindergarten prefilled information about a previously reported contact person. The instruction to the respondent was placed in help text to make the survey easier to read by an interviewer, if needed.

		Yes	Reworded for clarity.
Yes			Added to have phone number for contact information.
Yes			Added to have phone number for contact information.
		Yes	Reworded for clarity
		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
		Yes	An option for "don't know" was added because respondents may not know the zip code for an address.

		Yes	Reworded for clarity
	Yes		This item was dropped because we are not prefilling data from fall kindergarten.

		Yes	Added gender neutral parent displays. Also added responses on the screen for "I already provided this contact information." Also added "Don't know" and "Rather not answer" choices.
Yes			Added to have phone number for contact information.
Yes			Added to have phone number for contact information.
		Yes	Reworded for clarity.
		Yes	The instruction to the respondent was placed in question text to make the survey easier to read by an interviewer, if needed.
		Yes	An option for "don't know" was added because respondents may not know the zip code for an address.

Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain contact information for respondents who are planning to move before fall 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.

Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.
Yes			Added to obtain information about the child's school if the child will attend a different school in the fall of 2024.

FTItem#	FT Item Wording approved 7222022	FT Construct	National item #
	<p>Question "Thank you for launching the ECLS survey!</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	Introduction	CSA000
A1	<p>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?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	Class time (full/half day, hours per day, days per week)	CSA010
A2a	<p>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:</p> <p>Are currently enrolled in your {full-day class/morning class/afternoon class}?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness	CSA070A

A2b	<p>Question "Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Number of students who enter or leave during the school year	CSA070B
A2c	<p>Question "Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Number of students who enter or leave during the school year	CSA070C
A3a	<p>Question "How many children in your {full-day class/morning class/afternoon class} have the following characteristics?</p> <p>Are classified as Gifted and Talented"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</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)	CSA500A
A3b	<p>Question "Are participating in a Gifted and Talented program"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</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)	CSA500B
A3c	<p>Question "Are below grade level in their English reading skills"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Number of children above or below grade level in reading and mathematics	CSA500C
A3d	<p>Question "Are about on grade level in their English reading skills"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Number of children above or below grade level in reading and mathematics	CSA500D
A3e	<p>Question "Are above grade level in their English reading skills"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Number of children above or below grade level in reading and mathematics	CSA500E

A3f	<p>Question “{Continued} How many children in your {full-day class/morning class/afternoon class} have the following characteristics?</p> <p>Are below grade level in their mathematics skills”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	Number of children above or below grade level in reading and mathematics	CSA500F
A3g	<p>Question “Are about on grade level in their mathematics skills”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	Number of children above or below grade level in reading and mathematics	CSA500G
A3h	<p>Question “Are above grade level in their mathematics skills”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	Number of children above or below grade level in reading and mathematics	CSA500H
A4a	<p>Question “How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	Number of children tardy or absent on an average day	CSA510A
A4b	<p>Question “How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	Number of children tardy or absent on an average day	CSA510B
A4c	<p>Question “During this school year, approximately what percentage of students in your classes that you teach have experienced housing insecurity or homelessness?”</p> <p>Watermark “Enter percentage”</p> <p>“Don’t know”</p>	Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness or housing insecurity	

A5a	<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?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	CSA520A
A5b	<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?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	CSA520B
A5c	<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?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	CSA520C
A5d	<p>Question “How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?”</p> <p>Speech or language impairments”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	
A5e	<p>Question “Specific learning disabilities”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	

A5f	<p>Question "Emotional disturbances"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5g	<p>Question "Intellectual disability"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5h	<p>Question "Developmental delay"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5i	<p>Question "Visual impairments (including blindness)"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5j	<p>Question "How many of these children in your {full-day class/morning class/afternoon class} have the following diagnosed disabilities?"</p> <p>Hearing impairments (including deafness)"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	

A5k	<p>Question "Orthopedic impairments"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5l	<p>Question "Other health impairments"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5m	<p>Question "Autism"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5n	<p>Question "Traumatic brain injury"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	
A5o	<p>Question "Deaf-blindness"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>	

A5p	<p>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)”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	
A5q	<p>Question “Other (Please specify)”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>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)</p>	
A5qOS		<p>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)</p>	
A6a	<p>Question “For how many of the children in your {full-day class/morning class/afternoon class} with diagnosed disabilities do the following apply?”_x000D_ _x000D_ “Are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”</p>	<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>	
A6b	<p>Question “Have an Individualized Education Program (IEP) for children with disabilities”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”</p>	<p>Number of students with IEPs or 504 Plans</p>	

A6c	<p>Question "Have a Section 504" _x000D_ _x000D_</p> <p>Pre-unit "Number:" _x000D_ _x000D_</p> <p>Watermark "Enter number"</p>	Number of students with IEPs or 504 Plans	
B1a	<p>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?"</p> <p>Working independently"</p> <p>InstResp "Do not include lunch or recess breaks."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization	CPAO10A
B1b	<p>Question "Working on individual tasks under teacher direction"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization	CPAO10B
B1c	<p>Question "Working with peers under teacher direction"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization	CPAO10C
B1d	<p>Question "Working in small groups with teacher"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization	CPAO10D

B1e	<p>Question "Teacher lecture with large group and/or large group discussion led by teacher"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization	CPA010E
B1f	<p>Question "Which statements are true of how the following technology is used as a learning tool by students in your classroom?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Students are encouraged to use personal cell phones and/or tablets 2. Students are required to use personal cell phones and/or tablets 3. Students are encouraged to use school-provided tablets or other digital devices 4. Students are required to use school-provided tablets or other digital devices 5. Students are encouraged to use school computers 6. Students are required to use school computers 7. None of the above 	Availability, use, and adequacy of instructional materials	
B1g	<p>Question "Which of the following best describes the mode of instruction that you use in your classes?"</p> <p>----</p> <ol style="list-style-type: none"> 1. In person instruction only 2. Web-based instruction only 3. Blended instruction 	Instructional activities	
B1h	<p>Question "During this school year, approximately what percentage of the blended instruction that you provide is in-person?"</p> <p>Watermark "Enter percentage"</p>	Instructional activities	

B2a	<p>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?"</p> <p>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</p>	Use of class time by subject area	CPA020A
B2b	<p>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</p>	Use of class time by subject area	CPA020B
B2c	<p>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</p>	Use of class time by subject area	CPA020C
B2d	<p>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</p>	Use of class time by subject area	CPA020D
B2e	<p>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</p>	Use of class time by subject area	CPA020E

B2f	<p>Question "Art"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA020F
B2g	<p>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?"</p> <p>Physical education"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA020G
B2h	<p>Question "Dance/creative movement"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA020H
B2i	<p>Question "Theater/creative dramatics"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA020I
B2j	<p>Question "Foreign language (excluding English for ELL students)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	

B2k	<p>Question "Computer science (including coding)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	
B3a	<p>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?"</p> <p>Reading and language arts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030A
B3b	<p>Question "Mathematics"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030B
B3c	<p>Question "Social studies"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030C
B3d	<p>Question "Science"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030D

B3e	<p>Question "Music"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030E
B3f	<p>Question "Art"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030F
B3g	<p>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?</p> <p>Physical education"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030G
B3h	<p>Question "Dance/creative movement"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030H
B3i	<p>Question "Theater/creative dramatics"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	CPA030I

B3j	<p>Question "Foreign language (excluding English for ELL students)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	
B3k	<p>Question "Computer science (including coding)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of class time by subject area	
B4	<p>Question "The next few questions ask about disruptive student behavior interfering with instruction in your class or classes. How often does disruptive student behavior interfere with instruction in your class or classes?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Seldom 3. Usually 4. Always 	Overall behavior of the class	
B5	<p>Question "How much time per day would you estimate that you spend handling disruptive student behavior?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Instructional time spent handling disruptive behavior	
B6a	<p>Question "In an average week, how often do you divide your class(es) into achievement groups for reading activities or lessons?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of achievement grouping	CPA040A

B6b	<p>Question "When you use achievement groups for reading, how many groups do you typically have?"</p> <p>InstResp "If you have more than one class, enter the average for your classes."</p> <p>Pre-unit: "Number:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping	
B6c	<p>Question "On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together?"</p> <p>InstResp "If you have more than one class, enter the average for your classes."</p> <p>Pre-unit "Number of minutes:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping	CPA040B
B7a	<p>Question "In an average week, how often do you divide your class(es) into achievement groups for math activities or lessons?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of achievement grouping	CPA050A
B7b	<p>Question "When you use achievement groups for math, how many groups do you typically have?"</p> <p>InstResp "If you have more than one class, enter the average for your classes."</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping	
B7c	<p>Question "On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together?"</p> <p>InstResp "If you have more than one class, enter the average for your classes."</p> <p>Pre-unit "Number of minutes:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping	CPA050B

B8a1	<p>Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"</p> <p>Extra individual assistance from you" ----- 1. Never 2. Less than once a week 3. Once a week 4. Three or four times a week 5. Daily</p>	Additional reading services	CPA060
B8a2	<p>Question "How many minutes per session of extra help in reading do they receive from you, on average?"</p> <p>InstResp "Do not count time spent moving between class and the service." Pre-unit "Number:" Watermark "Enter number"</p>	Additional reading services	
B8b1	<p>Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"</p> <p>Individual tutoring from an aide or volunteer" ----- 1. Never 2. Less than once a week 3. Once a week 4. Three or four times a week 5. Daily</p>	Additional reading services	
B8b2	<p>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?"</p> <p>Pre-unit "Number:" Watermark "Enter number"</p>	Additional reading services	

B8c1	<p>Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"</p> <p>Individual tutoring from a credentialed specialist" ----- 1. Never 2. Less than once a week 3. Once a week 4. Three or four times a week 5. Daily</p>	Additional reading services	
B8c2	<p>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?"</p> <p>Pre-unit "Number:" Watermark "Enter number"</p>	Additional reading services	
B8d1	<p>Question "How often do children in your class(es) who need more help with reading receive the following kinds of services while at school?"</p> <p>Pull-out instruction in small groups" ----- 1. Never 2. Less than once a week 3. Once a week 4. Three or four times a week 5. Daily</p>	Additional reading services	
B8d2	<p>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?"</p> <p>Pre-unit "Number:" Watermark "Enter number"</p>	Additional reading services	
B8f1	<p>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."</p> <p>InstResp: "Enter number in box. If none, enter "0." Pre-unit "Number:" Watermark "Enter number"</p>	Additional reading services	

B8f10S	Question "Please describe the other reading support"	Other specify for additional reading services	
BNew1			CPA070
B10a	<p>Question "How often do the children in your class(es) do the following activities?"</p> <p>Go to the school library or media center"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class activities outside of the regular class (library, lunch, and recess)	CPA080
B10b	<p>Question "Borrow materials from the library or media center"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class activities outside of the regular class (library, lunch, and recess)	
B11	<p>Question "How many days a week do children have recess?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Class activities outside of the regular class (library, lunch, and recess)	CPA090
B12a	<p>Question "In a typical day, how much time does/do your class(es) spend in the following activities?"</p> <p>InstResp "If you have more than one class, enter the average for your classes."</p> <p>"Lunch"</p> <p>----</p> <ol style="list-style-type: none"> 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes 	Class activities outside of the regular class (library, lunch, and recess)	CPA100A

B12b	<p>Question "Free play indoors"</p> <p>----</p> <ol style="list-style-type: none"> 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes 	Class activities outside of the regular class (library, lunch, and recess)	CPA100B
B12c	<p>Question "Free play outdoors (including recess)"</p> <p>----</p> <ol style="list-style-type: none"> 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes 	Class activities outside of the regular class (library, lunch, and recess)	CPA100C
B13a	<p>Question "The next few questions are about paid aides. How many hours a week do regular aides usually assist you in the following ways?"</p> <p>Working directly with children on instructional tasks"</p> <p>InstResp: "If none, enter "0.""</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	CPA110A
B13b	<p>Question "Doing non-instructional work (for example, photocopying, preparing materials, etc.)"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	CPA110B
B13e			
B13f			

B14a	<p>Question "How many hours a week do special education aides usually assist in your class or classes in the following ways?"</p> <p>"Working directly with children on instructional tasks"</p> <p>InstResp: "If none, enter "0.""</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	
B14b	<p>Question "Doing non-instructional work (for example, photocopying, preparing materials, etc.)"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	
B15a	<p>Question "How many hours a week do ESL or bilingual education aides usually assist in your class or classes in the following ways?"</p> <p>InstResp "If none, enter "0.""</p> <p>"Working directly with children on instructional tasks"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	
B15b	<p>Question "Doing non-instructional work (for example, photocopying, preparing materials, etc.)"</p> <p>Pre-unit: "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	
B16a	<p>Question "How many hours a week do volunteers usually assist in your class or classes in the following ways?"</p> <p>InstResp "If there are two or more volunteers please add up their weekly hours. If none, enter "0.""</p> <p>"Working directly with children on instructional tasks"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Classroom aides (paid aides and volunteers)	

B16b	<p>Question "Doing non-instructional work (for example photocopying, preparing materials, etc.)"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	Classroom aides (paid aides and volunteers)	
B17a	<p>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:</p> <p>Reading and language arts"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials	CPA120A
B17b	<p>Question "Mathematics"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials	CPA120B
B17c	<p>Question "Science"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials	CPA120C
B18a	<p>Question "In general, how adequate is each of the following for your class(es)?</p> <p>Textbooks"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18b	<p>Question "Tradebooks (for example, novels, collections of poetry, nonfiction)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	

B18c	<p>Question "Basal reader books"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18d	<p>Question "Manipulatives (for example, blocks, puzzles)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18e	<p>Question "Digital tablets (such as an iPad)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18f	<p>Question "Visual display technology (for example, Smart Board)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18g	<p>Question "{Continued} In general, how adequate is each of the following for your class(es)?"</p> <p>Computers with internet access (laptop or desktop)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	

B18h	<p>Question "Licensed computer software packages"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18i	<p>Question "Paid digital subscriptions (for example subscriptions to online apps, platforms and/or programs)."</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18j	<p>Question "Paper and pencils"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18k	<p>Question "Printing and reproduction"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18l	<p>Question "Art materials, paints, clays"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these at this grade level 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	

B18m	<p>Question “{Continued} In general, how adequate is each of the following for your class(es)?</p> <p>Musical instruments”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18n	<p>Question “Musical recordings”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18o	<p>Question “Materials for teaching ELL children”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18p	<p>Question “Materials for teaching children with disabilities”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18q	<p>Question “Heat and air-conditioning”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	
B18r	<p>Question “Classroom space”</p> <p>----</p> <ol style="list-style-type: none"> 1. I don’t use these at this grade level . 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Availability, use, and adequacy of instructional materials	

B19	<p>Question "Which of the following does your class use funds raised by your PTA/PTO to support?"</p> <p>InstResp "Please include programs run by the school and those run by outside groups.</p> <p>Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Books for your class library 2. Technology for classroom (Smartboards, Chromebooks, tablets, apps, etc.) 3. Basic classroom supplies (paper, pencils, crayons, etc.) 4. Classroom arts supplies (for musical, visual, dance, and dramatic arts activities) 5. Field trips 6. Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs) 7. PTA/PTO does not provide funds to support my classroom 8. Our school does not have a PTA/PTO 9. Other (Please specify): 	PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)	
C1a	<p>Question: "The next series of questions are focused on your instructional activities and curricular focus in your classroom. To what extent do you agree that the following behavioral support practices are characteristic of your teaching in your classes?"</p> <p>Classroom routines are consistently implemented."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Instructional practices supportive of positive behavior in the classroom	
C1b	<p>Question "Expectations of students are clearly communicated in positive terms."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Instructional practices supportive of positive behavior in the classroom	

C1c	Question "You gain the attention of all students before beginning a lesson." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Instructional practices supportive of positive behavior in the classroom	
C1d	Question "You solicit both group and individual responses to questions." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Instructional practices supportive of positive behavior in the classroom	
C1e	Question "You provide all students with individual opportunities to respond to questions." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Instructional practices supportive of positive behavior in the classroom	
C1f	Question "There is a system for documenting and rewarding appropriate student behavior." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Instructional practices supportive of positive behavior in the classroom	
C1g	Question "You use a range of consequences to discourage inappropriate student behavior." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Instructional practices supportive of positive behavior in the classroom	

C2a	<p>Question "To what extent do you agree that you teach the following social and emotional competencies in your classes?"</p> <p>Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Socioemotional competencies taught	
C2b	<p>Question "Self-management (teaching students to regulate emotions and manage daily stressors)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Socioemotional competencies taught	
C2c	<p>Question "Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Socioemotional competencies taught	
C2d	<p>Question "Relationship and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Socioemotional competencies taught	
C2e	<p>Question "Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Socioemotional competencies taught	

C3a	<p>Question "How strongly do you agree or disagree that you utilize the following practices in your class?"</p> <p>Display pictures, posters, artwork, and other décor that reflect the cultures and ethnic backgrounds of each student in your class."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<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>	IAA010A
C3b	<p>Question "Ensure that all notices and communications to families and caregivers are written in their language of origin."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<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>	IAA010B
C3c	<p>Question "Use alternative formats and varied approaches to communicate and share information with families and caregivers."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<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>	IAA010C

C3d	<p>Question "Screen books, movies, and other media resources for negative cultural, ethnic or racial stereotypes before using them in your classes."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<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>	
C4a	<p>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?"</p> <p>Basal reading series (a core or primary reading text for all students)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>	IAA020A
C4b	<p>Question "Leveled or guided reading books (multiple books, each at a specific reading level)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>	IAA020B
C4c	<p>Question "Children's newspapers and/or magazines"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>	IAA020C
C4d	<p>Question "Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>	IAA020D

C4e	<p>Question "Computer software for reading instruction"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	IAA020E
C4f	<p>Question "Applications for cell phones or digital tablets"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	IAA020F
C4g	<p>Question "{Continued} How often do you use the following resources to teach reading in this class?"</p> <p>A variety of trade books (for example, novels, collections of poetry, nonfiction)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	IAA020G
C4h	<p>Question "Materials from other subjects (for example, science, social studies)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	IAA020H
C4i	<p>Question "Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	IAA020I
C4j	<p>Question "Big books"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials	

C4k	<p>Question "Decodable books, sound/symbols books" ----- 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day</p>	Availability, use, and adequacy of instructional materials	
C4l	<p>Question "Read-along books paired with audiobooks" ----- 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day</p>	Availability, use, and adequacy of instructional materials	
C4m	<p>Question "Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)" ----- 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day</p>	Availability, use, and adequacy of instructional materials	
C5a	<p>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)?</p> <p>Human body" ----- 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</p>	Topics taught in social studies and science	

C5b	<p>Question "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</p>	Topics taught in social studies and science	IAA050A
C5c	<p>Question "Dinosaurs and fossils" ----- 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</p>	Topics taught in social studies and science	
C5d	<p>Question "Solar system and space" ----- 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</p>	Topics taught in social studies and science	
C5e	<p>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</p>	Topics taught in social studies and science	IAA050B

C5f	<p>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</p>	Topics taught in social studies and science	IAA050C
C5g	<p>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)? 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</p>	Topics taught in social studies and science	IAA050D
C5h	<p>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</p>	Topics taught in social studies and science	IAA050E
C5i	<p>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</p>	Topics taught in social studies and science	IAA050F

C5j	<p>Question "Magnetism and electricity"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	
C5k	<p>Question "Machines and motors"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	
C5l	<p>Question "Tools and their uses"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050G

C5m	<p>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)?</p> <p>Health, safety, nutrition, and personal hygiene”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050H
C5n	<p>Question “Important figures and events in American history”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050I
C5o	<p>Question “Community resources (for example, grocery store, library)”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050J
C5p	<p>Question “Map-reading skills”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050K

C5q	<p>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</p>	Topics taught in social studies and science	IAA050L
C5r	<p>Question "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</p>	Topics taught in social studies and science	IAA050M
C5s	<p>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)? Ecology" ----- 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</p>	Topics taught in social studies and science	

C5t	<p>Question "Geography"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050N
C5u	<p>Question "Scientific method"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	
C5v	<p>Question "Social problem solving"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050O
C5w	<p>Question "Hands-on activities or investigations in science"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	IAA050P

C5x	<p>Question "Laboratory skills or techniques" ----- 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</p>	Topics taught in social studies and science	
C5y	<p>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)?"</p> <p>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</p>	Topics taught in social studies and science	IAA050Q
C5z	<p>Question "Relevance of science to society" ----- 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</p>	Topics taught in social studies and science	
C5a1	<p>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</p>	Topics taught in social studies and science	IAA050R

C5a2	<p>Question "Current events in the news"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science	
C6a	<p>Question "How often do children in this class do each of the following reading and language arts activities?"</p> <p>Practice writing the letters of the alphabet"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060A
C6b	<p>Question "Discuss new or difficult vocabulary"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060B
C6c	<p>Question "Dictate stories to a teacher, aide, or volunteer"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060C
C6d	<p>Question "Work on phonics"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060D

C6e	<p>Question "Listen to you read stories where they see the print (for example, Big Books)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060E
C6f	<p>Question "Listen to you read stories but they don't see the print"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060F
C6g	<p>Question "{Continued} How often do children in this class do each of the following reading and language arts activities?"</p> <p>Retell stories"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060G
C6h	<p>Question "Read aloud"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060H
C6i	<p>Question "Read from basal reading texts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060I

C6j	<p>Question "Read silently"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060J
C6k	<p>Question "Work in a reading workbook or on a worksheet"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060K
C6l	<p>Question "Write words from dictation, to improve spelling"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060L
C6m	<p>Question "{Continued} How often do children in this class do each of the following reading and language arts activities?"</p> <p>Write with encouragement to use invented spellings, if needed"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060M
C6n	<p>Question "Read books they have chosen for themselves"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060N

C6o	<p>Question "Compose and write stories or reports"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060O
C6p	<p>Question "Do an activity or project related to a book or story"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060P
C6q	<p>Question "Perform plays and skits"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C6r	<p>Question "Writing in a journal"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060Q
C6s	<p>Question "{Continued} How often do children in this class do each of the following reading and language arts activities?"</p> <p>Work in mixed-achievement groups on language arts activities"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	

C6t	<p>Question "Peer tutoring"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C6u	<p>Question "Read text with controlled vocabulary"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060R
C6v	<p>Question "Read text with strong phonetic patterns"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060S
C6w	<p>Question "Read text with patterned or predictable text"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA060T
C7a	<p>Question "For this school year as a whole, how often did you teach each of the following reading and language arts topics in your class(es)?"</p> <p>Conventions of print (left to right orientation, book holding)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070A

C7b	<p>Question "Writing own name (first and last)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C7c	<p>Question "Rhyming words and word families"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070B
C7d	<p>Question "Blending separate sounds of a word to say the word (for example, "/c/ /a/ /t/ - cat")"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070C
C7e	<p>Question "Verbally manipulating syllables within a word (for example, what is cowboy without cow?)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070D

C7f	<p>Question "Reading multi-syllable words, like "adventure""</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070E
C7g	<p>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(es)?</p> <p>Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070F
C7h	<p>Question "Use of common prepositions such as over and under, up and down"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070G

C7i	<p>Question "Identifying the main idea and parts of a story"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070H
C7j	<p>Question "Orally retelling stories, including key details"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070I
C7k	<p>Question "Remembering and following directions that include a series of actions"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070J
C7l	<p>Question "Using capitalization and punctuation"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070K

C7m	<p>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(es)?</p> <p>Composing and writing complete sentences”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070L
C7n	<p>Question “Writing narratives with two or more appropriately sequenced events”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C7o	<p>Question “Conventional spelling”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070M

C7p	<p>Question "Alphabetizing"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C7q	<p>Question "Reading age appropriate books independently with comprehension"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA070N
C8a	<p>Question "How often do children in this class do each of the following math activities?"</p> <p>Count out loud"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080A
C8b	<p>Question "Work with geometric manipulatives"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080B
C8c	<p>Question "Play math-related games"</p> <p>----</p> <ol style="list-style-type: none"> 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 	0	IAA080C

C8d	<p>Question "Use a calculator for math"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C8e	<p>Question "Use music to understand math concepts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080D
C8f	<p>Question "Use creative movement or creative drama to understand math concepts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080E
C8g	<p>Question "{Continued} How often do children in this class do each of the following math activities?"</p> <p>Work with rulers, measuring cups, spoons, or other measuring instruments"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080F
C8h	<p>Question "Explain how a math problem is solved"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080G

C8i	<p>Question "Engage in calendar-related activities"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080H
C8j	<p>Question "Do math worksheets"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080I
C8k	<p>Question "Do math problems from their textbooks"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080J
C8l	<p>Question "Complete math problems independently in front of whole group"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080K
C8m	<p>Question "{Continued} How often do children in this class do each of the following math activities?"</p> <p>Solve math problems in small groups or with a partner"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080L

C8n	Question "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	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080M
C8o	Question "Work in mixed achievement groups on math 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	Time spent on specific activities and skills in reading/language arts and in mathematics	
C8p	Question "Peer tutoring" ---- 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	Time spent on specific activities and skills in reading/language arts and in mathematics	
C8q	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	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA080N

C9a	<p>Question "For this school year as a whole, how often did you teach each of the following math skills in your class(es)?"</p> <p>Correspondence between number and quantity"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090A
C9b	<p>Question "Counting by 2s, 5s, and 10s"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090B
C9c	<p>Question "Counting on from a given number instead of 1"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090C
C9d	<p>Question "Counting beyond 100"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090D

C9e	<p>Question "Writing all numbers between 1 and 100"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C9f	<p>Question "Recognizing and naming geometric shapes"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090E
C9g	<p>Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)?</p> <p>Identifying relative quantity (for example, equal, most, less, more)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090F

C9h	<p>Question "Sorting objects into subgroups according to a rule"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090G
C9i	<p>Question "Ordering objects by size or other properties"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090H
C9j	<p>Question "Making, copying, or extending patterns"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090I
C9k	<p>Question "Recognizing the value of coins and currency"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	

C9l	<p>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</p>	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090J
C9m	<p>Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)?"</p> <p>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</p>	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090K
C9n	<p>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</p>	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090L
C9o	<p>Question "Reading three-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</p>	Time spent on specific activities and skills in reading/language arts and in mathematics	

C9p	<p>Question "Interpreting simple graphs"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090M
C9q	<p>Question "Performing simple data collection and graphing"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA090N
C9r	<p>Question "Measuring to nearest whole number using common instruments (for example, rulers, tape measures, thermometers, or scales)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	

C9s	<p>Question "{Continued} For this school year as a whole, how often did you teach each of the following math skills in your class(es)?"</p> <p>Decomposes numbers less than or equal to 10 by using objects or drawings"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	IAA0900
C9t	<p>Question "Telling time"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C9u	<p>Question "Estimating quantities"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	
C9v	<p>Question "Estimating probability"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Time spent on specific activities and skills in reading/language arts and in mathematics	

C9w	<p>Question "Writing math equations to solve word problems"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>	
C10	<p>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}?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Languages used in the classroom</p>	
C11a	<p>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?"</p> <p>For academic instruction in reading/literacy"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	
C11b	<p>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?"</p> <p>For academic instruction in mathematics"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	

C11c	<p>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?”</p> <p>For academic instruction in other subjects”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	
C11d	<p>Question “How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class} in the following ways?”</p> <p>For instructional support (for example, explaining directions, etc.)”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	
C11e	<p>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?”</p> <p>For controlling and directing student behavior (classroom management)”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	
C11f	<p>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?”</p> <p>For conversation”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time 	<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>	

C12	<p>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}?”</p> <p>----</p> <ol style="list-style-type: none"> 1. 1-15 minutes a day 2. 16-30 minutes a day 3. 31-60 minutes a day 4. More than 60 minutes a day 	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)	
C13	<p>Question “Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Number of language minority (LM) children and English-language learners (ELL) in the classroom	IAA100
C14a	<p>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)?”</p> <p>“Take assessments to monitor their English language acquisition”</p> <p>----</p> <ol style="list-style-type: none"> 1. Once a month or less 2. 1-2 times a month 3. 2-3 times a month 4. 3-4 times a month 5. Daily 	Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	IAA110A
C14b	<p>Question “Take assessments to assess their progress in English reading and literacy skills”</p> <p>----</p> <ol style="list-style-type: none"> 1. Once a month or less 2. 1-2 times a month 3. 2-3 times a month 4. 3-4 times a month 5. Daily 	Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	IAA110B
C14c	<p>Question “Work in small groups of ELL children or individually on intensive English reading and literacy skills”</p> <p>----</p> <ol style="list-style-type: none"> 1. Once a month or less 2. 1-2 times a month 3. 2-3 times a month 4. 3-4 times a month 5. Daily 	Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)	IAA110C

C14d	<p>Question "Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Once a month or less 2. 1-2 times a month 3. 2-3 times a month 4. 3-4 times a month 5. Daily 	<p>Instructional activities with ELL children (assess/monitor language acquisition, assess literacy skills, intensive skills work in small groups, and peer assisted settings)</p>	IAA110D
C15	<p>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."</p> <p>----</p> <ol style="list-style-type: none"> 1. 0 days 2. 1 day 3. 2 days 4. 3 days 5. 4 days 6. 5 days 	Use of homework	IAA120
C16a	<p>Question "On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?"</p> <p>Reading and language arts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of homework	IAA130A
C16b	<p>Question "Math"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of homework	IAA130B
C16c	<p>Question "Other"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Other specify for use of homework	IAA130C
C16cOS	<p>Question "Please describe that other homework."</p>	Other specify for use of homework	

D1	<p>Question "Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class(es) during the school year?"</p> <p>----</p> <ol style="list-style-type: none"> 1. No conferences 2. One conference 3. Two conferences 4. Three or more conferences 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>	FIA010
D2a	<p>Question "What percentage of children in your class(es) have parents who participate in the following activities?"</p> <p>Attend teacher-parent conferences"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>	FIA020A
D2b	<p>Question "Volunteer regularly to help in your classroom or another part of the school"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>	FIA020B
D2c	<p>Question "Attend open houses or parties"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>	FIA020C
D2d	<p>Question "Attend art/music events or demonstration"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>	FIA020D

D3a	<p>Question "During this school year, how often have you made contacts with parents in the following ways?"</p> <p>Sent home letters, newsletters, or other notices addressed to all parents and guardians"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	FIA030
D3b	<p>Question "Communicated with parents and guardians via text messaging"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	
D3c	<p>Question "Shared portfolios or other collections of children's work for parents and guardians to see"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	
D3d	<p>Question "Used email or list-serve to send out group updates or information to parents and guardians"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	
D3e	<p>Question "Maintained classroom website for families and guardians to access"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	

D3f	<p>Question "Used email to address individual questions or concerns of parents and guardians"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	
D3g	<p>Question "Talked to parents and guardians by telephone"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	Communication with parents about children's performance	
E1a	<p>Question "The next questions pertain to evaluation and grading practices. How important is each of the following in evaluating the children in your class(es)?</p> <p>Individual child's achievement relative to the rest of the class"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	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)	
E1b	<p>Question "Individual child's achievement relative to local, state, or professional standards"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	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)	

E1c	<p>Question "Individual improvement or progress over past performance"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E1d	<p>Question "Effort"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E1e	<p>Question "Class participation"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E1f	<p>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(es)?</p> <p>Daily attendance"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	

E1g	<p>Question "Classroom behavior or conduct"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E1h	<p>Question "Cooperativeness with other children"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E1i	<p>Question "Ability to follow directions"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not important 2. Somewhat important 3. Very important 4. Extremely important 5. Not applicable 	<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>	
E2a	<p>Question "Across all subjects, how often do you use the following to assess your students?"</p> <p>State or local standardized tests"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1 or 2 times a year 3. 3 to 8 times a year 4. 1 or 2 times a month 5. 1 or 2 times a week 6. 3 or more times a week 	<p>Use of standardized tests</p>	<p>EGA010</p>

E2b	<p>Question "Classroom tests or quizzes (including those made by you and those from other sources)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1 or 2 times a year 3. 3 to 8 times a year 4. 1 or 2 times a month 5. 1 or 2 times a week 6. 3 or more times a week 	Methods of assessing children's progress	
E2c	<p>Question "Individual or group projects"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1 or 2 times a year 3. 3 to 8 times a year 4. 1 or 2 times a month 5. 1 or 2 times a week 6. 3 or more times a week 	Methods of assessing children's progress	
E2d	<p>Question "Worksheets that you grade"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1 or 2 times a year 3. 3 to 8 times a year 4. 1 or 2 times a month 5. 1 or 2 times a week 6. 3 or more times a week 	Methods of assessing children's progress	
E2e	<p>Question "Teacher observation of specific objectives"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1 or 2 times a year 3. 3 to 8 times a year 4. 1 or 2 times a month 5. 1 or 2 times a week 6. 3 or more times a week 	Methods of assessing children's progress	
E3	<p>Question "Which of the following do you use to provide kindergartners' parents with information about their children's performance?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 these 	Communication with parents about children's performance	EGA020

F1a	<p>Question "The next set of questions pertains to school-related activities. How often have you participated in the following activities since the beginning of the academic year?"</p> <p>Meeting with other teachers to discuss lesson planning" ----- 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</p>	Frequency of meeting with other teachers and specialists	SSA010
F1b	<p>Question "Meeting with other teachers to discuss 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</p>	Frequency of meeting with other teachers and specialists	
F2	<p>Question "In which of the following staff development and training activities have you participated during the current academic year?"</p> <p>InstResp "Select all that apply." ----- 1. Workshops involving study groups or small-group problem solving 2. Direct instruction from an outside consultant on a specific topic 3. Peer observation and feedback 4. Visits to, or observations of, other schools 5. Release time for attending professional conferences 6. Enrollment in college or university courses related to your profession 7. Professional development via distance learning (web-based, etc.) 8. Workshops on using computers and technology in the classroom 9. None of these</p>	Professional learning activities on evidence-based practices	SSA020

F3	<p>Question "How often have you been observed by a peer for the purposes of receiving instructional feedback during the current academic year?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Once 3. 2 times 4. 3 to 4 times 5. More than 4 times 	Frequency of meeting with other teachers and specialists	
F4	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Professional learning activities on evidence-based practices	
F4b			SSA030
F5	<p>Question "In the past 12 months, how many hours did you spend on these professional development activities?"</p> <p>----</p> <ol style="list-style-type: none"> 1. 4 hours or less 2. 5-8 hours 3. 9-12 hours 4. 13-16 hours 5. 17-20 hours 6. 21-24 hours 7. 25-28 hours 8. 29-32 hours 9. 33 hours or more <p>DON'T KNOW</p>	Professional learning activities on evidence-based practices	SSA040
F6	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Mentorship activities	
F7	<p>Question "How frequently do you work with your assigned master or mentor teacher?"</p> <p>----</p> <ol style="list-style-type: none"> 1. At least once a week 2. Once or twice a month 3. A few times a year 4. Once or never 	Mentorship activities	

F8a	<p>Question "Overall, to what extent did your assigned master or mentor teacher improve your skills in the following areas?"</p> <p>Providing large group instruction" ----- 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent</p>	Mentorship activities	
F8b	<p>Question "Providing small group or one-on-one instruction" ----- 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent</p>	Mentorship activities	
F8c	<p>Question "Managing students' behavior" ----- 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent</p>	Mentorship activities	
F8d	<p>Question "Completing paperwork (either in a digital/computer-based system or in hard copy)" ----- 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent</p>	Mentorship activities	
F8e	<p>Question "Conducting student assessments" ----- 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent</p>	Mentorship activities	

F8f	<p>Question "Finding needed human or material resources"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent 	Mentorship activities	
F8g	<p>Question "Communicating with parents"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Not applicable/ Not part of my work responsibility 2. Not at all 3. To a small extent 4. To a moderate extent 5. To a great extent 	Mentorship activities	
G1a	<p>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.</p> <p>The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1b	<p>Question "Many of the children I teach are not capable of learning the material I am supposed to teach them."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	SCA010A

G1c	<p>Question "I feel accepted and respected as a colleague by most staff members."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1d	<p>Question "Teachers in this school are continually learning and seeking new ideas."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1e	<p>Question "Routine administrative duties and paperwork interfere with my job of teaching."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1f	<p>Question "Parents are supportive of school staff."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	SCA010B
G1g	<p>Question "{Continued} Please indicate the extent to which you agree with each of the following statements.</p> <p>There is a great deal of cooperative effort among the staff members."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1h	<p>Question "In this school, staff members are recognized for a job well done."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	

G1i	<p>Question "The academic standards at this school are too low."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	SCA010C
G1j	<p>Question "There is broad agreement among the entire school faculty about the central mission of the school."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1k	<p>Question "The school administrator sets priorities, makes plans, and sees that they are carried out."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G1l	<p>Question "The school administration's behavior toward the staff is supportive and encouraging."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G2a	<p>Question "To what extent do you agree with the following statements?"</p> <p>I am adequately trained to teach the children with disabilities who are in my class."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	SCA020A

G2b	<p>Question "Inclusion of children with disabilities in my class has worked well."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	
G2c	<p>Question "I am adequately trained to teach English language learners (ELL) in my class."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	SCA020B
G2d	<p>Question "Inclusion of English language learners (ELL) in my class has worked well."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	
G2e	<p>Question "{Continued} To what extent do you agree with the following statements?</p> <p>I have the resources I need to teach the children in my class who have disabilities."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	
G2f	<p>Question "I have the resources I need to teach the children in my class who are English language learners (ELL)."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	

G2g	<p>Question "I have the resources I need to teach a class of students who have a wide range of READING skills."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy	
G3a	<p>Question "To what extent do you agree with each of the following statements?"</p> <p>If I try really hard, I can get through even to the most difficult or unmotivated students."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3b	<p>Question "If some students in my class are not doing well, I feel that I should change my approach to the subject."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3c	<p>Question "By trying a different teaching method, I can significantly affect a student's achievement."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3d	<p>Question "There is really very little I can do to ensure that most of my students achieve at a high level."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	

G3e	<p>Question "{Continued} To what extent do you agree with each of the following statements?</p> <p>I work to create lessons so my students will enjoy learning and become independent thinkers."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3f	<p>Question "I feel sometimes it is a waste of my time to try to do my best as a teacher."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3g	<p>Question "The attitudes and habits students bring to my class greatly reduce their chances for academic success."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G3h	<p>Question "My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G4a	<p>Question "To what extent do you agree or disagree with each of the following statements as it applies to your instruction?</p> <p>The amount a student can learn is primarily related to family background."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	

G4b	<p>Question "If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G4c	<p>Question "If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Teachers' sense of efficacy	
G4d	<p>Question "I really enjoy my present teaching job."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction	SCA030A
G4e	<p>Question "I am certain I am making a difference in the lives of the children I teach."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction	SCA030B
G4f	<p>Question "If I could start over, I would choose teaching again as my career."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction	SCA030C

G5a	<p>Question "Indicate how much you agree or disagree with the following statements about your school and staff:</p> <p>There is a consensus among administrators and teachers on goals and expectations."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G5b	<p>Question "We have an active professional development program for teachers."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G5c	<p>Question "Teachers are very active in planning staff development."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
			TBA010
			TBA020
			TBA030

			TBA040
			TBA050
			TBA100
			TBA110

			TBA160
			TBA170B
G6	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."	Thank you to respondent.	END000

National Item Wording	National Construct	Added	Dropped	Changed
<p>Question "Thank you for launching the ECLS survey!</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	Introduction			
<p>Question "The first several questions pertain to your roles and responsibilities as a teacher.</p> <p>Which of the following describes the kindergarten class or classes you currently teach?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class time (full/half day, hours per day, days per week)			
<p>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:</p> <p>Are currently enrolled in your {full-day class/morning class/afternoon class}?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	Class demographics: class size, age distribution, race-ethnicity distribution, gender distribution, number repeating grade, percent experiencing homelessness			

<p>Question "Have joined your {full-day class/morning class/afternoon class} since the beginning of the school year?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>Number of students who enter or leave during the school year</p>			
<p>Question "Have left your {full-day class/morning class/afternoon class} since the beginning of the school year?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>Number of students who enter or leave during the school year</p>			
<p>Question "How many children in your {full-day class/morning class/afternoon class} have the following characteristics?</p> <p>Are classified as Gifted and Talented?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<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>Question "Are participating in a Gifted and Talented program?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<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>Question "Are below grade level in their English reading skills?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>Number of children above or below grade level in reading and mathematics</p>			
<p>Question "Are about on grade level in their English reading skills?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>Number of children above or below grade level in reading and mathematics</p>			
<p>Question "Are above grade level in their English reading skills?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>Number of children above or below grade level in reading and mathematics</p>			

<p>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?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>Number of children above or below grade level in reading and mathematics</p>			
<p>Question “Are about on grade level in their mathematics skills?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>Number of children above or below grade level in reading and mathematics</p>			
<p>Question “Are above grade level in their mathematics skills?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>Number of children above or below grade level in reading and mathematics</p>			
<p>Question “How many children in your {full-day class/morning class/afternoon class} are tardy, on an average day?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>Number of children tardy or absent on an average day</p>			
<p>Question “How many children in your {full-day class/morning class/afternoon class} are absent, on an average day?”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>Number of children tardy or absent on an average day</p>			
			<p>Yes</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?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</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?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</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?"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>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)</p>			
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
<p>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?</p> <p>Working independently”</p> <p>InstResp “Do not include lunch or recess breaks.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization			
<p>Question “Working on individual tasks under teacher direction”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization			
<p>Question “Working with peers under teacher direction”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization			
<p>Question “Working in small groups with teacher”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Class organization			

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	Class organization			
			Yes	
			Yes	
			Yes	

<p>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?"</p> <p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			

<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
			<p>Yes</p>	

			Yes	
<p>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?"</p> <p>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</p>	Use of class time by subject area			
<p>Question "Mathematics" ----- 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</p>	Use of class time by subject area			
<p>Question "Social studies" ----- 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</p>	Use of class time by subject area			
<p>Question "Science" ----- 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</p>	Use of class time by subject area			

<p>Question "Music" ---- 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</p>	<p>Use of class time by subject area</p>			
<p>Question "Art" ---- 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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			
<p>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</p>	<p>Use of class time by subject area</p>			

			Yes	
			Yes	
			Yes	
			Yes	
<p>Question "In an average week, how often do you divide your class or classes into achievement groups for reading activities or lessons?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of achievement grouping			

			Yes	
<p>Question "On days when you divide your class or classes into achievement groups for reading, how many minutes do the groups usually stay together?"</p> <p>Pre-unit "Number of minutes:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping			
<p>Question "In an average week, how often do you divide your class or classes into achievement groups for math activities or lessons?"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	Use of achievement grouping			
			Yes	
<p>Question "On days when you divide your class or classes into achievement groups for math, how many minutes do the groups usually stay together?"</p> <p>Pre-unit "Number of minutes:"</p> <p>Watermark "Enter number"</p>	Use of achievement grouping			

<p>Question "Which of the following services, if any, do children in your class or classes who need more help with reading receive?"</p> <p>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.</p>	<p>Additional reading services</p>			<p>Yes</p>
			<p>Yes</p>	
			<p>Yes</p>	
			<p>Yes</p>	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
<p>Question "Does your classroom have the following interest areas or centers for activities?"</p> <p>1 Area for playing with puzzles and blocks (Legos, etc.) 2 Water or sand table 3 Dramatic play area or corner 4 Art area</p>	Class resources	Yes		
<p>Question "How often do the children in your class or classes do the following activities?"</p> <p>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</p>	Class activities outside of the regular class (library, lunch, and recess)			
			Yes	
<p>Question "How many days a week do children have recess?"</p> <p>Pre-unit "Number:" Watermark "Enter number"</p>	Class activities outside of the regular class (library, lunch, and recess)			
<p>Question "In a typical day, how much time do children in your class or classes spend in the following activities?"</p> <p>"Lunch" ----- 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes</p>	Class activities outside of the regular class (library, lunch, and recess)			

<p>Question "Free play indoors"</p> <p>----</p> <ol style="list-style-type: none"> 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes 	<p>Class activities outside of the regular class (library, lunch, and recess)</p>			
<p>Question "Free play outdoors (including recess)"</p> <p>----</p> <ol style="list-style-type: none"> 1. No time 2. 1-15 minutes 3. 16-30 minutes 4. 31-45 minutes 5. Longer than 45 minutes 	<p>Class activities outside of the regular class (library, lunch, and recess)</p>			
<p>Question "Which of the following types of aides do you receive help from in your classroom?."</p> <p>InstResp "Please select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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. 	<p>Classroom aides (paid aides and volunteers)</p>			<p>Yes</p>
<p>Question "Approximately how many hours per week do you have an aide working in your classroom?"</p> <p>If multiple aides are in your classroom during the same one hour, please count that as one hour.</p> <p>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."</p>	<p>Classroom aides (paid aides and volunteers)</p>			<p>Yes</p>
			<p>Yes</p>	
			<p>Yes</p>	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
<p>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:</p> <p>Reading and language arts"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials			
<p>Question "Mathematics"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials			
<p>Question "Science"</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Availability, use, and adequacy of instructional materials			
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

<p>Question ““The next series of questions are focused on your instructional activities and curricular focus in your class or classes.</p> <p>How strongly do you agree or disagree that you utilize the following practices in your class or classes?</p> <p>Display pictures, posters, artwork, and other décor that reflect the cultures and ethnic backgrounds of each student in your class or classes.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	<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>Yes</p>
<p>Question “All notices and communications to families/caregivers of students in your class or classes are written in their language of origin.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	<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>Yes</p>
<p>Question “Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class or classes.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	<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>Yes</p>

			Yes	
<p>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?”</p> <p>Core or primary reading text for all students (e.g., basal reading series)</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials			Yes
<p>Question “Leveled or guided reading books (multiple books, each at a specific reading level)”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials			Yes
<p>Question “Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials			Yes
<p>Question “Children's newspapers and/or magazines”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	Availability, use, and adequacy of instructional materials			Yes

<p>Question "Computer software and applications for reading instruction (including those for laptops, desktops, cell phones, or digital tablets)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>			<p>Yes</p>
<p>Question "Tradebooks (for example, collections of non-fiction)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>			<p>Yes</p>
<p>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)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>			<p>Yes</p>
<p>Question "Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>			<p>Yes</p>
<p>Question "Big books and decodeable or sound/symbol books)"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never or hardly ever 2. Once or twice a month 3. Once or twice a week 4. Almost every day 	<p>Availability, use, and adequacy of instructional materials</p>			<p>Yes</p>
			<p>Yes</p>	

			Yes	
			Yes	
			Yes	
			Yes	

<p>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?”</p> <p>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</p>	<p>Topics taught in social studies and science</p>			
			<p>Yes</p>	
			<p>Yes</p>	
<p>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</p>	<p>Topics taught in social studies and science</p>			

<p>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</p>	<p>Topics taught in social studies and science</p>			
<p>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</p>	<p>Topics taught in social studies and science</p>			
<p>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</p>	<p>Topics taught in social studies and science</p>			
<p>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</p>	<p>Topics taught in social studies and science</p>			

			Yes	
			Yes	
<p>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?</p> <p>Tools and their uses”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Topics taught in social studies and science			

<p>Question "Health, safety, nutrition, and personal hygiene"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
<p>Question "Important figures and events in American history"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
<p>Question "Community resources (for example, grocery store, library)"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
<p>Question "Map-reading skills"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			

<p>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</p>	<p>Topics taught in social studies and science</p>			
<p>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</p>	<p>Topics taught in social studies and science</p>			
			<p>Yes</p>	

<p>Question "Geography"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
			<p>Yes</p>	
<p>Question "Social problem solving"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
<p>Question "Hands-on activities or investigations in science"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			

			Yes	
<p>Question "Communicating ideas in science"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			
			Yes	
<p>Question "Community service"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Topics taught in social studies and science</p>			

			Yes	
<p>Question "How often do children in your class or classes do each of the following reading and language arts activities?"</p> <p>Practice writing the letters of the alphabet" ----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Discuss new or difficult vocabulary" ----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Dictate stories to a teacher, aide, or volunteer" ----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Work on phonics" ----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Listen to you read stories where they see the print (for example, Big Books)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "{Continued} How often do children in your class or classes do each of the following reading and language arts activities?"</p> <p>Listen to you read stories but they don't see the print"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Retell stories"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Read aloud"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Read from basal reading texts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Read silently"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "{Continued} How often do children in your class or classes do each of the following reading and language arts activities?"</p> <p>Work in a reading workbook or on a worksheet"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Write words from dictation, to improve spelling"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Write with encouragement to use invented spellings, if needed"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Read books they have chosen for themselves"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Compose and write stories or reports"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "{Continued} How often do children in your class or classes do each of the following reading and language arts activities?"</p> <p>Do an activity or project related to a book or story"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			Yes	
<p>Question "Writing in a journal"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			Yes	

			Yes	
<p>Question "Read text with controlled vocabulary"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Read text with strong phonetic patterns"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Read text with patterned or predictable text"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>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?"</p> <p>Conventions of print (left to right orientation, book holding)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

			Yes	
<p>Question "Rhyming words and word families"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Blending separate sounds of a word to say the word (for example, "/c/ /a/ /t/ - cat")"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Verbally manipulating syllables within a word (for example, what is cowboy without cow?)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Reading multi-syllable words, like "adventure""</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>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?"</p> <p>Use of common prepositions such as over and under, up and down"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Identifying the main idea and parts of a story"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Orally retelling stories, including key details"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Remembering and following directions that include a series of actions"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Using capitalization and punctuation"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Composing and writing complete sentences"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			<p>Yes</p>	
<p>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?"</p> <p>Conventional spelling"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

			Yes	
<p>Question "Reading age appropriate books independently with comprehension"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "How often do children in your class or classes do each of the following math activities?"</p> <p>Count out loud"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Work with geometric manipulatives"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Play math-related games"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

			Yes	
<p>Question "Use music to understand math concepts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Use creative movement or creative drama to understand math concepts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Work with rulers, measuring cups, spoons, or other measuring instruments"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "{Continued} How often do children in your class or classes do each of the following math activities?"</p> <p>Explain how a math problem is solved"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "Engage in calendar-related activities"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Do math worksheets"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Do math problems from their textbooks"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Complete math problems independently in front of whole group"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Solve math problems in small groups or with a partner"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question “{Continued} How often do children in your class or classes do each of the following math activities?</p> <p>Work on math problems that reflect real-life situations”</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			Yes	
			Yes	
<p>Question “Use a number line to understand number concepts”</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>Question "For this school year as a whole, how often did you teach each of the following math skills in your class or classes?"</p> <p>Correspondence between number and quantity"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Counting by 2s, 5s, and 10s"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Counting on from a given number instead of 1"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Counting beyond 100"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

			Yes	
<p>Question "Recognizing and naming geometric shapes"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Identifying relative quantity (for example, equal, most, less, more)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			

<p>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?”</p> <p>Sorting objects into subgroups according to a rule”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question “Ordering objects by size or other properties”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question “Making, copying, or extending patterns”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			<p>Yes</p>	

<p>Question "Adding single-digit numbers"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Subtracting single-digit numbers"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question "Uses place value to compose and decompose numbers into tens and ones"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			<p>Yes</p>	

<p>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?</p> <p>Interpreting simple graphs”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
<p>Question “Performing simple data collection and graphing”</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			<p>Yes</p>	

<p>Question "Decomposes numbers less than or equal to 10 by using objects or drawings"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Time spent on specific activities and skills in reading/language arts and in mathematics</p>			
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
<p>Question "Do you have any students who are English language learners (ELLs) in your class or classes?"</p> <p>----</p> <p>1. Yes 2. No</p>	<p>Number of language minority (LM) children and English-language learners (ELL) in the classroom</p>			Yes
<p>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)?"</p> <p>"Take assessments to monitor their English language acquisition"</p> <p>----</p> <p>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</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>Question "Take assessments to assess their progress in English reading and literacy skills"</p> <p>----</p> <p>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</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>Question "Work in small groups of ELL children or individually on intensive English reading and literacy skills"</p> <p>----</p> <p>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</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>Question "Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<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>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."</p> <p>----</p> <ol style="list-style-type: none"> 0. 0 days 1. 1 day 2. 2 days 3. 3 days 4. 4 days 5. 5 or more days 	<p>Use of homework</p>			<p>Yes</p>
<p>Question "On days when homework is assigned, how much time do you expect children to spend on homework in the following areas?"</p> <p>Reading and language arts"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Use of homework</p>			
<p>Question "Math"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Use of homework</p>			
<p>Question "Other"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Other specify for use of homework</p>			
			<p>Yes</p>	

<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. No conferences 2. One conference 3. Two conferences 4. Three or more conferences 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>			
<p>Question "What percentage of children in your class or classes have parents who participate in the following activities?"</p> <p>Attend teacher-parent conferences"</p> <p>----</p> <ol style="list-style-type: none"> 1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>			Yes
<p>Question "Volunteer regularly to help in your classroom or another part of the school"</p> <p>----</p> <ol style="list-style-type: none"> 1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>			
<p>Question "Attend open houses or parties"</p> <p>----</p> <ol style="list-style-type: none"> 1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>			
<p>Question "Attend art/music events or demonstrations"</p> <p>----</p> <ol style="list-style-type: none"> 1. 0% 2. 1-25% 3. 26-50% 4. 51-75% 5. 76% or more 	<p>Parent involvement in school activities (volunteering, attending meetings, other activities).</p>			Yes

<p>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)?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. 1-2 times 3. 3-5 times 4. 6-10 times 5. 11-14 times 6. 15 or more times 	<p>Communication with parents about children's performance</p>			<p>Yes</p>
			<p>Yes</p>	
			<p>Yes</p>	
			<p>Yes</p>	
			<p>Yes</p>	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
<p>Question "The next questions pertain to evaluation and grading practices.</p> <p>Across all subjects, how often are students administered state or local standardized tests?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Use of standardized tests			Yes

			Yes	
			Yes	
			Yes	
			Yes	
<p>Question "Which of the following do you use to provide kindergartners' parents with information about their children's performance?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents about children's performance</p>			Yes

<p>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?"</p> <p>Meeting with other teachers to discuss instruction-related topics (e.g., lesson planning, curriculum development)"</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Frequency of meeting with other teachers and specialists</p>			<p>Yes</p>
			<p>Yes</p>	
<p>Question "In which of the following staff development and training activities have you participated during the current academic year?"</p> <p>InstResp "Select all that apply."</p> <p>-----</p> <ol style="list-style-type: none"> 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 	<p>Professional learning activities on evidence-based practices</p>			<p>Yes</p>

			Yes	
			Yes	
<p>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?"</p> <p>----</p> <p>1. Yes 2. No</p>	Kindergarten transition	Yes		
<p>Question "In the past 12 months, how many hours did you spend on professional development activities?"</p> <p>----</p> <p>1. 10 hours or less 2. 11 - 20 hours 3. 21 - 30 hours 4. 31 - 40 hours 5. More than 40 hours</p>	Professional learning activities on evidence-based practices			Yes
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
<p>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.</p> <p>Many of the children I teach are not capable of learning the material I am supposed to teach them."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate			Yes

			Yes	
			Yes	
			Yes	
<p>Question "Parents are supportive of school staff." ----- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree</p>	School climate			
			Yes	
			Yes	

<p>Question "The academic standards at this school are too low."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate			
			Yes	
			Yes	
			Yes	
<p>Question "To what extent do you agree with the following statements?"</p> <p>I am adequately trained to teach the children with disabilities in my class."</p> <p>-----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable 	Teachers' sense of efficacy			

			Yes	
<p>Question "I am adequately trained to teach English language learners (ELL) in my class."</p> <p>----</p> <p>1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 6. Not applicable</p>	Teachers' sense of efficacy			
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
<p>Question "To what extent do you agree or disagree with each of the following statements as it applies to your instruction?"</p> <p>I really enjoy my present teaching job."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction			
<p>Question "I am certain I am making a difference in the lives of the children I teach."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction			
<p>Question "If I could start over, I would choose teaching again as my career."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Job satisfaction			

			Yes	
			Yes	
			Yes	
<p>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_</p>	Teacher background	Yes		
<p>Question "In what year were you born?"_x000D_ _x000D_ Watermark: "Enter year"</p>	Teacher background	Yes		
<p>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</p>	Teacher background	Yes		

<p>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_</p>	Teacher background	Yes		
<p>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_</p>	Teacher background	Yes		
<p>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_</p>	Teacher background	Yes		
<p>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.)}</p>	Teacher background	Yes		

<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>	Teacher background	Yes		
<p>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"</p>	Teacher background	Yes		
<p>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."</p>	Thank you to respondent.			

Rationale for additions drops or changes

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Dropped to prioritize other items. We ask in fall K and will repeat in spring 1.
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Dropping the specific categories (which may be difficult for teachers, anyway) and keeping the more general counts in 5a, 5b, and 5c.

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Dropping these counts on plans and keeping 5a, 5b, and 5c that collect information on students with disabilities.

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Dropping these counts on plans and keeping 5a, 5b, and 5c that collect information on students with disabilities.

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

Dropped to prioritize other items. There have not been major school shutdowns or major shifts in instructional delivery, recently.

Dropped to prioritize other items. There have not been major school shutdowns or major shifts in instructional delivery, recently.

Dropped. Retaining "more central" curriculum areas like reading and math earlier in B2 series.

Dropped. Retaining "more central" curriculum areas like reading and math earlier in B2 series.

Dropped. Retaining "more central" curriculum areas like reading and math earlier in B3 series.

Dropped. Retaining "more central" curriculum areas like reading and math earlier in B3 series.

Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

Dropped. Keeping B6a that collects information on use of grouping.

Dropped. Keeping B7a that collects information on use of grouping.

Reconfigured B8 to be one item to reduce burden while still collecting information by making the item format a "select all that apply."

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Reconfigured B8 to be one item to reduce burden while still collecting information by making the item format a "select all that apply."

Added based on a recommendation to collect information on opportunities in the classroom beyond reading, math, and science.

Dropped. Retaining B10a, which captures related information regarding usage of school library/media center.

Reconfigured a question series to be a single select all that apply question, this question format tends to reduce burden.

Reconfigured question to collect information on the number of hours per week aides work in the classroom in general (not broken down by specific type of aide).

Reconfigured question to collect information on the number of hours per week aides work in the classroom in general (not broken down by specific type of aide or specific activity).

Reconfigured question to collect information on the number of hours per week aides work in the classroom in general (not broken down by specific type of aide or specific activity).

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

Dropped to prioritize other items. Information on use of PTA/PTO resources was considered to be a lower priority for the survey than other constructs that were retained."

Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

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Revised item to be consistent with other items within the section to use the reference of "class or classes."

Revised item to be consistent with other items within the section to use the reference of "class or classes."
Added category for not applicable.

Revised item to be consistent with other items within the section to use the reference of "class or classes."
Added category for not applicable.

Dropping to prioritize other items. Keeping two items above on outreach to parents.

Revised C4 to combine certain subparts and revise others for clarity. Trying to streamline question and save survey time.

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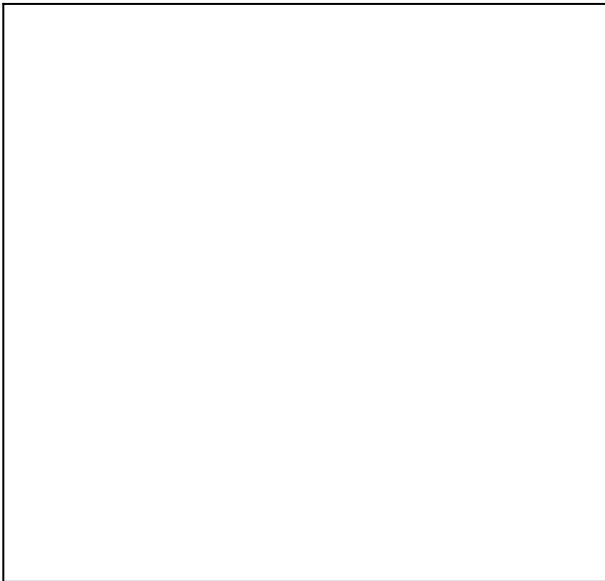
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Revised C5, dropping elements where teachers indicated the construct was mainly taught at a higher grade (based on information from the ECLS-K:2024 field test and/or the ECLS-K:2011 main study).



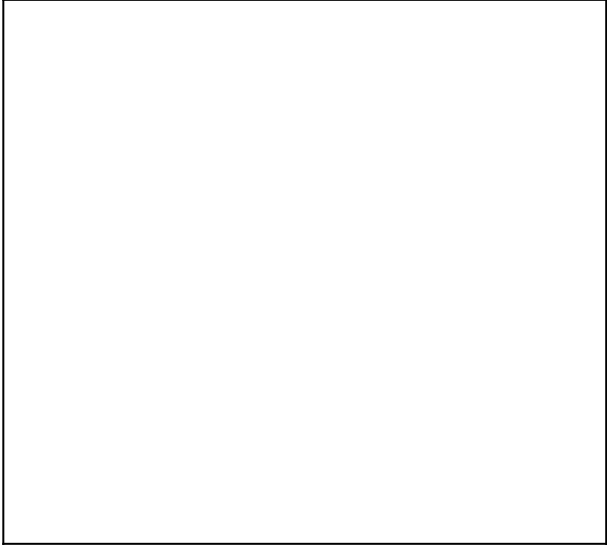
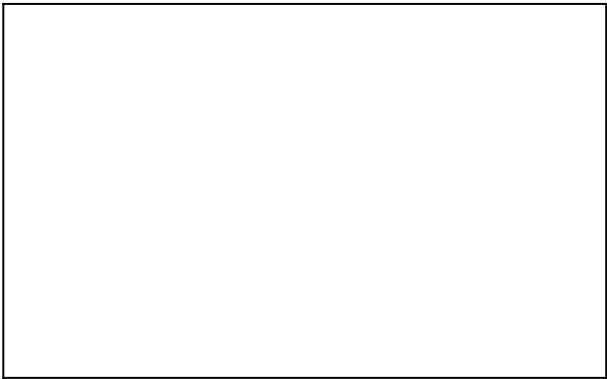
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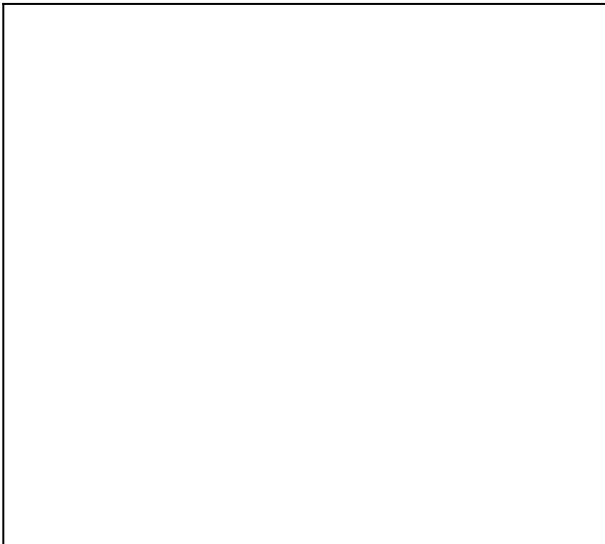
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Dropped as this is reported as very low frequency within the ECLS-K:2011 data and also low within the ECLS-K:2024 field test data.

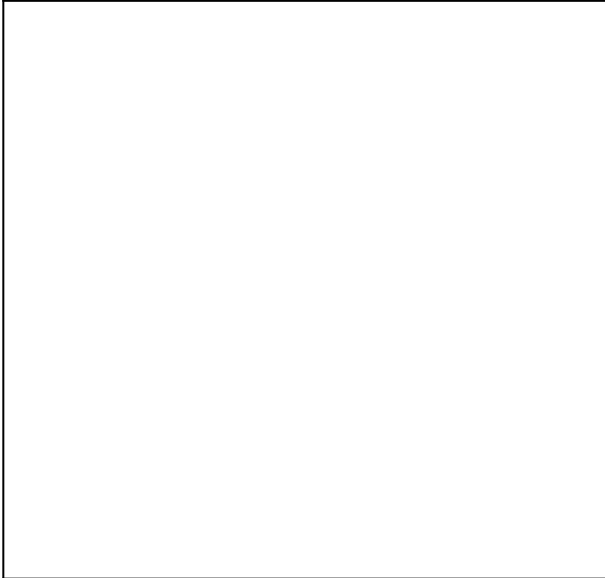
Dropped as information on achievement groups is collected in other questions.

Dropped to prioritize other items in this series. Also this is a rather low frequency activity, based on ECLS-K:2011 data.

Dropped. Teachers indicated that generally children should already know this, based on ECLS-K:2011 data.



Dropped. High proportion of teachers indicated this is taught at a higher grade (based on ECLS-K:2024 field test).



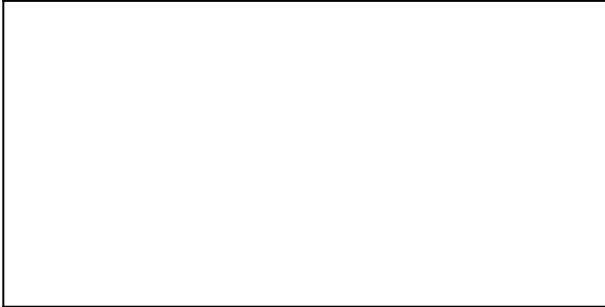
Dropped. High proportion of teachers indicated this is taught at a higher grade (based on ECLS-K:2024 field test).

Dropped. According to the ECLS-K:2011 analysis, the equivalent item has over 90% of respondents reporting low frequency (never/once a month or less).



Dropped as information on achievement groups is collected in other questions.

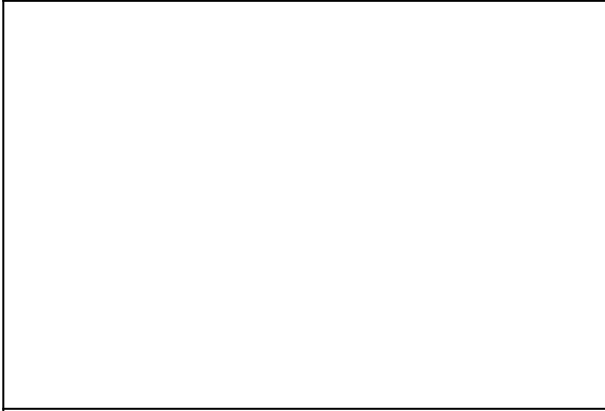
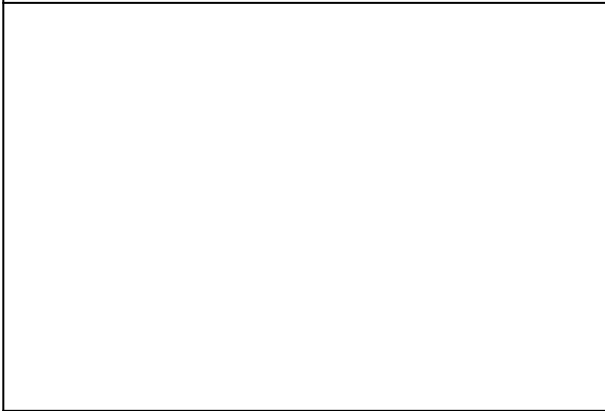
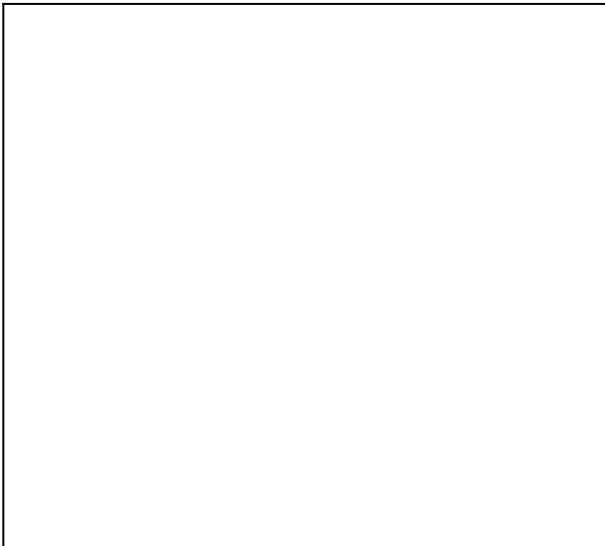
Dropped to prioritize other items in this series. Also this is a rather low frequency activity, based on ECLS-K:2011 data.



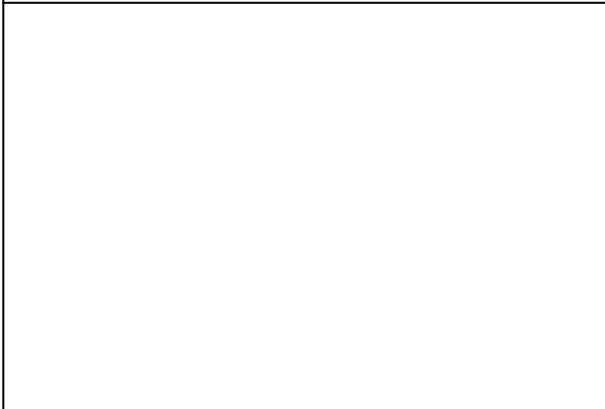
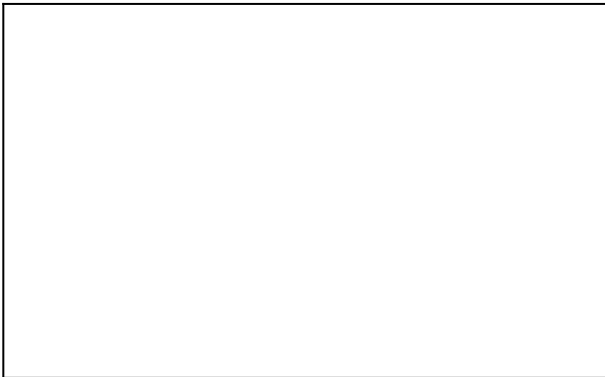
Dropped. High proportion of teachers indicated this is taught at a higher grade (based on ECLS-K:2024 field test).

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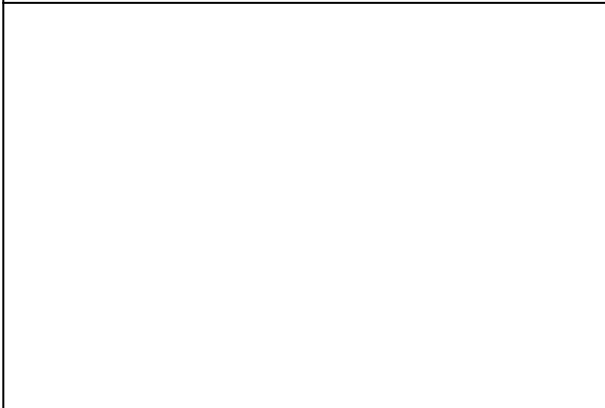
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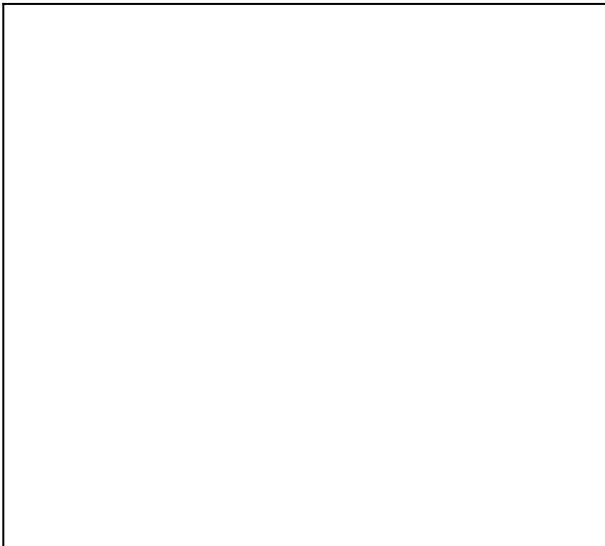
Dropped. High proportion of teachers indicated this is taught at a higher grade (based on ECLS-K:2024 field test).



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To be consistent with the IAA110 series, changed this to be "in your class or classes"

Revised to allow for a school week being a different number of days (like a 4 day week or even a 6 day week). The revision captures whether home is never assigned, assigned not every day, and assigned every day.

Dropped. Other specify was for the field test to potentially refine 16c. Information from field test did not suggest this is needed for main study.

Revised "none" to be "0%" to be consistent with ECLS-K:2011.

Revised demonstration to be demonstrations as the events are plural.

Revised to reduce to one item about contacting all parents to free up some space for other higher priority items.

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Revised to be a single item instead of a series.

Revised to add transition text to the grading practices section.

Dropped this specific aspect to be a single item on state or local standardized tests.

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Dropped this specific aspect to be a single item on state or local standardized tests.

For clarity, revised the last response option from "None of these" to "None of the above".

Revised to combine F1a and F1b into a single item.

Dropped to prioritize other information, such as the lesson planning item.

Added two new response options, one on working with a master or mentor teacher (because we are dropping the individual item on this) and another on coaching as another possible development and training opportunity teachers may have opportunity to participate in.

For clarity, revised the last response option from "None of these" to "None of the above".

Dropped. Collecting similar information in F2.

Dropped. Collecting similar information in F2.

Added to capture information on kindergarten transition.

Revised to streamline/combine answer options.

Dropped, added this as a category to F2.

Dropped. Collecting general information on master or mentor teaches in F2.

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

Dropped. Retaining certain aspects of this series, G1b, f, i to keep some information on school climate.

Revised. Retaining certain aspects of this series, G1b, f, i to keep some information on school climate.

Added transition text to introduce the section and the question.

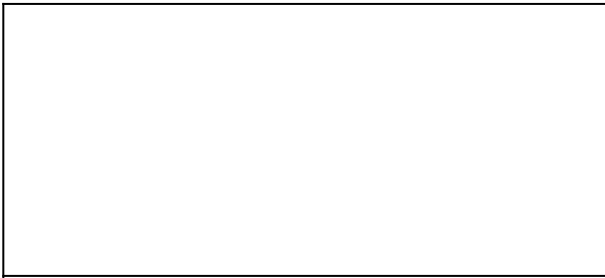
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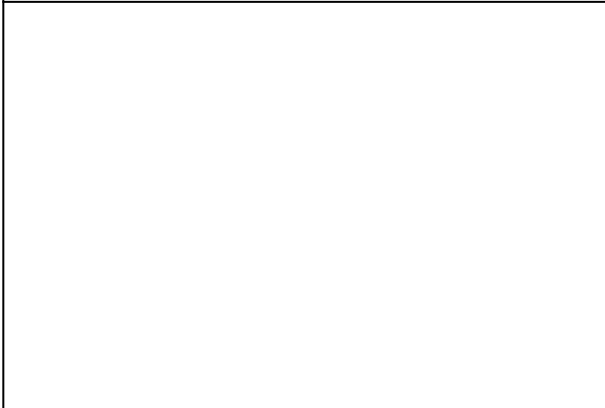
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Dropped. This item had had a postively skewed distribution in the field test perhaps due to social desirability.

Dropped. This item had positive skew in the field test perhaps due to social desirability.

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Dropped to prioritize for higher priority constructs such as teachers' instructional practices, or information of interest to co-sponsors such as items on special education, diversity, and/or the arts.

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Dropped. Priorizing other items.

Dropped. Priorizing other items.

Dropped. Priorizing other items.

Added to collect information on teacher background.

Added to collect information on teacher background for fall kindergarten nonrespondent or teachers new to the study.

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FT Item #	FT Item Wording (approved 7-22-2022)	FT Construct	National It
0	<p>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.”</p>	Introduction	IND000

1	<p>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_</p> <ol style="list-style-type: none"> 1. Special education teacher_x000D_ 2. Special education teacher consultant_x000D_ 3. General education teacher_x000D_ 4. Special education classroom aide_x000D_ 5. Speech-language pathologist_x000D_ 6. Physical therapist_x000D_ 7. Physical therapy assistant or aide_x000D_ 8. Occupational therapist_x000D_ 9. Occupational therapy assistant or aide_x000D_ 10. School psychologist_x000D_ 11. School counselor_x000D_ 12. School social worker_x000D_ 91. Other (Please specify):_x000D_ 	Teacher or service provider's position or assignment	TCD010
1os		Other specify text for teacher or service provider's position or assignment	TCD010 OS

2	<p>Question "How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?"_x000D_ -----_x000D_ 1. Regular full-time teacher or service provider_x000D_ 2. Regular part-time teacher or service provider_x000D_ 3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)_x000D_ 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)_x000D_ 5. Teacher aide_x000D_ 91. Other (Please specify):_x000D_</p>	Teacher or service provider's position or assignment	TCD020
2os		Other specify text for teacher or service provider's position or assignment	TCD020 OS
3a	<p>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"</p>	Teacher or service provider's caseload	TCD030a
3b	<p>Question "Without IEPs"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD030b

4a	<p>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."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040a
4b	<p>Question "4 years old" _x000D_ _x000D_ InstResp "Your best guess is fine."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040b
4c	<p>Question "5 years old" _x000D_ _x000D_ InstResp "Your best guess is fine." _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040c
4d	<p>Question "6 years old" _x000D_ _x000D_ InstResp "Your best guess is fine."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040d
4e	<p>Question "7 years old" _x000D_ _x000D_ InstResp "Your best guess is fine."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040e

4f	<p>Question "8 years old" _x000D_ _x000D_ InstResp "Your best guess is fine."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040f
4g	<p>Question "9 years old or older" _x000D_ _x000D_ InstResp "Your best guess is fine."</p> <p>Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD040g
4h	<p>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_</p>	Teacher or service provider's caseload	TCD040h
5a	<p>Question "How many of the children with IEPs that you {teach/serve} belongs to each of the following racial/ethnic groups?" _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"</p>	Teacher or service provider's caseload	TCD050a
5b	<p>Question "American Indian or Alaska Native, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	Teacher or service provider's caseload	TCD050b

5c	Question "Asian, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD050c
5d	Question "Black or African American, non- Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD050d
5e	Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD050e
5f	Question "White, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD050f
5g	Question "Two or more races, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD050g
6a	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"	Teacher or service provider's caseload	TCD060a
6b	Question "Number of girls" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload	TCD060b

6c	<p>Question "Number of another gender"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	Teacher or service provider's caseload	TCD060c
6d	<p>Question "Number of unknown gender"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	Teacher or service provider's caseload	TCD060d
7	<p>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"</p>	Teacher or service provider's caseload	TCD070
8	<p>Question "During the school year, how many children with IEPs have you worked with or provided services for, on average, each week? (Include children you work with directly, as well as children for whom you consult with the general education teacher and/or another special education teacher or service provider.)"_x000D_ ----_x000D_ 1. None_x000D_ 2. 1-10_x000D_ 3. 11-20_x000D_ 4. 21-40_x000D_ 5. More than 40_x000D_</p>	Teacher or service provider's caseload	TCD080

9	<p>Question "During this school year, where have you worked with children with IEPs?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. In a general education classroom_x000D_ 2. In a special education classroom_x000D_ 3. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.)_x000D_ 4. In a location outside the school setting (for example, a private clinic or a child's home, including virtual or video-based instruction)_x000D_ 91. Other (Please specify):_x000D_</p>	Location of services and inclusion	TCD090
9os		Other specify text for location of services and inclusion	
10	<p>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_</p>	Teacher or service provider's caseload	TCD100

11	<p>Question "Please indicate the extent to which you agree or disagree with the following statement. I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve})." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Teacher or service provider's caseload	TCD110
12	<p>Question "The next few questions are about students' classroom behavior. How often does disruptive student behavior interfere with your instruction?"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Never_x000D_ 2. Seldom_x000D_ 3. Usually_x000D_ 4. Always_x000D_ 	Job satisfaction and self-efficacy	
13	<p>Question "How much time per day would you estimate that you spend handling disruptive student behavior?"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Job satisfaction and self-efficacy	TCD120

14a	<p>Question “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching?”_x000D_ _x000D_ {Classroom routines/Routines} are consistently implemented.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Instructional practices and resources	
14b	<p>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_</p>	Instructional practices and resources	
14c	<p>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_</p>	Instructional practices and resources	
14d	<p>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_</p>	Instructional practices and resources	

14e	<p>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_</p>	Instructional practices and resources	
14f	<p>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_</p>	Instructional practices and resources	
14g	<p>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_</p>	Instructional practices and resources	
15a	<p>Question “How strongly do you agree or disagree that you teach the following social and emotional competencies to the students you {teach/serve}?”_x000D_ _x000D_ Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_ -----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Teaching methods and materials	

15b	<p>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_</p>	Teaching methods and materials	
15c	<p>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_</p>	Teaching methods and materials	
15d	<p>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_</p>	Teaching methods and materials	
15e	<p>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_</p>	Teaching methods and materials	

16a	<p>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_</p>	Teaching methods and materials	TCD130a
16b	<p>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_</p>	Teaching methods and materials	TCD130b
16c	<p>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_</p>	Teaching methods and materials	TCD130c

16d	<p>Question "Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them with students" _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Teaching methods and materials	TCD130d
17	<p>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_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Teacher or service provider's education	PDD010a
18	<p>Question "In the past 12 months, how many hours did you spend on these professional development activities?" _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Teacher or service provider's education	PDD010b
19	<p>Question "Overall, how helpful were these activities to you?" _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Very unhelpful_x000D_ 2. Unhelpful_x000D_ 3. Neither unhelpful nor helpful_x000D_ 4. Helpful_x000D_ 5. Very helpful_x000D_ 	Teacher or service provider's education	PDD010c

20	<p>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_</p>	Teacher or service provider's education	PDD020
			PDD030
21	<p>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_</p>	Teacher or service provider's education	
22	<p>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_</p>	Teacher or service provider's education	

23a	<p>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_</p>	Teacher or service provider's education	
23b	<p>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_</p>	Teacher or service provider's education	
23c	<p>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_</p>	Teacher or service provider's education	
23d	<p>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_</p>	Teacher or service provider's education	

23e	<p>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_</p>	Teacher or service provider's education	
23f	<p>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_</p>	Teacher or service provider's education	
23g	<p>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_</p>	Teacher or service provider's education	
24a	<p>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_ _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_</p>	Job satisfaction and self-efficacy	

24b	<p>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_</p>	Job satisfaction and self-efficacy	CSD010a
24c	<p>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_</p>	Job satisfaction and self-efficacy	
24d	<p>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_</p>	Job satisfaction and self-efficacy	
24e	<p>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_</p>	Job satisfaction and self-efficacy	

24f	<p>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_</p>	Job satisfaction and self-efficacy	CSD010b
24g	<p>Question "{Continued} Please indicate the extent to which you agree with each of the following statements about your school."_x000D_ _x000D_ There is a great deal of cooperative effort among the staff members."_x000D_ -----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_</p>	Job satisfaction and self-efficacy	
24h	<p>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_</p>	Job satisfaction and self-efficacy	
24i	<p>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_</p>	Job satisfaction and self-efficacy	CSD010c
24j	<p>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_</p>	Job satisfaction and self-efficacy	

24k	<p>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_</p>	Job satisfaction and self-efficacy	
24l	<p>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_</p>	Job satisfaction and self-efficacy	
T1	<p>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_</p>	Instructional and technology resources	TRD010
T2a	<p>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_</p>	Instructional and technology resources	TRD020a

T2b	<p>Question "Visual display technology (for example, SMART Board)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these with my students. 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Instructional and technology resources	TRD020b
T2c	<p>Question "Computers with internet access (laptop or desktop)"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Instructional and technology resources	TRD020c
T2d	<p>Question "Licensed computer software packages"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Instructional and technology resources	TRD020d
T2e	<p>Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Instructional and technology resources	TRD020e

T3	<p>Question “Which statements are true of how the following technology is used as a learning tool by students in your classroom?”</p> <p>_x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1 Students are encouraged to use personal cell phones and/or tablets 2 Students are required to use personal cell phones and/or tablets 3 Students are encouraged to use school-provided tablets or other digital devices 4 Students are required to use school-provided tablets or other digital devices 5 Students are encouraged to use school computers 6 Students are required to use school computers 7 None of the above</p>	Instructional and technology resources	
T4a	<p>Question “Please report the number of computers and other electronic devices that are available to your students with IEPs every day.</p> <p>Total number of devices”</p> <p>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.””</p> <p>_x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”</p>	Instructional and technology resources	
T4b	<p>Question “Total number of devices with internet access”</p> <p>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.””</p> <p>_x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”</p>	Instructional and technology resources	

T6a	<p>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_</p>	Instructional and technology resources	TRD030a
T6b	<p>Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD030b
T6c	<p>Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD030c
T6d	<p>Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD030d
T6e	<p>Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD030e

T6f	<p>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_</p>	Instructional and technology resources	TRD030f
T7a	<p>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_</p>	Instructional and technology resources	TRD040a
T7b	<p>Question "Internet research"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD040b
T7c	<p>Question "Special projects"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD040c
T7d	<p>Question "Presentations"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD040d

T7e	<p>Question "Homework" _x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	TRD040e
T7f	<p>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_</p>	Instructional and technology resources	TRD040f
T8a	<p>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_</p>	Instructional and technology resources	
T8b	<p>Question "Special projects" _x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	
T8c	<p>Question "Presentations" _x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources	

T8d	<p>Question "Homework" _x000D_ -----_x000D_ 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Often _x000D_ 5. Not applicable to my role _x000D_</p>	Instructional and technology resources	
T9a	<p>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_</p>	Instructional and technology resources	TRD050a
T9b	<p>Question "Internet research" _x000D_ -----_x000D_ 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Often _x000D_ 5. Not applicable to my role _x000D_</p>	Instructional and technology resources	TRD050b
T9c	<p>Question "Special projects" _x000D_ -----_x000D_ 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Often _x000D_ 5. Not applicable to my role _x000D_</p>	Instructional and technology resources	TRD050c
T9d	<p>Question "Presentations" _x000D_ -----_x000D_ 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Often _x000D_ 5. Not applicable to my role _x000D_</p>	Instructional and technology resources	TRD050d

T9e	<p>Question "Homework" _x000D_ -----_x000D_ 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Often _x000D_ 5. Not applicable to my role _x000D_</p>	Instructional and technology resources	TRD050e
T9f	<p>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_</p>	Instructional and technology resources	TRD050f
25a	<p>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_</p>	Job satisfaction and self-efficacy	CSD030a
25b	<p>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_</p>	Job satisfaction and self-efficacy	

25c	<p>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_</p>	Job satisfaction and self-efficacy	
25d	<p>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_</p>	Job satisfaction and self-efficacy	CSD030b
25e	<p>Question "I work to create lessons so my students will enjoy learning and become independent thinkers." ----- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree</p>	Job satisfaction and self-efficacy	CSD030c
25f	<p>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_</p>	Job satisfaction and self-efficacy	CSD030d

25g	<p>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_</p>	Job satisfaction and self-efficacy	
25h	<p>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_</p>	Job satisfaction and self-efficacy	
26a	<p>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_</p>	Job satisfaction and self-efficacy	CSD030e
26b	<p>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_</p>	Job satisfaction and self-efficacy	CSD030f

26c	<p>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_</p>	Job satisfaction and self-efficacy	CSD030g
27a	<p>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_</p>	Job satisfaction and self-efficacy	CSD020a
27b	<p>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_</p>	Job satisfaction and self-efficacy	CSD020b
27c	<p>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_</p>	Job satisfaction and self-efficacy	CSD020c

28	<p>Question “The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics.</p> <p>What is your gender?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Male 2. Female 3. Another gender 	Teacher or service provider's gender	EBD010
29	<p>Question “In what year were you born?” _x000D_ _x000D_</p> <p>Watermark “Enter year”</p>	Teacher or service providers' age	EBD020
30	<p>Question “Are you Hispanic or Latino/Latina of any race?” _x000D_ _x000D_</p> <p>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_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Teacher or service provider's race/ethnicity	EBD030
31	<p>Question “Which best describes your race?” _x000D_ _x000D_</p> <p>InstResp “Select all that apply.” _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Teacher or service provider's race/ethnicity	EBD040

32	<p>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_</p>	Teacher or service provider's education	EBD050
33a	Question "What is the name of the college or university where you earned your highest degree and where is it located?"	Teacher or service provider's education	
33b	Question "City:"	Teacher or service provider's education	
33c	<p>Question "State:"_x000D_ _x000D_ InstResp "Please select a state, district, or territory."_x000D_ _x000D_ Watermark "Select a state"</p>	Teacher or service provider's education	
34	<p>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_</p>	Teacher or service provider's education	EBD060

35	<p>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_</p>	Teacher or service provider's education	EBD070
36	<p>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_</p>	Teacher or service provider's education	EBD080
37	<p>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_</p>	Teacher or service provider's education	EBD090

38	<p>Question “The next few questions ask about your credentials. Which of the following describes the teaching certificate you currently hold in {state}?”_x000D_ -----_x000D_ 1. Regular or standard state certificate or advanced professional certificate_x000D_ 2. Certificate issued after satisfying all requirements except the completion of a probationary period_x000D_ 3. Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_ 4. Certificate issued to persons who must complete a certification program in order to continue teaching_x000D_ 5. I do not hold any of the above certifications in {state}._x000D_</p>	Teacher or service provider's education	EBD100
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39	<p>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_</p> <p>_x000D_</p> <p>InstResp "Select all that apply. Do not include academic degrees, such as a Bachelor's degree, Master's degree, or Ph.D." _x000D_</p> <p>---- _x000D_</p> <p>1. Disability-specific credential_x000D_</p> <p>2. Special education credential (for more than one disability category)_x000D_</p> <p>3. Early childhood special education credential_x000D_</p> <p>4. General education credential_x000D_</p> <p>5. Speech-language pathology license or credential_x000D_</p> <p>6. Do not have a credential, license, or certificate_x000D_</p> <p>91. Other professional license, credential or endorsement (Please specify):_x000D_</p>	Teacher or service provider's education	EBD110
39OS		Other specify text for teacher or service provider's education	EBD110 OS

40a	<p>Question "Which of the following best describes the type of educator preparation program you participated in while earning your current certification?"</p> <p>_x000D_ ----_x000D_ 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</p>	Teacher or service provider's education	EBD120a
			EBD120b
40b	<p>Question "If your current certification is not the same as your initial certification, which of the following best describes the type of educator preparation program you participated in while earning your initial certification?"</p> <p>----_x000D_ 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 6 My current certification is the same as my initial certification</p>	Teacher or service provider's education	EBD120c
41	<p>Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"</p> <p>_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Teacher or service provider's education	EBD130a

42	<p>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_</p>	Teacher or service provider's education	EBD130b
43	<p>Question "The next few questions pertain to your years of experience. Counting this school year, how many years have you worked in your current school, including part time?"_x000D_ _x000D_ InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1.""_x000D_ _x000D_ Watermark "Enter years"</p>	Teacher or service provider's education	EBD140
44	<p>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"</p>	Teacher or service provider's years of experience	EBD150
45	<p>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"</p>	Teacher or service provider's years of experience	EBD160

46	<p>Question "How long do you plan to continue to teach or provide related services?"_x000D_ -----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_</p>	Teachers' experience	EBD170
47	<p>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."</p>	Thank You	TYD900

National Item Wording	National Construct	Added	Dropped	Changed
<p>Question “Thank you for launching the ECLS survey! _x000D_ _x000D_</p> <p>Here are some tips to keep in mind when completing the survey: _x000D_</p> <ul style="list-style-type: none"> • 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_ <p>Please click on the “Next” button below to start the survey.”</p>	Introduction			

<p>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_</p>	<p>Teacher or service provider's position or assignment</p>			
	<p>Other specify text for teacher or service provider's position or assignment</p>			

<p>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_</p>	<p>Teacher or service provider's position or assignment</p>			
	<p>Other specify text for teacher or service provider's position or assignment</p>			
<p>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"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "Without IEPs"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			

<p>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"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "4 years old"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "5 years old"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "6 years old"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "7 years old"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			

<p>Question "8 years old" _x000D_ _x000D_ InstResp "Your best guess is fine." _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "9 years old or older" _x000D_ _x000D_ InstResp "Your best guess is fine." _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>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_</p>	<p>Teacher or service provider's caseload</p>			
<p>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"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "American Indian or Alaska Native, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			

Question "Asian, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			
Question "Black or African American, non- Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			
Question "Native Hawaiian or Other Pacific Islander, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			
Question "White, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			
Question "Two or more races, non-Hispanic" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			
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"	Teacher or service provider's caseload			
Question "Number of girls" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload			

<p>Question "Number of another gender" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>Question "Number of unknown gender" _x000D_ _x000D_ Pre-unit "Number:" _x000D_ _x000D_ Watermark "Enter number"</p>	<p>Teacher or service provider's caseload</p>			
<p>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"</p>	<p>Teacher or service provider's caseload</p>			
<p>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_</p>	<p>Teacher or service provider's caseload</p>			<p>Yes</p>

<p>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_</p>	<p>Location of services and inclusion</p>			<p>Yes</p>
			<p>Yes</p>	
<p>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_</p>	<p>Teacher or service provider's caseload</p>			<p>Yes</p>

<p>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_</p>	<p>Teacher or service provider's caseload</p>			
			<p>Yes</p>	
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

<p>Question "How strongly do you agree or disagree with the following statements about your class or classes?"</p> <p>Pictures, posters, artwork, and other décor reflect the cultures and ethnic backgrounds of each student in your class or classes."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable 	Teaching methods and materials			Yes
<p>Question "All notices and communications to families/caregivers of students in your class or classes are written in their language of origin."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable 	Teaching methods and materials			Yes
<p>Question "Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class or classes."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable 	Teaching methods and materials			Yes

	Teaching methods and materials		Yes	
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_	Teacher or service provider's education			
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_	Teacher or service provider's education			Yes
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_	Teacher or service provider's education			

<p>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_</p>	<p>Teacher or service provider's education</p>			
<p>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. Mentoring by a peer_x000D_ 6. Self-directed_x000D_ 7. Other_x000D_</p>	<p>Teacher or service provider's education</p>	<p>Yes</p>		
			<p>Yes</p>	
			<p>Yes</p>	

			Yes	
			Yes	
			Yes	
			Yes	

			Yes	
			Yes	
			Yes	
			Yes	

<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			<p>Yes</p>
			<p>Yes</p>	
			<p>Yes</p>	
			<p>Yes</p>	

<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
			<p>Yes</p>	
			<p>Yes</p>	
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
			<p>Yes</p>	

			Yes	
			Yes	
<p>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_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Instructional and technology resources			
<p>Question “In general, how adequate is each of the following for your students with IEPs?”_x000D_</p> <p>_x000D_</p> <p>Digital tablets (such as an iPad)”_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Instructional and technology resources			

<p>Question "Visual display technology (for example, SMART Board®)"</p> <p>----</p> <ol style="list-style-type: none"> 1. I don't use these with my students. 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	<p>Instructional and technology resources</p>			
<p>Question "Computers with internet access (laptop or desktop)"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	<p>Instructional and technology resources</p>			
<p>Question "Licensed computer software packages"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	<p>Instructional and technology resources</p>			
<p>Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)"_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	<p>Instructional and technology resources</p>			

			Yes	
			Yes	
			Yes	

<p>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_</p>	<p>Instructional and technology resources</p>			<p>Yes</p>
<p>Question "Internet research"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>Question "Special projects"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>Question "Presentations"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>Question "Homework"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			

<p>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_</p>	<p>Instructional and technology resources</p>			
<p>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_</p>	<p>Instructional and technology resources</p>			
<p>Question "Internet research"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>Question "Special projects"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>Question "Presentations"_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			

<p>Question "Homework" _x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>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_</p>	<p>Instructional and technology resources</p>			
			<p>Yes</p>	
			<p>Yes</p>	
			<p>Yes</p>	

			Yes	
<p>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_</p>	Instructional and technology resources			
<p>Question "Internet research"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources			
<p>Question "Special projects"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources			
<p>Question "Presentations"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	Instructional and technology resources			

<p>Question "Homework" _x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_</p>	<p>Instructional and technology resources</p>			
<p>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_</p>	<p>Instructional and technology resources</p>			
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
			<p>Yes</p>	

			Yes	
<p>Question "There is really very little I can do to ensure that most of my students achieve at a high level."_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Job satisfaction and self-efficacy			
<p>Question "I work to create lessons so my students will enjoy learning and become independent thinkers."_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Job satisfaction and self-efficacy			
<p>Question "I feel sometimes it is a waste of my time to try to do my best as a teacher."_x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 	Job satisfaction and self-efficacy			

			Yes	
			Yes	
repondent ind=srctons	Job satisfaction and self-efficacy			Yes
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_	Job satisfaction and self-efficacy			

<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			
<p>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_</p>	<p>Job satisfaction and self-efficacy</p>			

<p>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_</p>	<p>Teacher or service provider's gender</p>			
<p>Question “In what year were you born?”_x000D_ _x000D_ Watermark “Enter year”</p>	<p>Teacher or service providers' age</p>			
<p>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_</p>	<p>Teacher or service provider's race/ethnicity</p>			
<p>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_</p>	<p>Teacher or service provider's race/ethnicity</p>			

<p>Question "What is the highest level of education you have completed?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	<p>Teacher or service provider's education</p>			
			Yes	
			Yes	
			Yes	
<p>Question "What was your undergraduate major field(s) of study?"_x000D_ _x000D_</p> <p>InstResp "Select all that apply."_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	<p>Teacher or service provider's education</p>			Yes

<p>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_</p>	<p>Teacher or service provider's education</p>			<p>Yes</p>
<p>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_</p>	<p>Teacher or service provider's education</p>			
<p>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_</p>	<p>Teacher or service provider's education</p>			<p>Yes</p>

<p>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_</p> <ol style="list-style-type: none"> 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_ 	<p>Teacher or service provider's education</p>			
--	--	--	--	--

<p>Question "Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply. Do not include academic degrees, such as a Bachelor's degree, Master's degree, or Ph.D." _x000D_ ----_x000D_</p> <p>1. Disability-specific credential_x000D_</p> <p>2. Special education credential (for more than one disability category)_x000D_</p> <p>3. Early childhood special education credential_x000D_</p> <p>4. General education credential_x000D_</p> <p>5. Speech-language pathology license or credential_x000D_</p> <p>6. Do not have a credential, license, or certificate_x000D_</p> <p>91. Other professional license, credential or endorsement {(Please specify):/(Please specify on next screen.)}_x000D_</p>	<p>Teacher or service provider's education</p>			<p>Yes</p>
	<p>Other specify text for teacher or service provider's education</p>			

<p>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_</p> <ol style="list-style-type: none"> 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_ 	Teacher or service provider's education			
<p>Question "Is your current certification the same as your initial certification?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Teacher or service provider's education	Yes		
<p>Question "Which of the following best describes the type of preparation program you participated in while earning your initial certification?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Teacher or service provider's education			Yes
<p>Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Yes_x000D_ 2. No_x000D_ 	Teacher or service provider's education			

<p>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_</p>	<p>Teacher or service provider's education</p>			
<p>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"</p>	<p>Teacher or service provider's education</p>			
<p>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"</p>	<p>Teacher or service provider's years of experience</p>			
<p>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"</p>	<p>Teacher or service provider's years of experience</p>			

<p>Question "How long do you plan to continue to teach or work with children receiving special education or related services?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Teachers' experience			
<p>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."</p>	Thank You			

Rationale for additions, drops, or changes

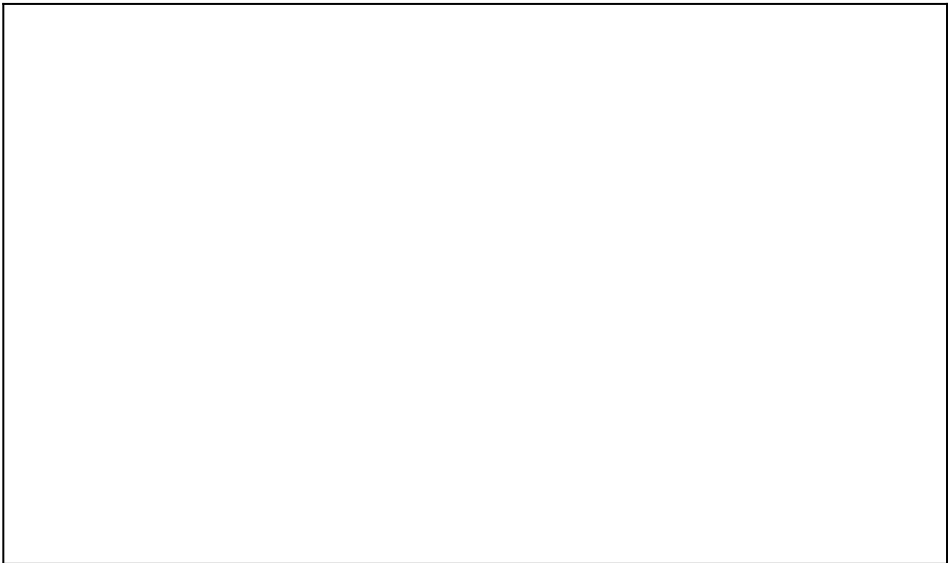


Revised response options into more precise ranges. Categories can be aggregated for comparable analysis with the ECLS-K:2011.

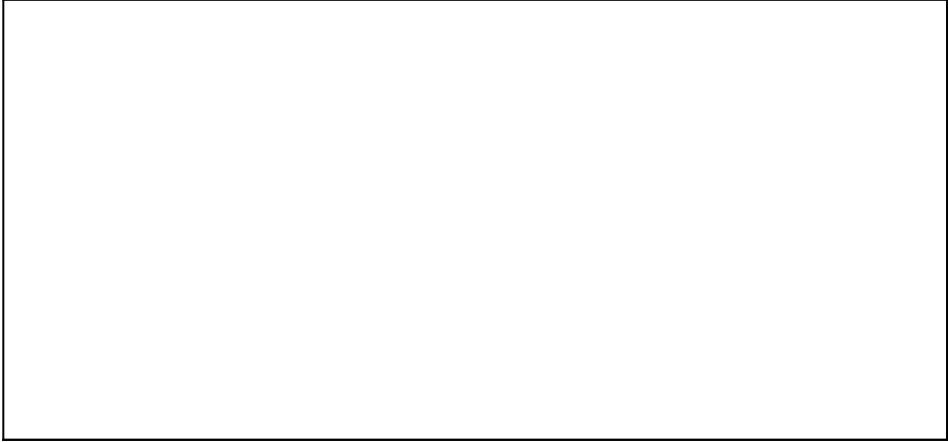
Revised response option for clarity and to provided the option of a None of the above response.

Deleted Other Specify option.

Revised response options into more precise ranges. Categories can be aggregated for comparable analysis with the ECLS-K:2011.



Deleted item due to redundancy with another item.



Deleted pilot item due to poor performance in field test. Maintains alignment with General Education Teacher-level Survey.

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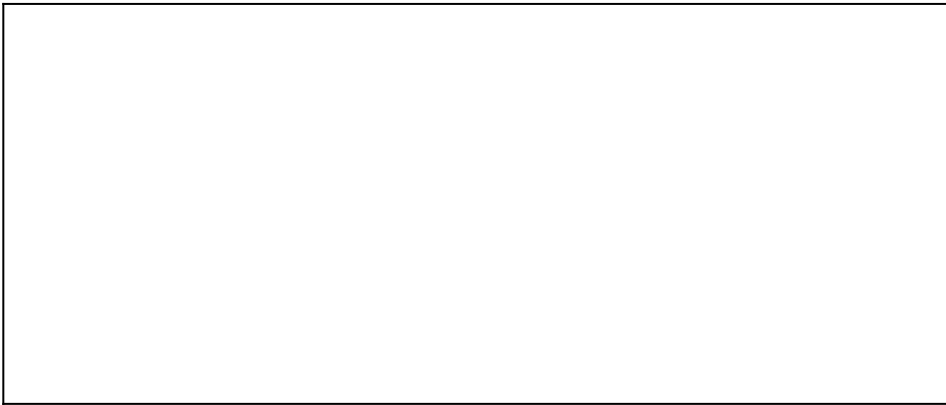
Revised item wording for clarity. Maintains alignment with General Education Teacher-level Survey.

Revised item wording for clarity. Maintains alignment with General Education Teacher-level Survey.

Revised item wording for clarity. Maintains alignment with General Education Teacher-level Survey.

Deleted specific subitem due to lack of priority, while maintaining three other subitems in set on cultural responsiveness and parent outreach. Maintains alignment with General Education Teacher-level Survey.

Revised response options into more precise ranges. Categories can be aggregated for comparable analysis with the ECLS-K:2011.



New item for SPA that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to redundancy with item that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to redundancy with item that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

Deleted item set due to redundancy with item that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

Deleted subitem due to redundancy with item that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

Deleted subitem due to redundancy with item that captures staff development options, including mentorship. Maintains alignment with General Education Teacher-level Survey.

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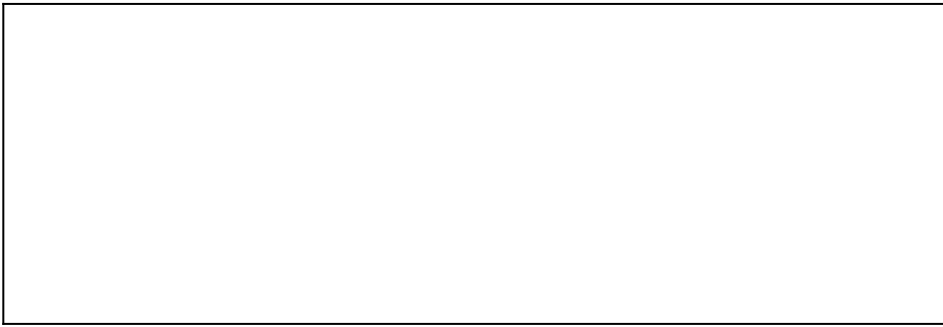
Deleted subitem to reduce respondent burden while maintaining other subitems in set to capture school climate. Maintains alignment with General Education Teacher-level Survey.

Revised introductory item wording for clarity. Maintains alignment with General Education Teacher-level Survey.

Deleted subitem to reduce respondent burden while maintaining other subitems in set to capture school climate. Maintains alignment with General Education Teacher-level Survey.

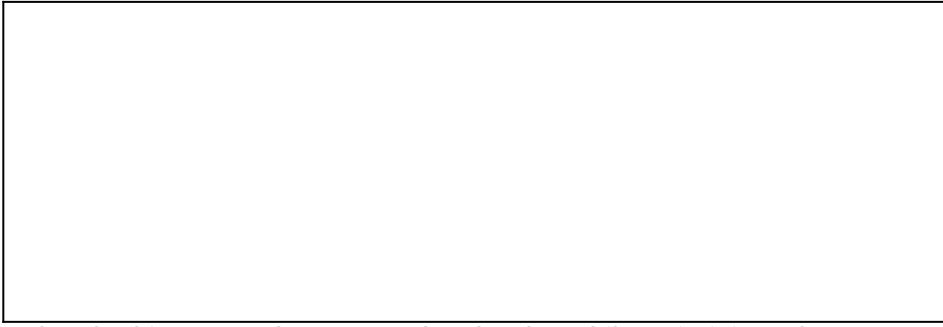
Deleted subitem to reduce respondent burden while maintaining other subitems in set to capture school climate. Maintains alignment with General Education Teacher-level Survey.

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Deleted subitem to reduce respondent burden while maintaining other subitems in set to capture school climate. Maintains alignment with General Education Teacher-level Survey.

Deleted item to reduce respondent burden while maintaining other items to capture technology use. Maintains alignment with General Education Teacher-level Survey.

Deleted subitem due to redundancy with another item. Maintains alignment with General Education Teacher-level Survey.

Deleted subitem due to redundancy with another item. Maintains alignment with General Education Teacher-level Survey.

Revised item wording for clarity.

Deleted item due to lack of relevance for current round. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to lack of relevance for current round. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to lack of relevance for current round. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to lack of relevance for current round. Maintains alignment with General Education Teacher-level Survey.

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Deleted item due to redundancy. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to redundancy. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to redundancy. Maintains alignment with General Education Teacher-level Survey.

Deleted item due to redundancy. Maintains alignment with General Education Teacher-level Survey.

Removed extraneous Question stem,

Deleted item due to lack of relevance. Maintains alignment to General Education Teacher-level Survey.

Deleted subitem due to lack of relevance. Maintains alignment to General Education Teacher-level Survey.

Deleted subitem due to lack of relevance. Maintains alignment to General Education Teacher-level Survey.

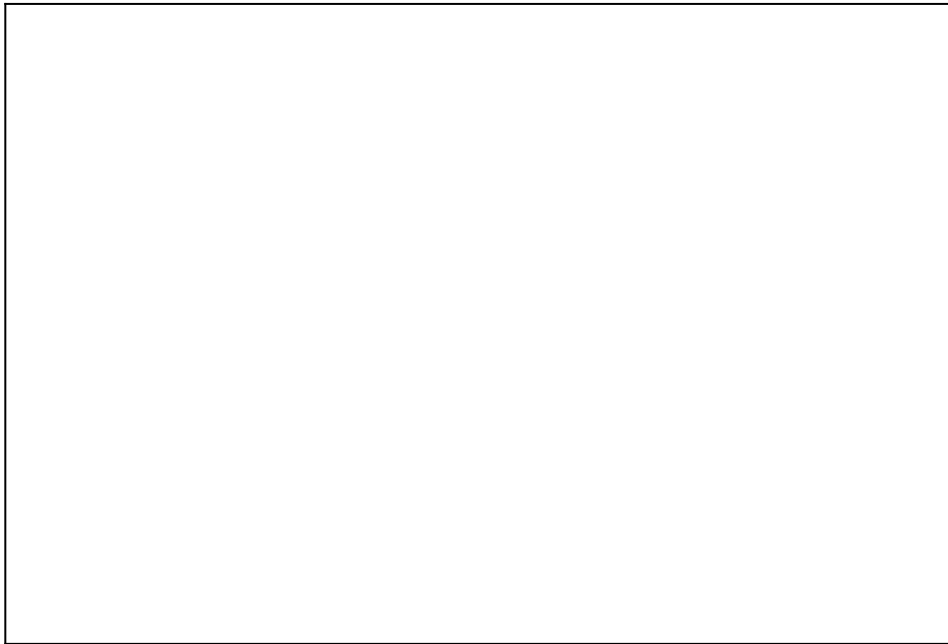
Revised reponse option for clarity.

Revised response option for clarity.

Removed extraneous respondent instruction and revised response options for clarity.

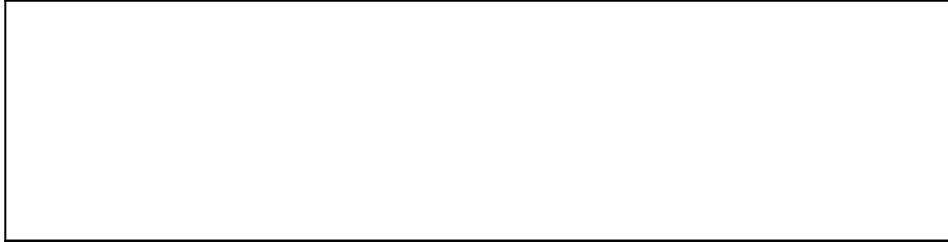


Removed extraneous respondent instruction.



Added gate question for clarity, with programmer skip code.

Revised item wording for clarity.





FTItem#	FT Item Wording approved 7222022	FT Construct	National item#
SSC000	<p>Question “Thank you for launching the ECLS survey about {CHILD}! _x000D_ _x000D_</p> <p>Here are some tips to keep in mind when completing the survey: _x000D_</p> <ul style="list-style-type: none"> • 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_ <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	INC000

ARC001a	<p>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_</p> <ul style="list-style-type: none"> •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_ <p>Please press the Next button to continue.”</p>	Introduction	ARC001a
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ARC001b	<p>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</p>	Introduction	ARC001b
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ARC005a	<p>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_</p>	Language and literacy skills and knowledge	ARC010a
ARC005b	<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.”_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_</p>	Language and literacy skills and knowledge	ARC010b

ARC005c	<p>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_</p>	Language and literacy skills and knowledge	
ARC005d	<p>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_</p>	Language and literacy skills and knowledge	ARC010c

ARC005e	<p>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.""</p> <p>----_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_</p>	Language and literacy skills and knowledge	
ARC005f	<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>----_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_</p>	Language and literacy skills and knowledge	ARC010d

ARC005g	<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."_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_</p>	Language and literacy skills and knowledge	ARC010e
ARC005h	<p>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_</p>	Language and literacy skills and knowledge	ARC010f

ARC005i	<p>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_</p>	Language and literacy skills and knowledge	ARC010g
ARC005j	<p>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_</p>	Language and literacy skills and knowledge	ARC010h

ARC005k	<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."_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_</p>	Language and literacy skills and knowledge	ARC010i
ARC005l	<p>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_</p>	Language and literacy skills and knowledge	ARC010j

ARC005m	<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."_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_</p>	Language and literacy skills and knowledge	ARC010k
ARC005n	<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."_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_</p>	Language and literacy skills and knowledge	ARC010l

ARC005o	<p>Question "Finds meaningful units in words such as prefixes, suffixes, and base words." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Language and literacy skills and knowledge	ARC010m
ARC010a	<p>Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_</p> <p>_x000D_</p> <p>{CHILD}..._x000D_</p> <p>_x000D_</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." _x000D_</p> <p>----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Science skills and knowledge	ARC015a

ARC010b	<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."_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_</p>	Science skills and knowledge	ARC015b
ARC010c	<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."_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_</p>	Science skills and knowledge	ARC015c

ARC010d	<p>Question “{Continued} Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_</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.”_x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Science skills and knowledge	ARC015d
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ARC010e	<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).”_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_</p>	Science skills and knowledge	ARC015e
ARC010f	<p>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_</p>	Science skills and knowledge	ARC015f

ARC010g	<p>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_</p> <ol style="list-style-type: none"> 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_ 	Science skills and knowledge	ARC015g
ARC010h	<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.”_x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Science skills and knowledge	ARC015h

ARC010i	<p>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_</p>	Science skills and knowledge	ARC015i
ARC015a	<p>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_</p>	Mathematical thinking skills and knowledge	ARC020a

ARC015b	<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."_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_</p>	Mathematical thinking skills and knowledge	ARC020b
ARC015c	<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."_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_</p>	Mathematical thinking skills and knowledge	ARC020c

ARC015d	<p>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_</p>	Mathematical thinking skills and knowledge	ARC020d
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ARC015e	<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, $3 + _ = 10$ 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_</p>	Mathematical thinking skills and knowledge	ARC020e
ARC015f	<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, $18 = 10 + 8$).”_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_</p>	Mathematical thinking skills and knowledge	ARC020f

ARC015g	<p>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_</p>	Mathematical thinking skills and knowledge	ARC020g
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ARC015h	<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.”_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_</p>	Mathematical thinking skills and knowledge	ARC020h
ARC015i	<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.”_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_</p>	Mathematical thinking skills and knowledge	ARC020i

ARC015j	<p>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_</p>	Mathematical thinking skills and knowledge	ARC020j
ELC005	<p>Question "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school._x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Recalls and communicates personal experiences {he/she} has had to peers in a logical way."_x000D_ _x000D_ InstResp "Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine."_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	ELC010

ELC010	<p>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_</p>	Child's functional use of language in the classroom	
ELC015	<p>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_</p>	Child's functional use of language in the classroom	
ELC020	<p>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_</p>	Child's functional use of language in the classroom	ELC020
ELC025	<p>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_</p>	Child's functional use of language in the classroom	

ELC030	<p>Question “{Continued} Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.”_x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Uses grammatically correct sentences when speaking.”_x000D_ _x000D_ InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	
ELC035	<p>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_</p>	Child's functional use of language in the classroom	ELC030

ELC040	<p>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_</p>	Child's functional use of language in the classroom	
ELC045	<p>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_</p>	Child's functional use of language in the classroom	
ELC050	<p>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_</p>	Child's functional use of language in the classroom	

ELC055	<p>Question “{Continued} Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.”_x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Is a good listener in conversations with adults.”_x000D_ _x000D_ InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	
ELC060	<p>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_</p>	Child's functional use of language in the classroom	
ELC065	<p>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_</p>	Child's functional use of language in the classroom	ELC040

ELC070	<p>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_</p>	Child's functional use of language in the classroom	ELC050
ELC075	<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>	Child's functional use of language in the classroom	ELC060

ELC080	<p>Question “{Continued} Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.”_x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Uses evidence from a text or word problem to support {his/her} answer.”_x000D_ _x000D_ InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	
ELC085	<p>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_</p>	Child's functional use of language in the classroom	
ELC090	<p>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_</p>	Child's functional use of language in the classroom	

ELC095	<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>	Child's functional use of language in the classroom	ELC070
ELC100	<p>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_</p>	Child's functional use of language in the classroom	
ELC105	<p>Question “{Continued} Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school.”_x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Tries out new words (for example, heard in stories or from teacher) when speaking.”_x000D_ _x000D_ InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	

ELC110	<p>Question “Uses language effectively to initiate appropriate interactions with adults.”_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_ 	Child's functional use of language in the classroom	ELC080
ELC115	<p>Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_ 	Child's functional use of language in the classroom	ELC090

ELC120	<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>	Child's functional use of language in the classroom	ELC100
ELC125	<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_</p>	Child's functional use of language in the classroom	ELC110

ELC130	<p>Question “{Continued} Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.”_x000D_ _x000D_ {CHILD}..._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_ InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_</p>	Child's functional use of language in the classroom	
ELC135	<p>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_</p>	Child's functional use of language in the classroom	ELC120

ELC140	<p>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_</p>	Child's functional use of language in the classroom	
ELC145	<p>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_</p>	Child's functional use of language in the classroom	
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)?"_x000D_ _x000D_ InstResp "Select only one."_x000D_ -----_x000D_ 1. Scribbling_x000D_ 2. Drawing a picture_x000D_ 3. Can copy {his/her} name_x000D_ 4. Can copy sentences from the board_x000D_ 5. Write {his/her} name without copying_x000D_ 6. Can write most letters when asked to write the letter_x000D_ 7. Write initial sounds for many words_x000D_ 8. Write simple 2-4 letter words with invented spelling_x000D_ 9. Write multi-syllabic words with invented spelling with most sounds represented_x000D_ 10. Compose and write a full sentence with invented spelling with most sounds represented_x000D_ 11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented_x000D_ 91. Other (Please specify):_x000D_</p>	Child's functional use of language in the classroom	ELC200

ELC2000S		Other specific for Child's functional use of language in the classroom	
ELC205	<p>Question "How much does {CHILD} enjoy writing?"_x000D_</p> <p>----_x000D_</p> <p>1. Not at all_x000D_</p> <p>2. A little bit_x000D_</p> <p>3. Somewhat_x000D_</p> <p>4. Quite a bit_x000D_</p> <p>5. Very much_x000D_</p>	Child's functional use of language in the classroom	ELC210
SSC001	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC010
SSC002	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC020
SSC003	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC030
SSC004	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC040
SSC005	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC050

SSC006	<p>Question “{Continued} Please think about {CHILD}’s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.</p> <p>_x000D_ _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_</p>	Social skills and approaches to learning	SSC060
SSC007	Item wording is redacted due to copyright	Social skills and approaches to learning	
SSC008	<p>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_</p>	Social skills and approaches to learning	SSC070
SSC009	<p>Question “Works independently.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_</p>	Social skills and approaches to learning	SSC080
SSC010	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC090
SSC011	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC100
SSC012	<p>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_</p>	Social skills and approaches to learning	SSC110

SSC013	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC120
SSC014	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_	Social skills and approaches to learning	SSC130
SSC015	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_	Social skills and approaches to learning	SSC140
SSC016	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_	Social skills and approaches to learning	SSC150
SSC017	Item wording is redacted due to copyright	Social skills and approaches to learning	
SSC018	Item wording is redacted due to copyright	Social skills and approaches to learning	
SSC019	Item wording is redacted due to copyright	Social skills and approaches to learning	

SSC020	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC160
SSC021	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC170
SSC022	Item wording is redacted due to copyright	Social skills and approaches to learning	SSC180
BRC001	<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. _x000D_ _x000D_</p> <p>Observes rules and follows directions without requiring repeated reminders.” _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Never _x000D_ 2. Rarely _x000D_ 3. Sometimes _x000D_ 4. Frequently/Usually _x000D_ 5. Always _x000D_ 	Classroom behavioral regulation	BRC010

BRC002	<p>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_</p>	Classroom behavioral regulation	BRC020
BRC003	<p>Question "Completes tasks successfully."_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_</p>	Classroom behavioral regulation	BRC030
BRC004	<p>Question "Attempts new challenging tasks."_x000D_ -----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_</p>	Classroom behavioral regulation	BRC040

BRC005	<p>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_</p>	Classroom behavioral regulation	BRC050
BRC006	<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._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_</p>	Classroom behavioral regulation	BRC060

BRC007	<p>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_</p>	Classroom behavioral regulation	BRC070
BRC008	<p>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_</p>	Classroom behavioral regulation	BRC080

BRC009	<p>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_</p>	Classroom behavioral regulation	BRC090
BRC010	<p>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_</p>	Classroom behavioral regulation	BRC100

CBC001	<p>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_</p>	Attention focusing	
CBC002	<p>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_</p>	Attention focusing	
CBC003	<p>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_</p>	Attention focusing	

CBC004	<p>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_</p>	Attention focusing	
CBC005	<p>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_</p>	Attention focusing	
CBC006	<p>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_</p>	Attention focusing	

CBC007	<p>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_</p>	Inhibitory control	
CBC008	<p>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_</p>	Inhibitory control	
CBC009	<p>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_</p>	Inhibitory control	

CBC010	<p>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_</p>	Inhibitory control	
CBC011	<p>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_</p>	Inhibitory control	
CBC012	<p>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_</p>	Inhibitory control	
STC001	Item wording is redacted due to copyright	Teacher-child relationship	STC010
STC002	Item wording is redacted due to copyright	Teacher-child relationship	STC020
STC003	Item wording is redacted due to copyright	Teacher-child relationship	STC030
STC004	Item wording is redacted due to copyright	Teacher-child relationship	STC040
STC005	Item wording is redacted due to copyright	Teacher-child relationship	STC050
STC006	Item wording is redacted due to copyright	Teacher-child relationship	STC060

STC007	Item wording is redacted due to copyright	Teacher-child relationship	STC070
STC008	Item wording is redacted due to copyright	Teacher-child relationship	STC080
STC009	Item wording is redacted due to copyright	Teacher-child relationship	STC090
STC010	Item wording is redacted due to copyright	Teacher-child relationship	STC100
STC011	Item wording is redacted due to copyright	Teacher-child relationship	STC110
STC012	Item wording is redacted due to copyright	Teacher-child relationship	STC120
STC013	Item wording is redacted due to copyright	Teacher-child relationship	STC130
STC014	Item wording is redacted due to copyright	Teacher-child relationship	STC140
STC015	Item wording is redacted due to copyright	Teacher-child relationship	STC150
SLC001	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_	Child behaviors relevant to school liking and avoidance	
SLC002	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_	Child behaviors relevant to school liking and avoidance	
SLC003	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_	Child behaviors relevant to school liking and avoidance	

SLC004	<p>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_</p>	Child behaviors relevant to school liking and avoidance	SLC040
SLC005	<p>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_</p>	Child behaviors relevant to school liking and avoidance	
SLC006	<p>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_</p>	Child behaviors relevant to school liking and avoidance	
SLC007	<p>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_</p>	Child behaviors relevant to school liking and avoidance	
SPC001	Item wording is redacted due to copyright	Strategic planning	SPC010
SPC002	Item wording is redacted due to copyright	Strategic planning	SPC020
SPC003	Item wording is redacted due to copyright	Strategic planning	SPC030

SPC004	Item wording is redacted due to copyright	Strategic planning	SPC040
SPC005	Item wording is redacted due to copyright	Strategic planning	SPC050
SPC006	Item wording is redacted due to copyright	Strategic planning	SPC060
SPC007	Item wording is redacted due to copyright	Strategic planning	SPC070
SPC008	Item wording is redacted due to copyright	Strategic planning	SPC080
SPC009	Item wording is redacted due to copyright	Strategic planning	SPC090
SPC010	Item wording is redacted due to copyright	Strategic planning	SPC100
PRC001	Item wording is redacted due to copyright	Peer relationships	PRC010
PRC002	Item wording is redacted due to copyright	Peer relationships	PRC020
PRC003	Item wording is redacted due to copyright	Peer relationships	PRC030
PRC004	Item wording is redacted due to copyright	Peer relationships	PRC040
PRC005	Item wording is redacted due to copyright	Peer relationships	PRC050
PRC006	Item wording is redacted due to copyright	Peer relationships	PRC060
PRC007	Item wording is redacted due to copyright	Peer relationships	PRC070
PRC008	Item wording is redacted due to copyright	Peer relationships	PRC080
PRC009	Item wording is redacted due to copyright	Peer relationships	PRC090

SIC001	<p>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.</p> <ul style="list-style-type: none"> • 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_ 	Current grade level	SIC015
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SIC002	<p>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.</p> <ul style="list-style-type: none"> • 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_ 	Child's retention status	SIC020
SIC003	<p>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_</p>	Length of time child has been enrolled in the classroom	SIC025

SIC004	<p>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_</p>	Testing accommodations and participation	SIC030
SIC024	<p>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_</p>	Child's instructional group placement in reading and math	SIC040
SIC025	<p>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."</p>	Child's instructional group placement in reading and math	SIC050

SIC026	<p>Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"_x000D_----_x000D_</p> <ol style="list-style-type: none"> 1. I do not use instructional groups for mathematics_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_ 	Child's instructional group placement in reading and math	SIC060
SIC027	<p>Question "In which mathematics instructional group is {CHILD} currently placed?"_x000D_ _x000D_</p> <p>InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."</p>	Child's instructional group placement in reading and math	SIC070
SIC032	<p>Question "Are you {CHILD}'s primary teacher in the following subject areas?"_x000D_ _x000D_</p> <p>InstResp "Select all that apply."_x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Reading/Language Arts_x000D_ 2. Mathematics_x000D_ 3. Science_x000D_ 4. Social Studies_x000D_ 	Teacher's subject-area teaching assignment for child	SIC080

SIC005	<p>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_</p>	Number of school absences	SIC100
SIC006	<p>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_</p>	Child's academic difficulties	SIC110

SIC007	<p>Question "Why has {CHILD} fallen behind in school work?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A health problem_x000D_ 2. A disciplinary problem_x000D_ 3. Lack of effort_x000D_ 4. Disorganized_x000D_ 5. Lacks prerequisite skills_x000D_ 6. Frequent absences_x000D_ 7. Emotional problems_x000D_ 8. Family problems_x000D_ 91. Some other reason (Please specify):_x000D_</p>	Child's academic difficulties	SIC120
SIC007OS	(Other specify text field for SIC007)	Other specify for child's academic difficulties	SIC120OS
SIC008	Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"	Referral of child out of classroom for behavior	SIC130

SIC009	<p>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_</p>	Receipt of special services	SIC140
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SIC010a	<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?" _x000D_ _x000D_ Instruction or services before school" _x000D_ ----_x000D_ 1. Yes _x000D_ 2. No _x000D_ 3. Not offered _x000D_ 4. Don't know _x000D_</p>	Receipt of special services	SIC150a
SIC010b	<p>Question "Instruction or services after school" _x000D_ ----_x000D_ 1. Yes _x000D_ 2. No _x000D_ 3. Not offered _x000D_ 4. Don't know _x000D_</p>	Receipt of special services	SIC150b
SIC010c	<p>Question "Instruction or services on weekends" _x000D_ ----_x000D_ 1. Yes _x000D_ 2. No _x000D_ 3. Not offered _x000D_ 4. Don't know _x000D_</p>	Receipt of special services	SIC150c

			SIC160
			SIC165
			SIC170

			SIC180
			SIC190
SIC011	Question "Is English {CHILD}'s native language?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Don't know_x000D_	Child's ELL status	SIC200

SIC012	<p>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_</p>	Receipt of special services	SIC210
SIC013	<p>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):_x000D_</p>	Receipt of special services	SIC220
SIC013OS	(other specify text field for SIC013)	Other specify for receipt of special services	SIC220OS

SIC014a	<p>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_</p>	Receipt of special services	SIC230a
SIC014b	<p>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_</p>	Receipt of special services	SIC230b

SIC014c	Question "{Other program you specified: {SIC013OS}/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_	Receipt of special services	SIC230c
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SIC015a	<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?" _x000D_ _x000D_ Program that focuses on developing students' literacy in two languages"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_</p>	Receipt of special services	SIC240a
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SIC015b	<p>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_</p>	Receipt of special services	SIC240b
SIC015c	<p>Question "{Other program you specified: {SIC013OS}/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_</p>	Receipt of special services	SIC240c

SIC016	<p>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_</p>	Receipt of special services	SIC250
SIC017	<p>Question "Does {CHILD} have an IEP/IFSP?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's IEP/IFSP status	SIC260
SIC018	<p>Question "Does {CHILD} have a 504 plan?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Child's Section 504 plan status	SIC270

SIC019	<p>Question "Does {CHILD} receive instruction in any of the following types of programs in your school?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply." _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 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_ 	Receipt of special services	SIC280
SIC020	<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)?" _x000D_ _x000D_</p> <p>InstResp "Select all that apply." _x000D_ ----_x000D_</p> <ol style="list-style-type: none"> 1. Social work services_x000D_ 2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)_x000D_ 3. Behavior management program_x000D_ 4. Service coordination/case management services_x000D_ 5. Training/counseling for their family and/or caregivers_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_ 	Receipt of special services	SIC290
SIC020OS	(other specify text field for SIC020)	Other specify for receipt of special services	SIC290OS

SIC021	<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?"_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_</p>	Testing accommodations and participation	SIC300
SIC022a	<p>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_</p>	Child's activity level (e.g., during structured and unstructured play)	SIC310a

SIC022b	<p>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_</p>	Child's activity level (e.g., during structured and unstructured play)	SIC310b
SIC023a	<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?"_x000D_ _x000D_ Reading"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320a
SIC023b	<p>Question "Writing"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320b

SIC023c	<p>Question "Oral language"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320c
SIC023d	<p>Question "Math"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320d
SIC023e	<p>Question "Science"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320e
SIC023f	<p>Question "Social studies"_x000D_ -----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_</p>	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	SIC320f

SIC028a	<p>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_</p>	Parents' involvement in children's schools and education	SIC330a
SIC028b	<p>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_</p>	Parents' involvement in children's schools and education	SIC330b
SIC028c	<p>Question "Returned your telephone calls or emails"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_</p>	Parents' involvement in children's schools and education	SIC330c

SIC028d	<p>Question "Initiated contact with you" _x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_</p>	Parents' involvement in children's schools and education	SIC330d
SIC028e	<p>Question "Volunteered to help you in your classroom or school" _x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_</p>	Parents' involvement in children's schools and education	SIC330e
SIC029	<p>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_</p>	Parents' involvement in children's schools and education	SIC340

SIC031	<p>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_</p>	Parent-teacher communication	SIC350
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SIC033	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."	Thank you to respondent	SIC600
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National Item Wording - REDACTED	National Construct	Added	Dropped	Changed
<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"> • 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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction			

<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"> •This is NOT a test and should NOT be administered directly to the child. •Each skill, knowledge, or behavior is listed in bold, and there are often examples to help illustrate what is intended. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. Use the examples as a guide to the level of proficiency a child should have reached in order to receive the highest rating. <p>Please press the Next button to continue."</p>	Introduction			YES
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<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> <p>Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting.</p>	Introduction			YES
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<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			

N/A	N/A		Yes	
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	Language and literacy skills and knowledge			YES

N/A	N/A		Yes	
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	Language and literacy skills and knowledge			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			<p>YES</p>

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<p>Question "Reads simple books independently - for example, reads books with a repetitive language pattern."</p> <p>----</p> <ol style="list-style-type: none"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			<p>YES</p>

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			

<p>Question "Finds meaningful units in words such as prefixes, suffixes, and base words."</p> <p>----</p> <ol style="list-style-type: none"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Language and literacy skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			<p>YES</p>
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<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			<p>YES</p>
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Science skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			<p>YES</p>
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<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, $3 + _ = 10$ and $4 + _ = 10$)."</p> <p>----</p> <ol style="list-style-type: none"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			
<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, $18 = 10 + 8$)."</p> <p>----</p> <ol style="list-style-type: none"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			<p>YES</p>
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<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			
<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			

<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"> 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught 	<p>Mathematical thinking skills and knowledge</p>			
<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			

N/A	N/A		Yes	
N/A	N/A		Yes	
<p>Question "Uses a varied vocabulary in spoken language."</p> <p>----</p> <p>1. Never</p> <p>2. Rarely</p> <p>3. Sometimes</p> <p>4. Often</p> <p>5. Very often</p>	<p>Child's functional use of language in the classroom</p>			
N/A	N/A		Yes	

N/A	N/A		Yes	
<p>Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

N/A	N/A		Yes	
N/A	N/A		Yes	
<p>Question "Uses academic language learned in the classroom when speaking."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			

<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			<p>YES</p>
<p>Question "Tries repeatedly to communicate information which has not been understood."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

<p>Question "Asks questions about information which is unclear to {him/her}."</p> <p>----</p> <p>1. Never</p> <p>2. Rarely</p> <p>3. Sometimes</p> <p>4. Often</p> <p>5. Very often</p>	<p>Child's functional use of language in the classroom</p>			
<p>N/A</p>	<p>N/A</p>		<p>Yes</p>	
<p>N/A</p>	<p>N/A</p>		<p>Yes</p>	

<p>Question "Uses language effectively to initiate appropriate interactions with adults."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			
<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			<p>YES</p>

<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			
<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	<p>Child's functional use of language in the classroom</p>			

N/A	N/A		Yes	
<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"> 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often 	Child's functional use of language in the classroom			

N/A	N/A		Yes	
N/A	N/A		Yes	
<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." ----- 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</p>	Child's functional use of language in the classroom			Yes

N/A	N/A		Yes	
<p>Question "How much does {CHILD} enjoy writing?"</p> <p>----</p> <p>1. Not at all</p> <p>2. A little bit</p> <p>3. Somewhat</p> <p>4. Quite a bit</p> <p>5. Very much</p>	<p>Child's functional use of language in the classroom</p>			
N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	
<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"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	Classroom behavioral regulation			

<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"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			
<p>Question "Completes tasks successfully."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			
<p>Question "Attempts new challenging tasks."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			

<p>Question "Concentrates when working on a task; is not easily distracted by surrounding activities."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			
<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"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			

<p>Question "Takes time to do {his/her} best on a task."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			
<p>Question "Finds and organizes materials and works in an appropriate place when activities are initiated."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			

<p>Question "Sees own errors in a task and corrects them."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			
<p>Question "Returns to unfinished tasks after interruption."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always 	<p>Classroom behavioral regulation</p>			

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	
Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			YES
Item wording is redacted due to copyright	Teacher-child relationship			YES

Item wording is redacted due to copyright	Teacher-child relationship			YES
Item wording is redacted due to copyright	Teacher-child relationship			
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Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			
Item wording is redacted due to copyright	Teacher-child relationship			YES
N/A	N/A		Yes	
N/A	N/A		Yes	
N/A	N/A		Yes	

<p>Question "Please indicate how often this applies to {CHILD}.</p> <p>Likes being in school."</p> <p>----</p> <p>1. Doesn't apply Seldom displays this behavior</p> <p>2. Sometimes applies Occasionally displays this behavior</p> <p>3. Certainly applies Often displays this behavior</p>	<p>Child behaviors relevant to school liking and avoidance</p>			<p>Yes</p>
<p>N/A</p>	<p>N/A</p>		<p>Yes</p>	
<p>N/A</p>	<p>N/A</p>		<p>Yes</p>	
<p>N/A</p>	<p>N/A</p>		<p>Yes</p>	
<p>Item wording is redacted due to copyright</p>	<p>Strategic planning</p>			
<p>Item wording is redacted due to copyright</p>	<p>Strategic planning</p>			
<p>Item wording is redacted due to copyright</p>	<p>Strategic planning</p>			

<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"> 1. Kindergarten (Full-day program) 2. Kindergarten (Part-day program) 3. First grade 4. Second grade 5. The child is ungraded/in an ungraded classroom. 	Current grade level			YES
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Question "Which best describes the type of kindergarten in which {CHILD} is enrolled?"	Current grade level	Yes		
<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"> 1. Regular kindergarten 2. Transitional kindergarten 3. Transitional first (or pre-first) grade 4. Kindergarten equivalent but is ungraded or has multiple grades 				

<p>Question "Is the 2023-24 school year {CHILD}'s ...?"</p> <p>----</p> <ol style="list-style-type: none"> 1. First year in kindergarten 2. Second year in kindergarten 3. Third year or more in kindergarten 	<p>Child's retention status</p>			<p>Yes</p>
<p>Question "How long has {CHILD} been in your classroom this school year?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Entire school year 2. More than one semester but less than the entire school year 3. More than one quarter but less than one semester 4. Less than one quarter of the school year 	<p>Length of time child has been enrolled in the classroom</p>			

<p>Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never 2. Seldom 3. Usually 4. Always 	<p>Testing accommodations and participation</p>			
<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"> 1. I do not use instructional groups for reading 2. Two 3. Three 4. Four 5. Five or more 	<p>N/A</p>			<p>Yes</p>
<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>	<p>N/A</p>			<p>Yes</p>

<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"> 1. I do not use instructional groups for mathematics 2. Two 3. Three 4. Four 5. Five or more 	N/A			Yes
<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>	N/A			Yes
<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"> 1. Reading/Language Arts 2. Mathematics 3. Science 4. Social Studies 	Teacher's subject-area teaching assignment for child			Yes

<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"> 1. No absences 2. 1 to 4 absences 3. 5 to 7 absences 4. 8 to 10 absences 5. 11 to 19 absences 6. 20 to 35 absences 7. 36 to 80 absences 8. 81 to 89 absences 9. 90 or more absences 	<p>Number of school absences</p>			<p>Yes</p>
<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"> 1. Yes 2. No 3. Not applicable 	<p>Child's academic difficulties</p>			

<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"> 1. A health problem 2. A disciplinary problem 3. Lack of effort 4. Disorganized 5. Lacks prerequisite skills 6. Frequent absences 7. Emotional problems 8. Family problems 9. Homelessness 91. Some other reason {(Please specify):/(Please specify on next screen.)} 	<p>Child's academic difficulties</p>			<p>Yes</p>
<p>(Other specify field)</p>	<p>Other specify for child's academic difficulties</p>			
<p>Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"</p>	<p>Referral of child out of classroom for behavior</p>			

<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"> 1. Individual tutoring remedial program in reading/language arts 2. Individual tutoring remedial program in mathematics 3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts 4. Pull-out (that is, out of classroom) small group remedial program in mathematics 5. Gifted and talented program in reading/language arts 6. Gifted and talented program in mathematics 7. None of the above 	<p>Receipt of special services</p>			
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<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"> 1. Yes 2. No 3. Not offered 4. Don't know 	<p>Receipt of special services</p>			
<p>Question "Instruction or services after school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not offered 4. Don't know 	<p>Receipt of special services</p>			
<p>Question "Instruction or services on weekends"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not offered 4. Don't know 	<p>Receipt of special services</p>			

<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> <ol style="list-style-type: none"> 1. Yes 2. No 3. I do not know whether {CHILD} was in early education activities or programs last school year. 	Kindergarten transition	Yes		
<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> <ol style="list-style-type: none"> 1. Yes 2. No 	Kindergarten transition	YES		
<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"> 1. Not at all 2. Somewhat 3. Extensively 	Kindergarten transition	Yes		

<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"> 1. Not at all 2. Somewhat 3. Extensively 	Kindergarten transition	Yes		
<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"> 1. Yes 2. No, I don't have access to the records. 3. No, I have access to the records but have not reviewed them. 	Kindergarten transition	YES		
<p>Question "Is English {CHILD}'s native language?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Don't know 	Child's ELL status			

<p>Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p>	<p>Receipt of special services</p>			
<p>Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?"</p> <p>----</p> <p>1. Program that focuses on developing students' literacy in two languages</p> <p>2. Program that focuses on developing students' literacy solely in English</p> <p>3. No specialized language program is provided to this child</p> <p>91. Other program {(Please specify):/(Please specify on next screen.)}</p>	<p>Receipt of special services</p>			<p>YES</p>
<p>(Other specify field)</p>	<p>Other specify for receipt of special services</p>			

<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"> 1. Not applicable/Never 2. Less than once a week 3. 1 day a week 4. 2 days a week 5. 3 days a week 6. 4 days a week 7. 5 days a week or more 	<p>Receipt of special services</p>			
<p>Question "Program that focuses on developing students' literacy solely in English"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not applicable/Never 2. Less than once a week 3. 1 day a week 4. 2 days a week 5. 3 days a week 6. 4 days a week 7. 5 days a week or more 	<p>Receipt of special services</p>			

<p>Question "{Other program you specified: {SIC2200S}/Other program}"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not applicable/Never 2. Less than once a week 3. 1 day a week 4. 2 days a week 5. 3 days a week 6. 4 days a week 7. 5 days a week or more 	<p>Receipt of special services</p>			
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<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"> 1. Not applicable/Never 2. Less than ½ hour 3. ½ hour to less than 1 hour 4. 1 to less than 1 ½ hours 5. 1 ½ to less than 2 hours 6. 2 to less than 2 ½ hours 7. 2 ½ to less than 3 hours 8. 3 hours or more 	<p>Receipt of special services</p>			
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<p>Question "Program that focuses on developing students' literacy solely in English"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not applicable/Never 2. Less than ½ hour 3. ½ hour to less than 1 hour 4. 1 to less than 1 ½ hours 5. 1 ½ to less than 2 hours 6. 2 to less than 2 ½ hours 7. 2 ½ to less than 3 hours 8. 3 hours or more 	<p>Receipt of special services</p>			
<p>Question "{Other program you specified: {SIC220OS}/Other program}"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not applicable/Never 2. Less than ½ hour 3. ½ hour to less than 1 hour 4. 1 to less than 1 ½ hours 5. 1 ½ to less than 2 hours 6. 2 to less than 2 ½ hours 7. 2 ½ to less than 3 hours 8. 3 hours or more 	<p>Receipt of special services</p>			

<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"> 1. None of the time 2. Less than half of the time 3. Half of the time 4. More than half of the time 5. Almost all the time 	<p>Receipt of special services</p>			
<p>Question "Does {CHILD} have an IEP/IFSP?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Child's IEP/IFSP status</p>			
<p>Question "Does {CHILD} have a 504 plan?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Child's Section 504 plan status</p>			

<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"> 1. Speech-language therapy for children with speech or language disorders/impairments 2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting 3. None of the above 	<p>Receipt of special services</p>			
<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"> 1. Social work services 2. Mental health services (for example, personal/group counseling, therapy, or ps 3. Behavior management program 4. Service coordination/case management services 5. Training/counseling for their family and/or caregivers 6. None of the above 91. Other {(Please specify):/(Please specify on next screen.)} 	<p>Receipt of special services</p>			<p>YES</p>
<p>(Other specify field)</p>	<p>Other specify for receipt of special services</p>			

<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"> 1. Yes 2. No 3. Don't know 4. Child does not participate in the school's testing or assessment program. 5. There is no testing or assessment program at this grade level. 	<p>Testing accommodations and participation</p>			
<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"> 1. A lot less active than most 2. A little less active than most 3. About the same as most 4. A little more active than most 5. A lot more active than most 	<p>Child's activity level (e.g., during structured and unstructured play)</p>			

<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"> 1. A lot less active than most 2. A little less active than most 3. About the same as most 4. A little more active than most 5. A lot more active than most 	<p>Child's activity level (e.g., during structured and unstructured play)</p>			
<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"> 1. Below grade level 2. About on grade level 3. Above grade level 	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			
<p>Question "Writing"</p> <p>----</p> <ol style="list-style-type: none"> 1. Below grade level 2. About on grade level 3. Above grade level 	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			

<p>Question "Oral language"</p> <p>----</p> <p>1. Below grade level</p> <p>2. About on grade level</p> <p>3. Above grade level</p>	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			
<p>Question "Math"</p> <p>----</p> <p>1. Below grade level</p> <p>2. About on grade level</p> <p>3. Above grade level</p>	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			
<p>Question "Science"</p> <p>----</p> <p>1. Below grade level</p> <p>2. About on grade level</p> <p>3. Above grade level</p>	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			
<p>Question "Social studies"</p> <p>----</p> <p>1. Below grade level</p> <p>2. About on grade level</p> <p>3. Above grade level</p>	<p>Overall rating of academic skills in reading, writing, oral language, math, science, and social studies</p>			

<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> <p>1. Yes</p> <p>2. No</p> <p>3. Not applicable/Not offered</p>	<p>Parents' involvement in children's schools and education</p>			
<p>Question "Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p> <p>3. Not applicable/Not offered</p>	<p>Parents' involvement in children's schools and education</p>			
<p>Question "Returned your telephone calls or emails"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p> <p>3. Not applicable/Not offered</p>	<p>Parents' involvement in children's schools and education</p>			

<p>Question "Initiated contact with you"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p> <p>3. Not applicable/Not offered</p>	<p>Parents' involvement in children's schools and education</p>			
<p>Question "Volunteered to help you in your classroom or school"</p> <p>----</p> <p>1. Yes</p> <p>2. No</p> <p>3. Not applicable/Not offered</p>	<p>Parents' involvement in children's schools and education</p>			
<p>Question "How involved at the school would you say {CHILD}'s parents/guardians are?"</p> <p>----</p> <p>1. Not involved at all</p> <p>2. Somewhat involved</p> <p>3. Very involved</p> <p>4. Overly involved</p> <p>5. Don't know</p>	<p>Parents' involvement in children's schools and education</p>			

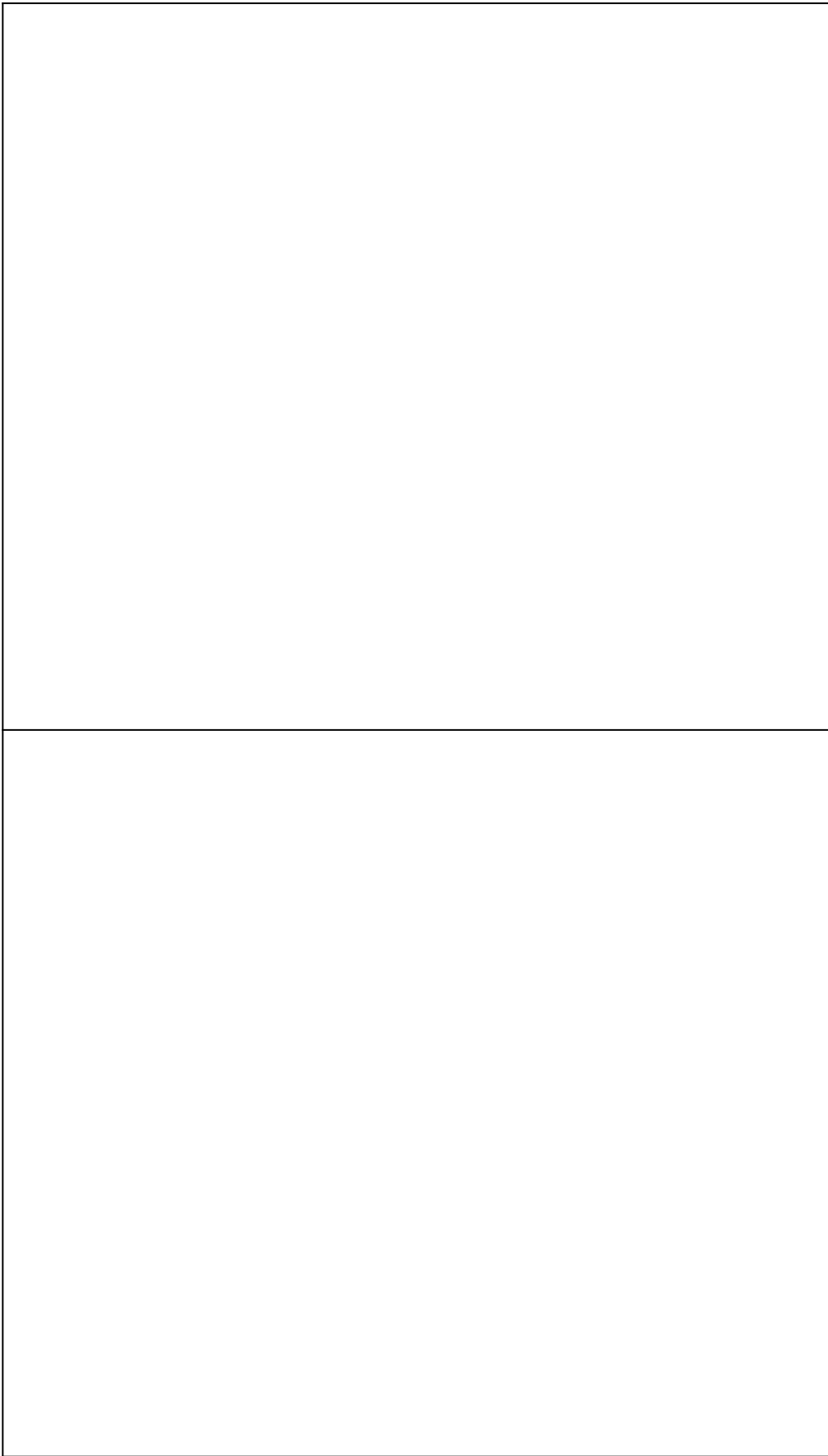
<p>Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Behavior problems the child was having in school 2. Any problems the child was having with school work 3. Anything the child was doing particularly well in or better in at school 4. None of the above 	<p>Parent-teacher communication</p>			
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<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"> • Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission. • Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. School Psychology Review, 33(3): 444-458. Used with permission. • School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission. • Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission.” 	Thank you to respondent			Yes
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Rationale for additions drops or changes

Text was shortened and simplified to ease respondent burden.

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Dropped to reduce respondent burden and to correspond to Fall K.

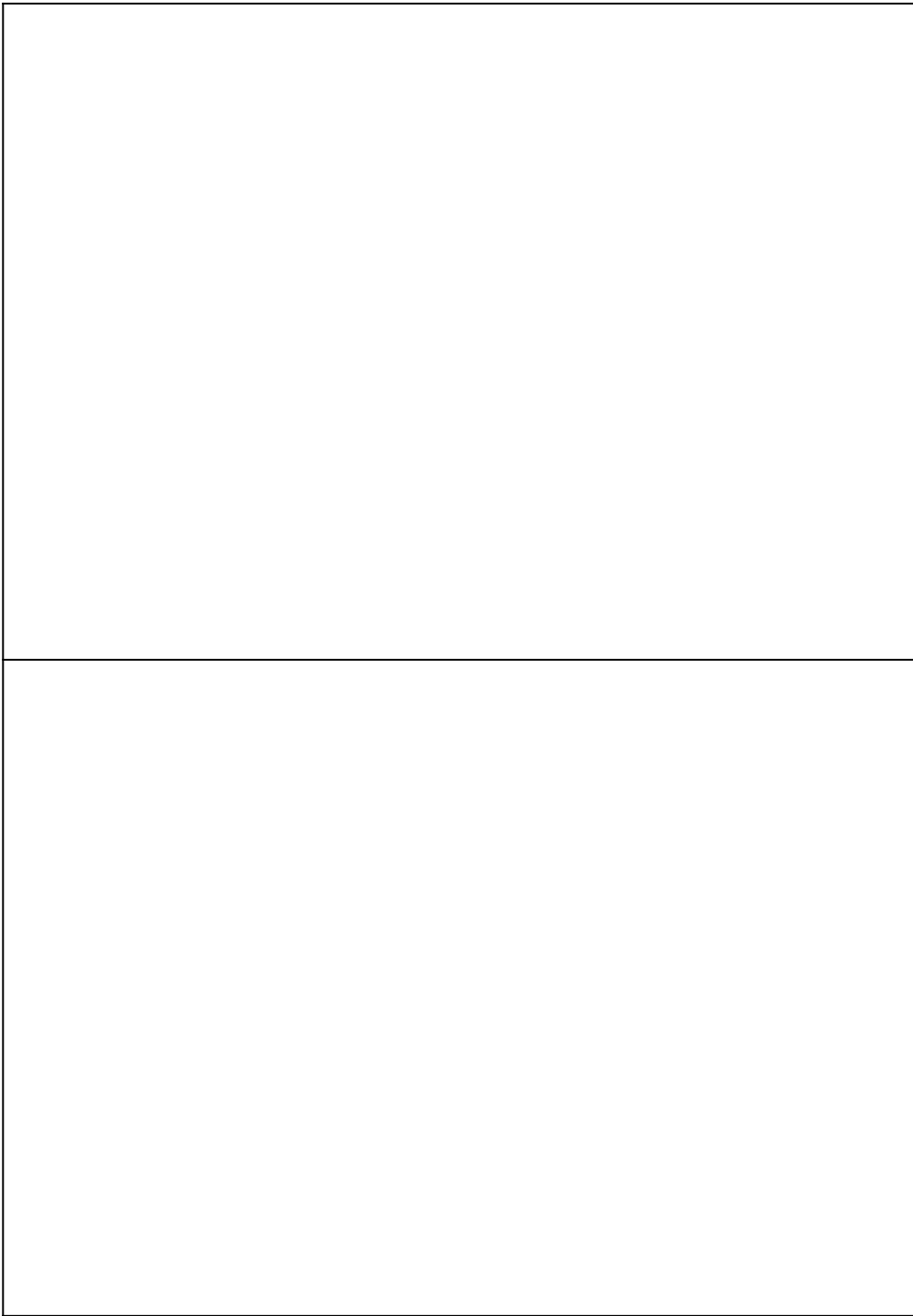
The ARC is fielded both fall kindergarten and spring kindergarten. To keep consistent with a "time 1 - time 2" approach, recommend not fielding in spring kindergarten as this was not fielded in fall kindergarten.

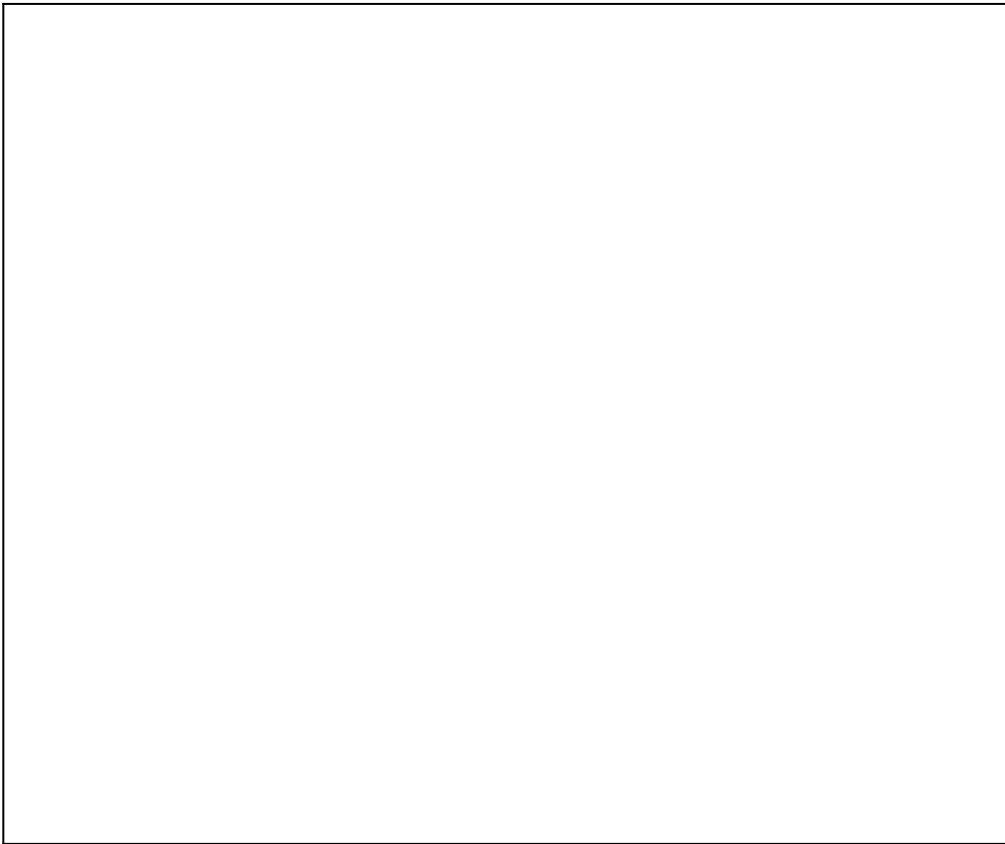
"Continued" formatting was adjusted for readability.

Dropped to reduce respondent burden and to correspond to Fall K.

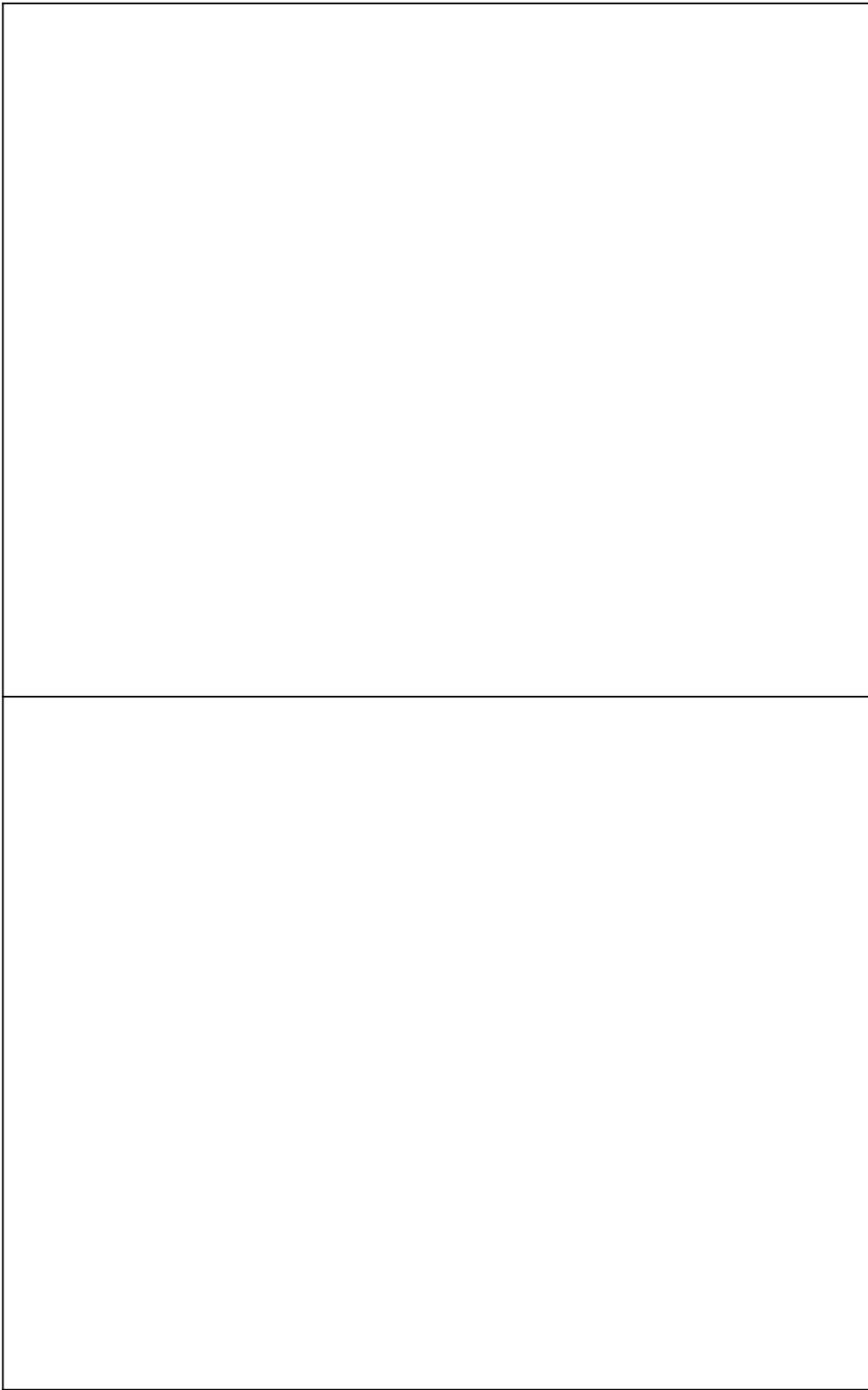
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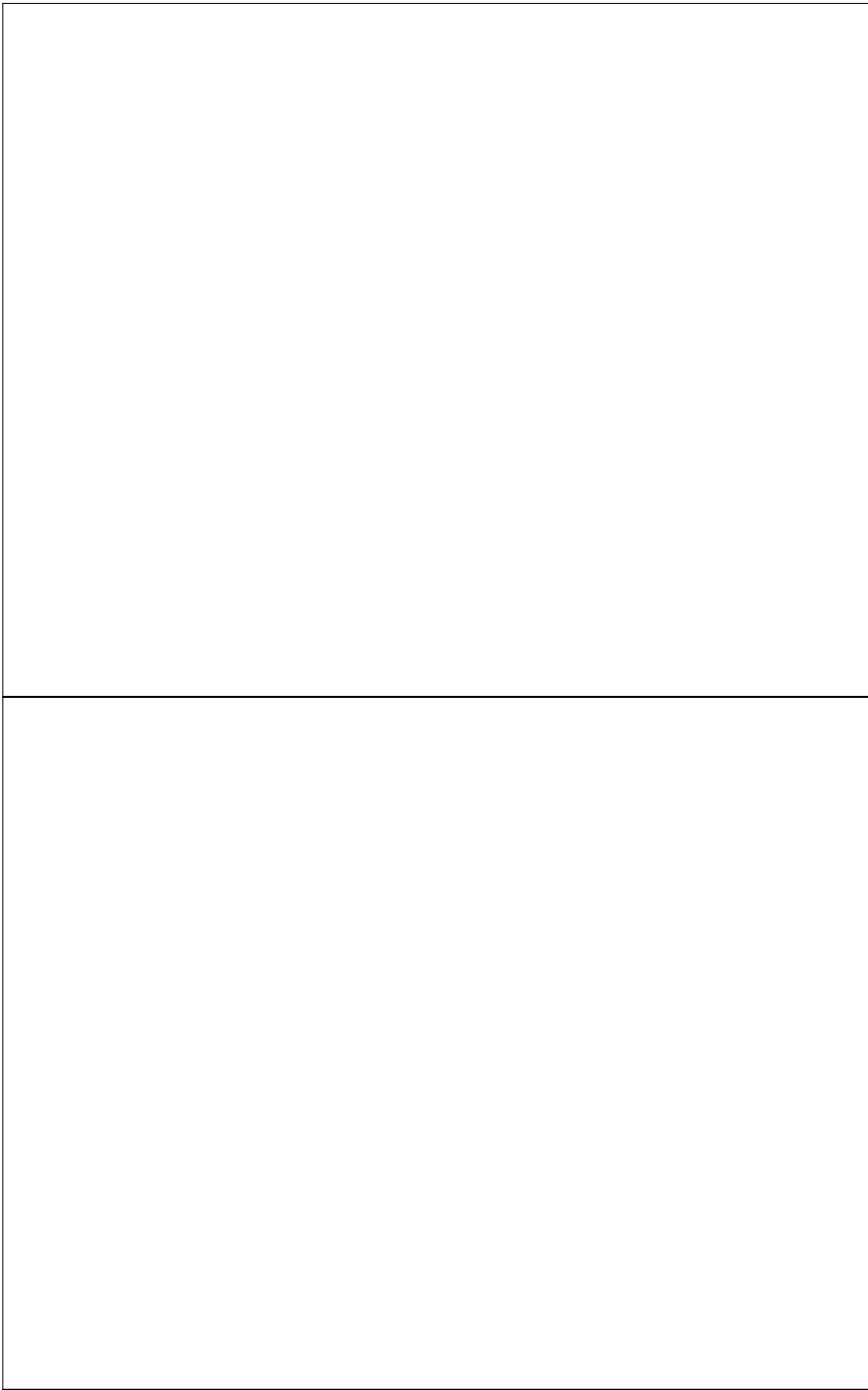




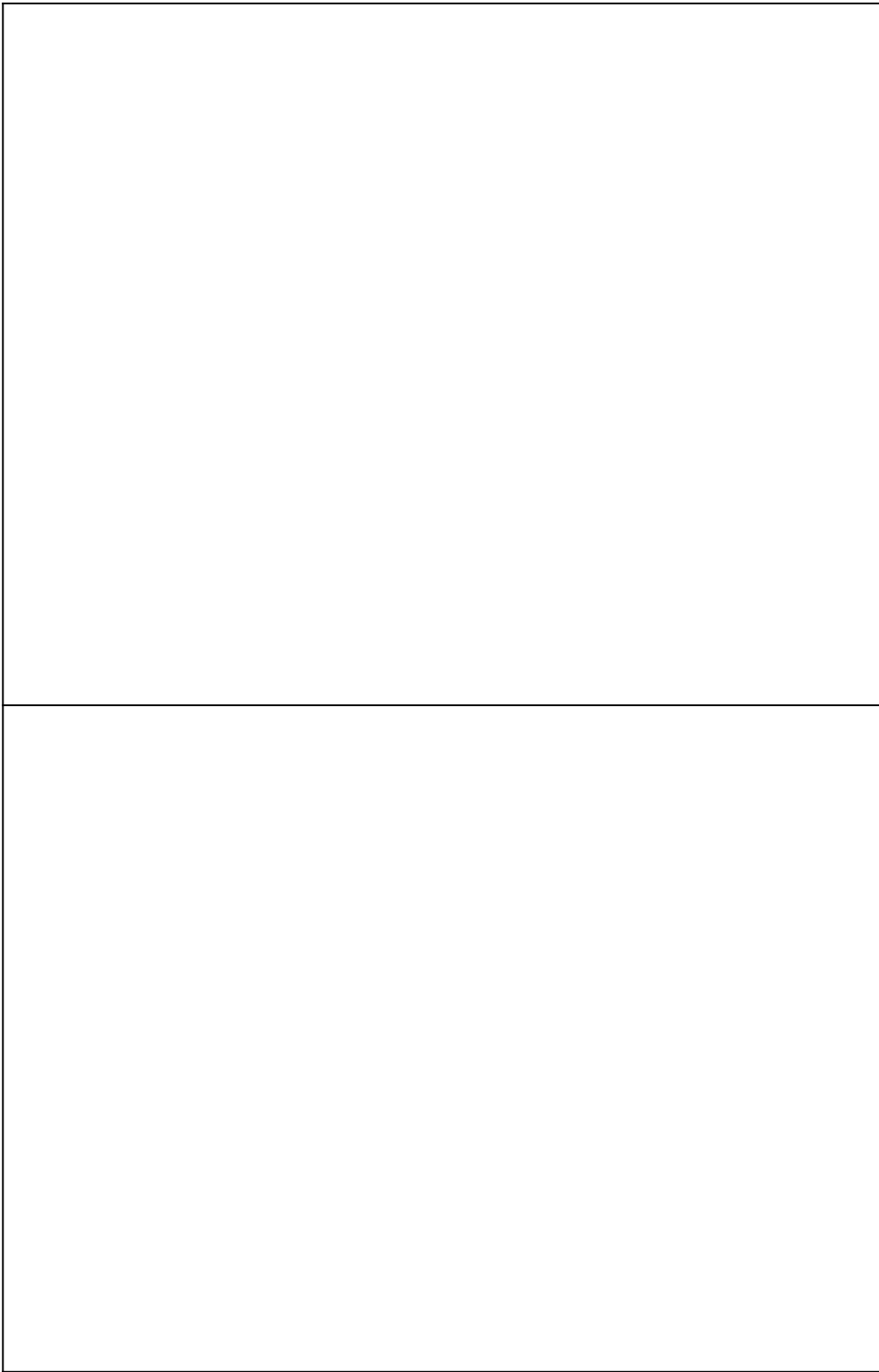
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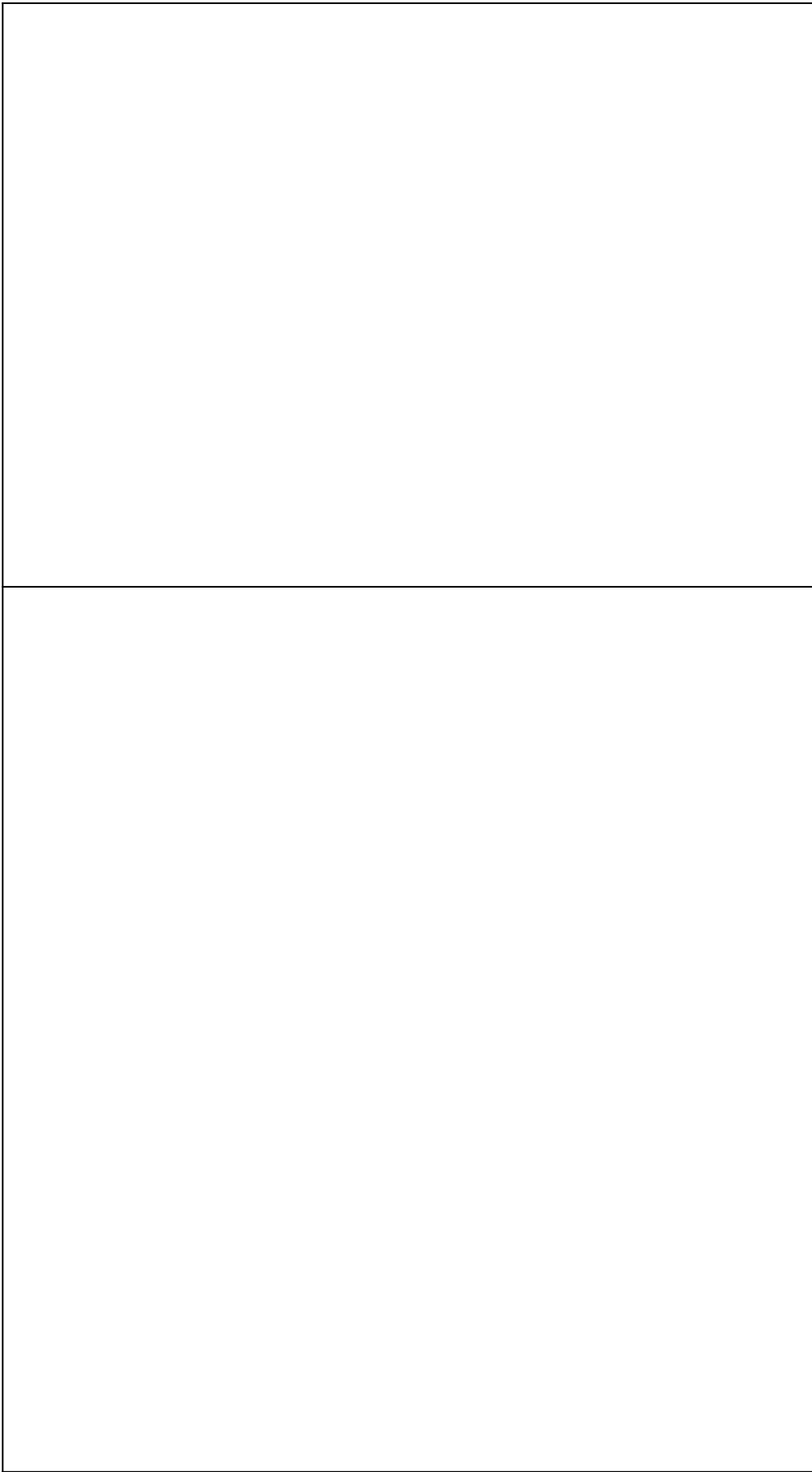


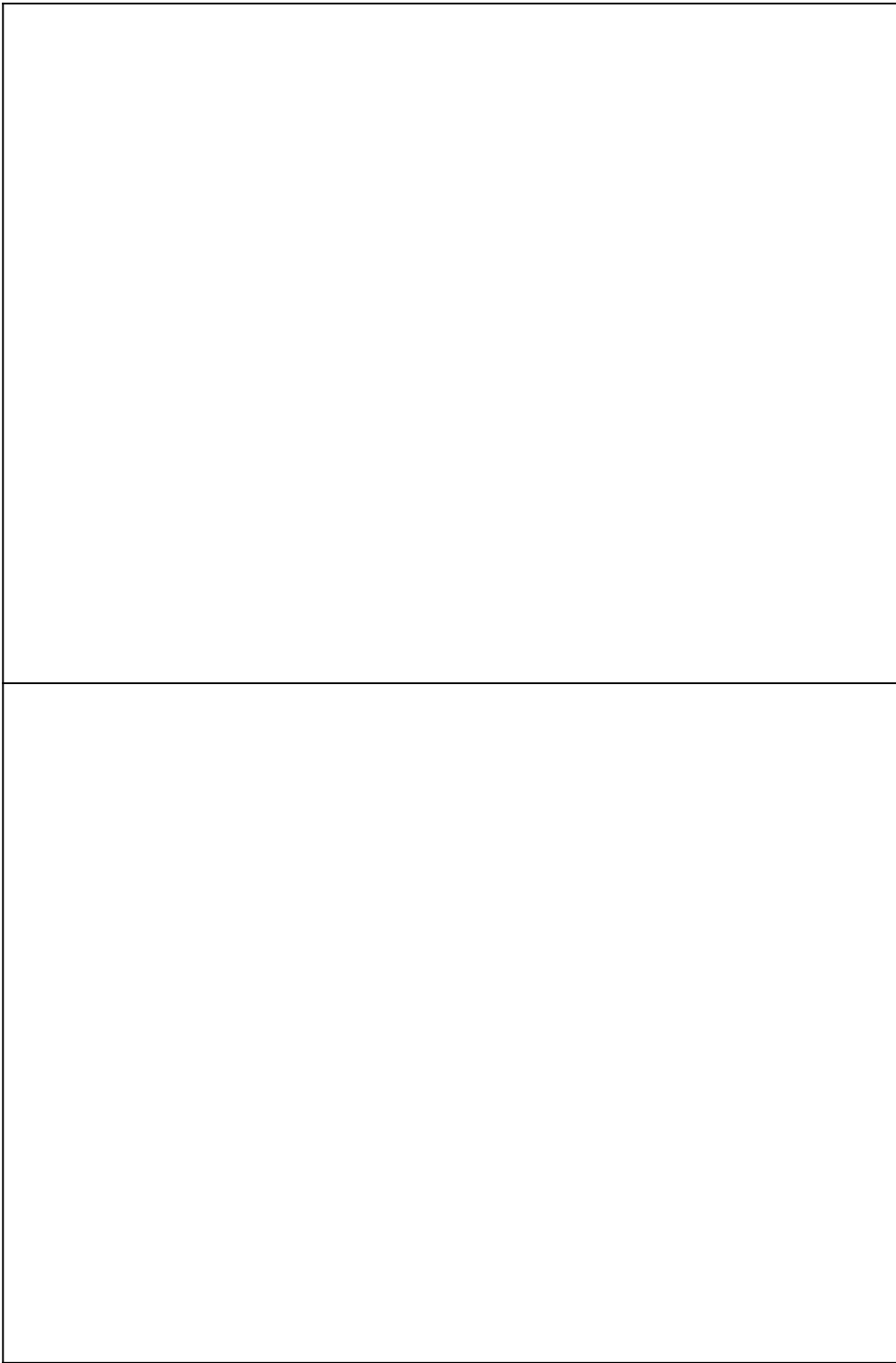


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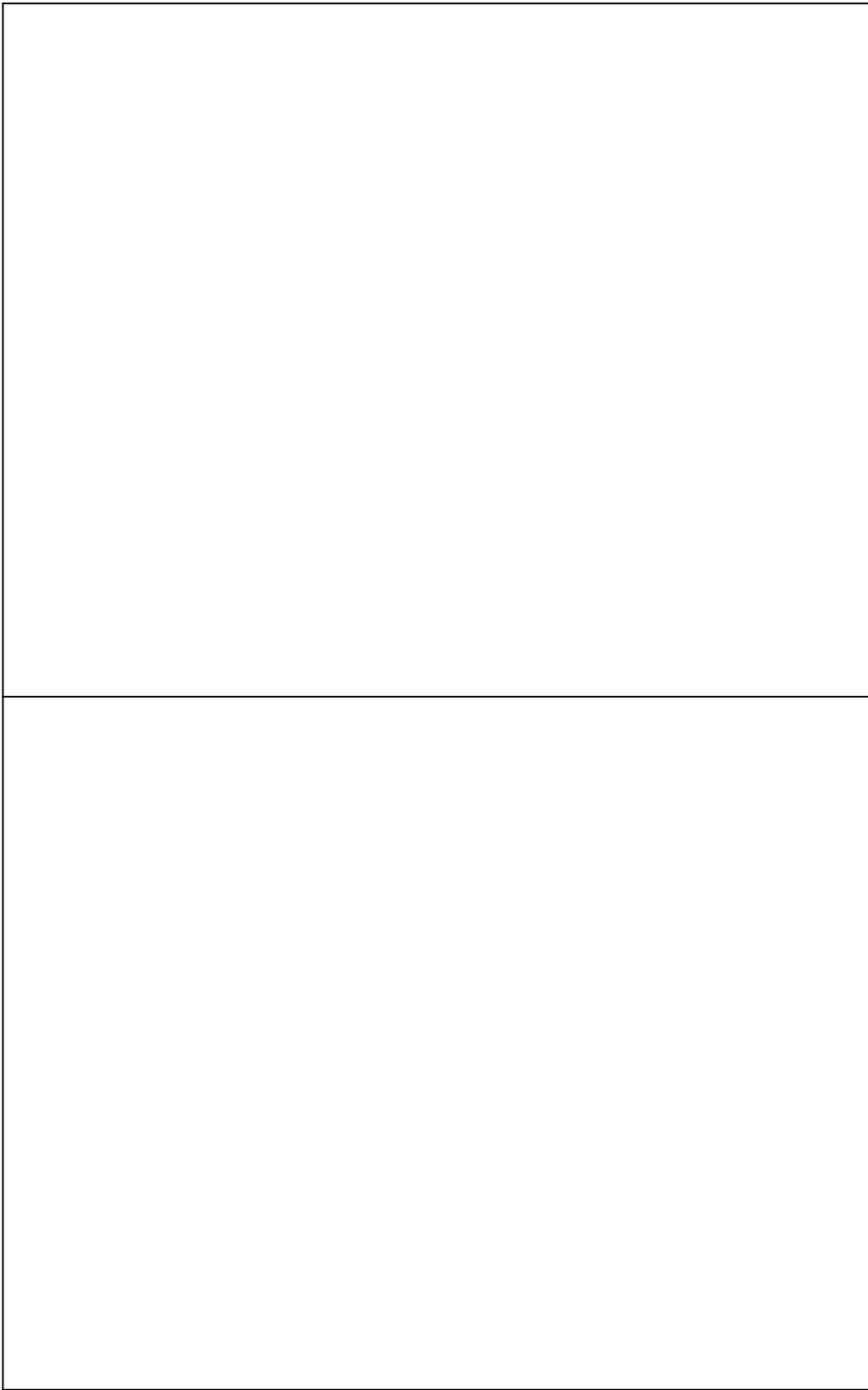


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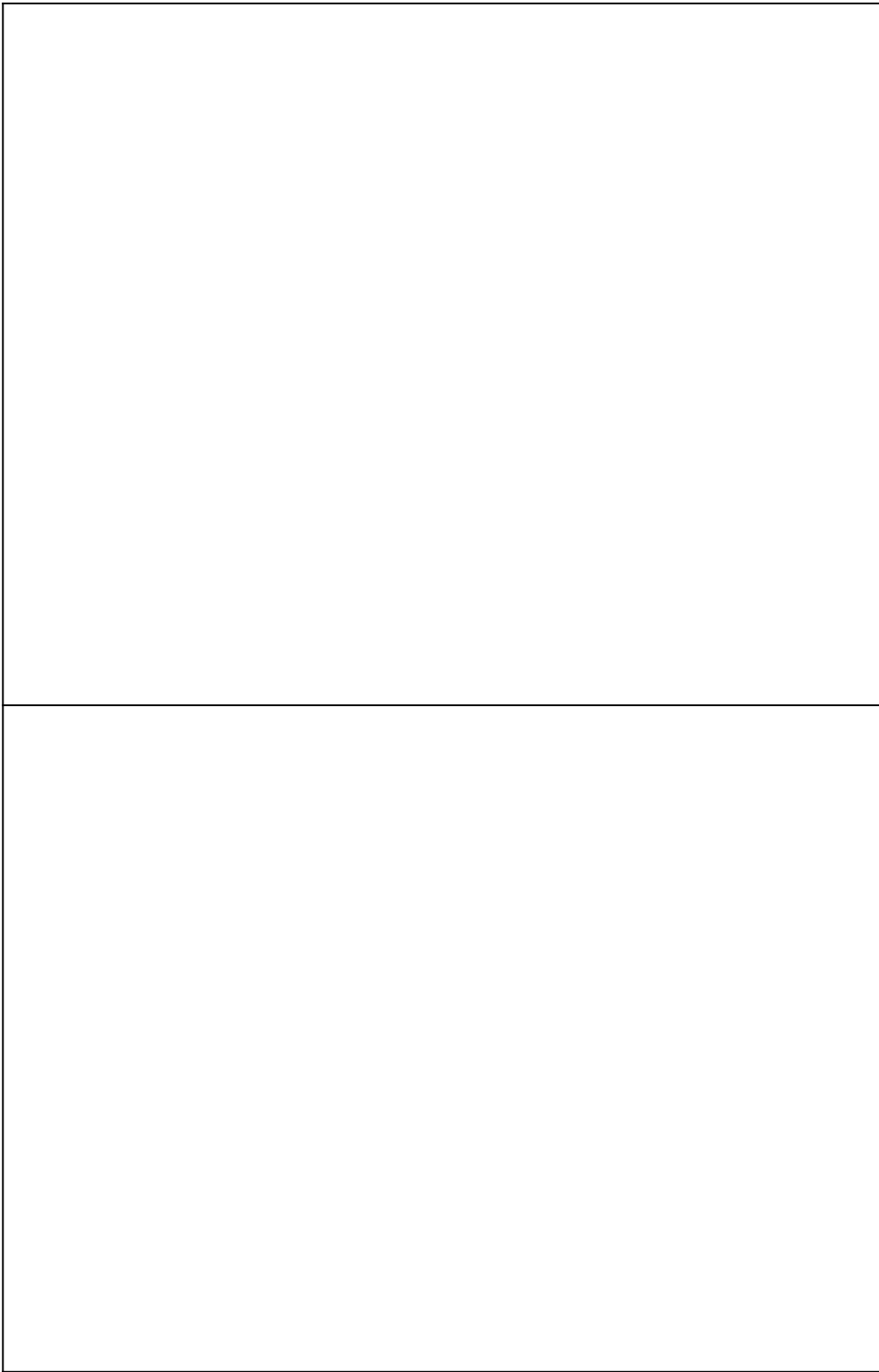


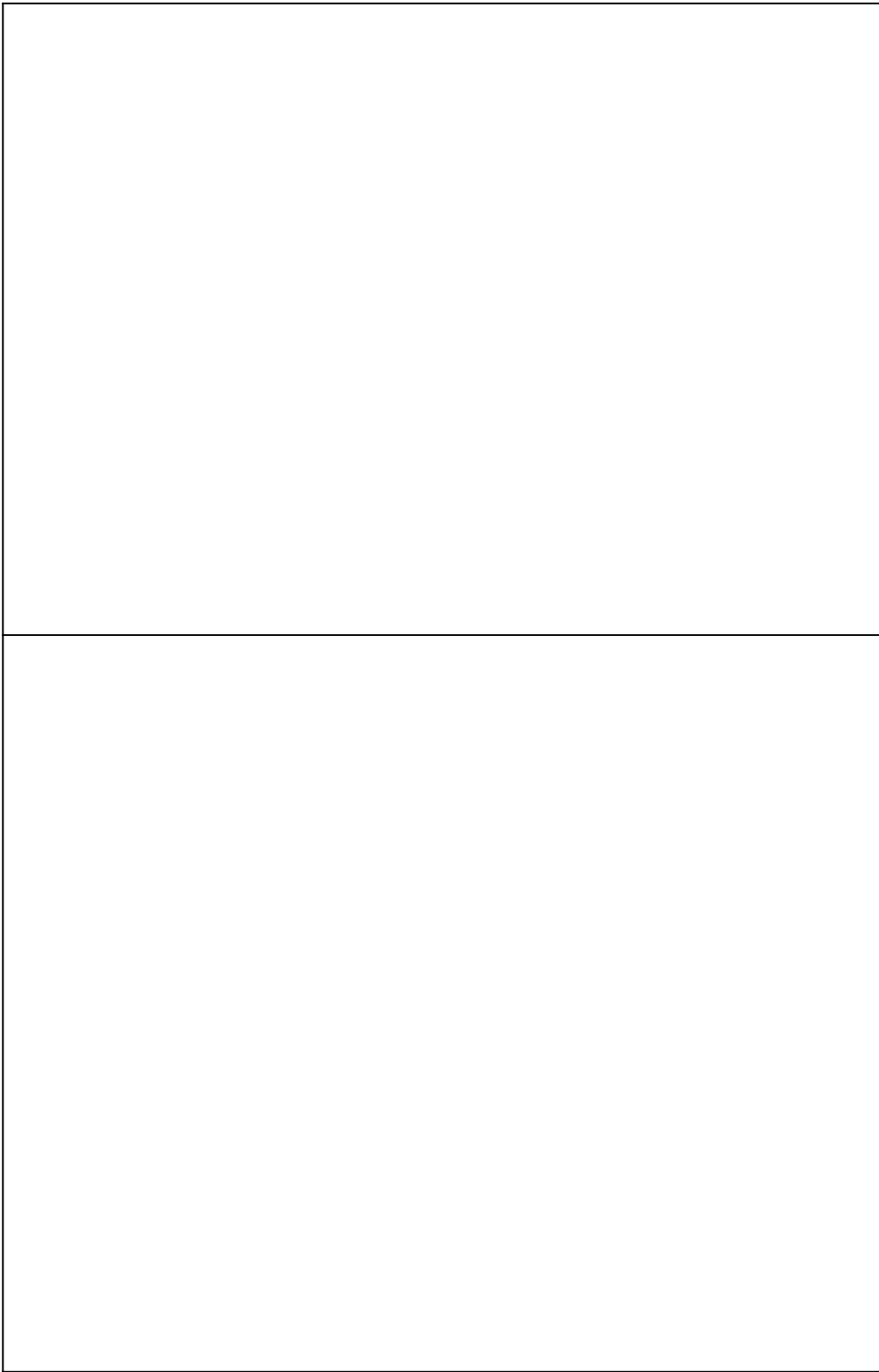


Continued formatting was adjusted for readability.



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Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the preferred format (proficiency).

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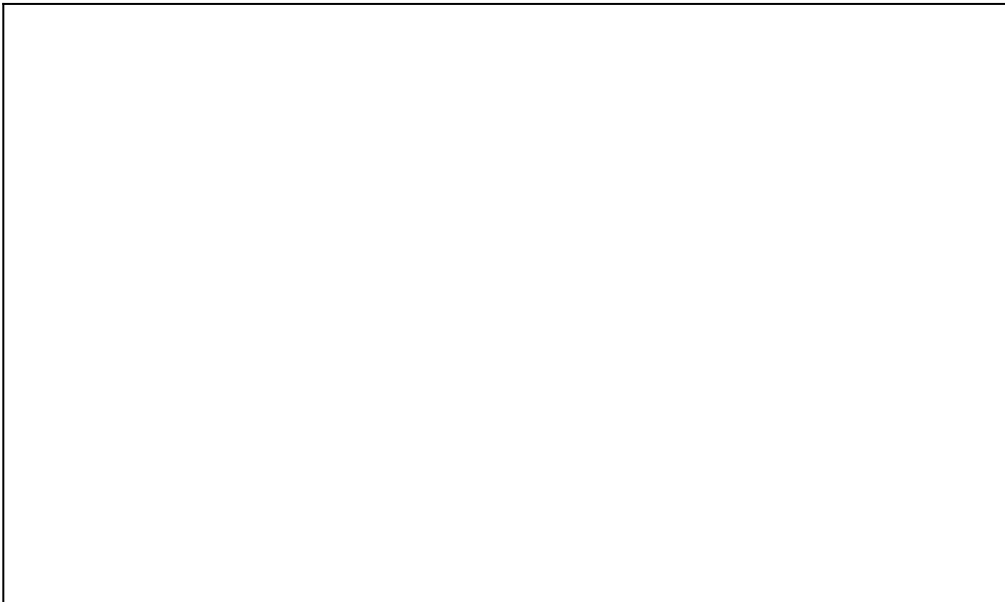
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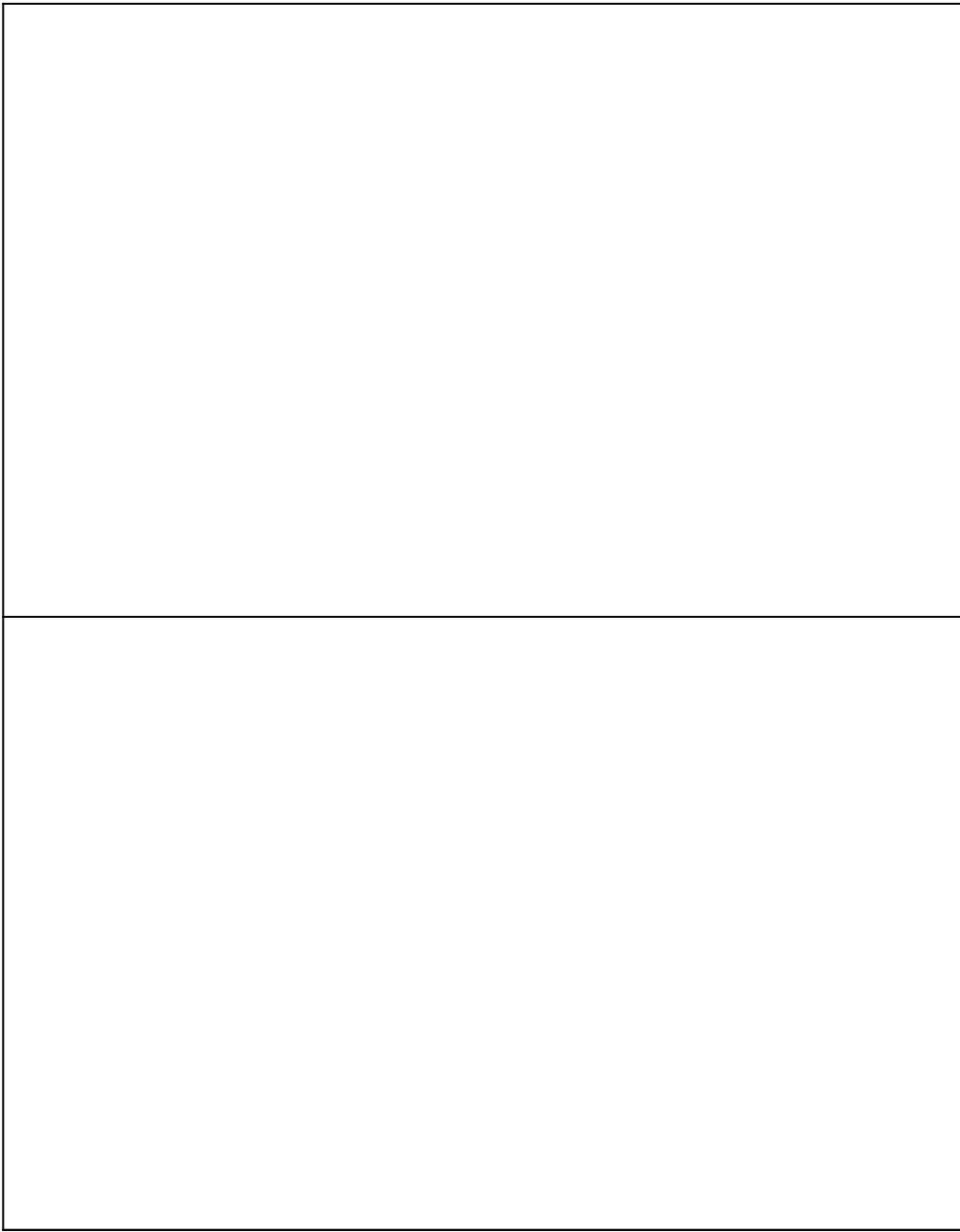
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Because the number of early language items were reduce in Fall K, the items were grouped into grids differently to more evenly distribute items across grids.
"Continued" text is used with the first item in the second and subsequent grids.
Continued text was added here because this item is the first in a grid.



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The option "other (please specify)" was removed because it was no longer needed. Other specify was used in the field test to determine if other response options were needed. Additional response options were added in Fall K based on findings from the field test. Other specify was removed in Fall K, and Spring K was updated to match Fall K.

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SSC was asked in FK. While it is worthwhile to ask again in spring, we will rely on this measure at one time point in kindergarten.

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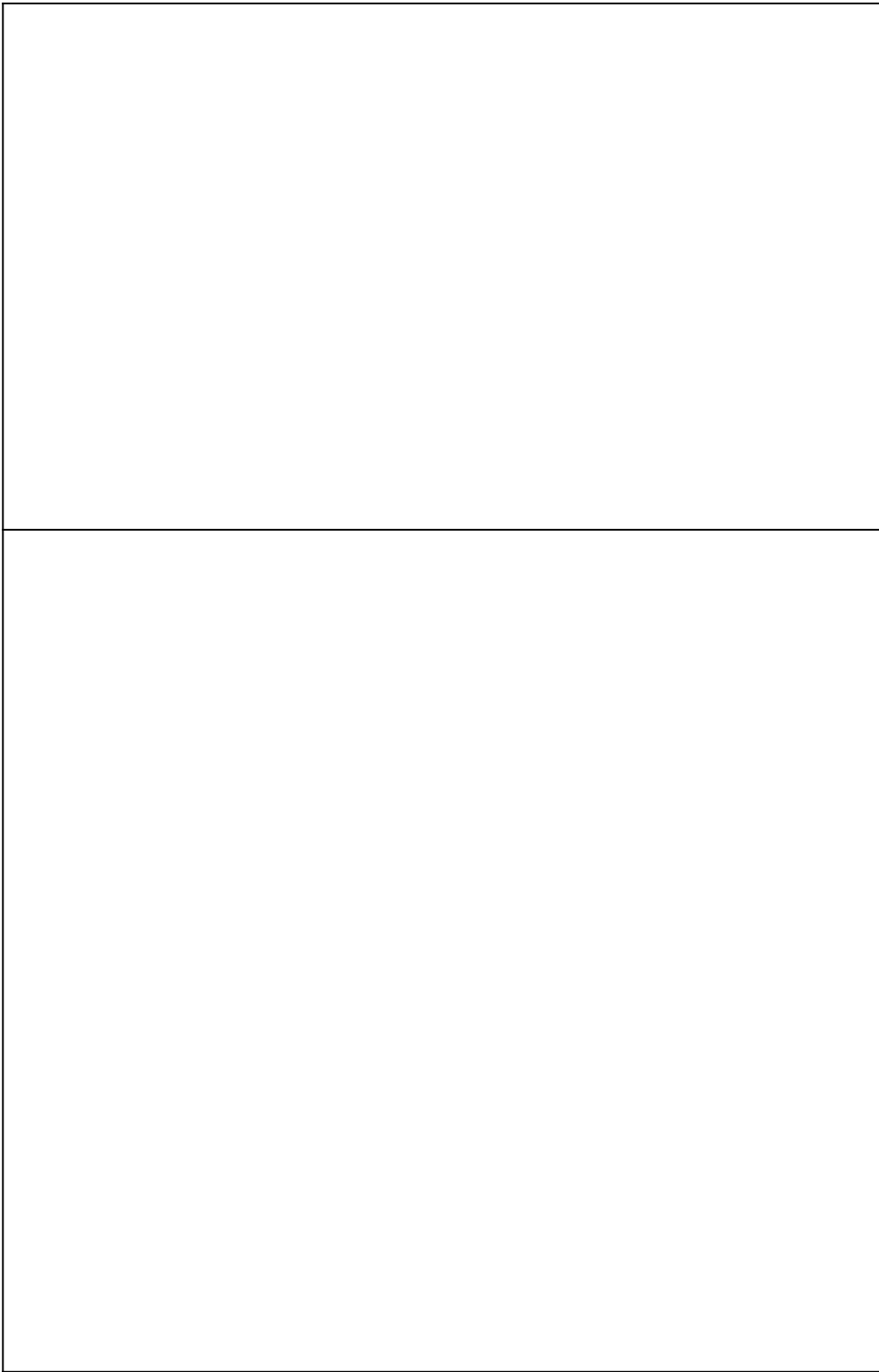
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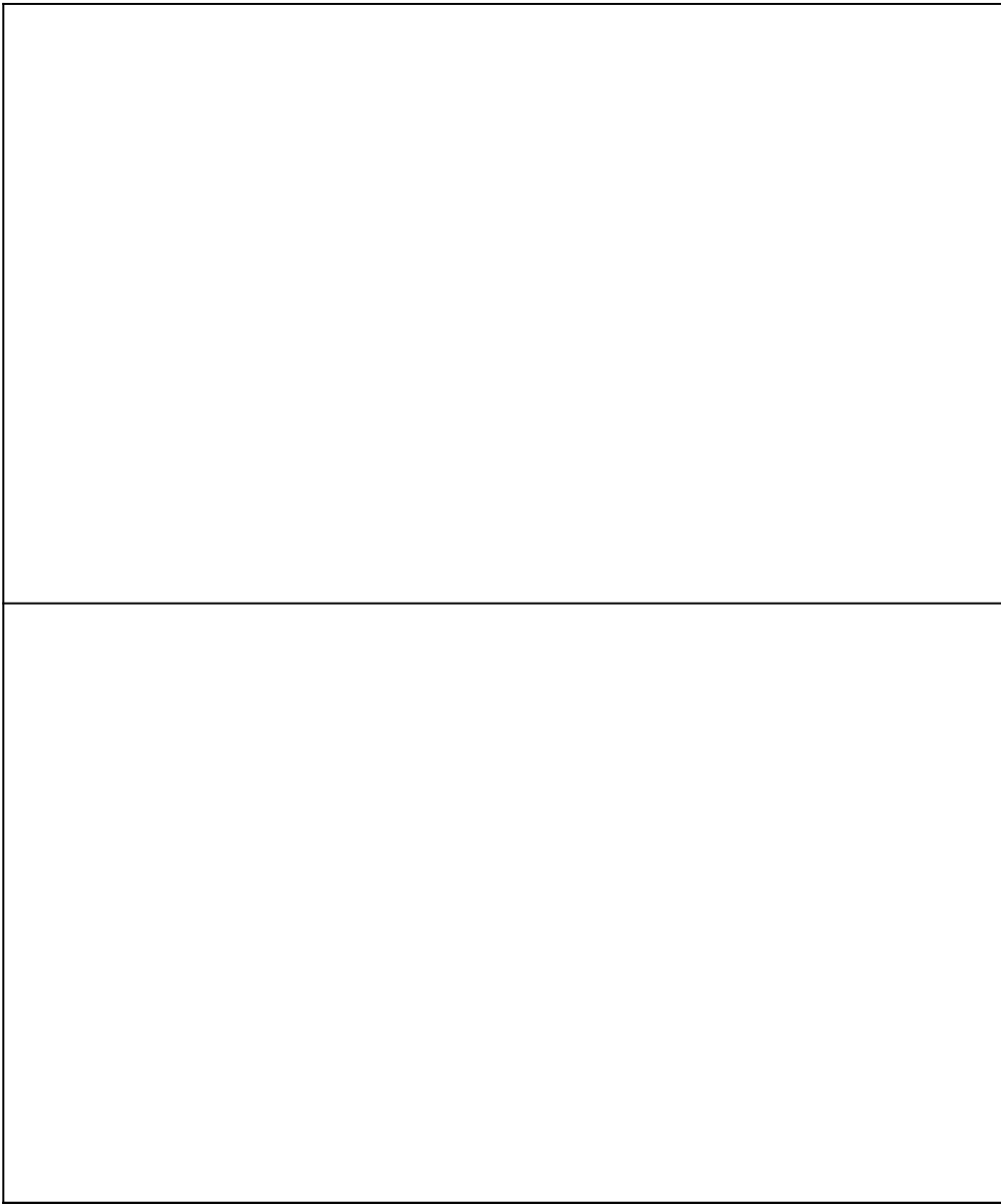
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Because the gender of the child could be missing for this survey, "their" was added as a fill for when gender was missing.

Because the gender of the child could be missing for this survey, a third person fill was added for when gender was missing.

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Dropped to reduce respondent burden and because item asked in Fall K.

SLC was asked in FK. We will rely on this measure at one time point in kindergarten - except for 1 item SLC004, which we will keep.

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SLC was asked in FK. We will rely on this measure at one time point in kindergarten - except for 1 item SLC004, which we will keep.

Because all but 1 school liking and avoidance items were dropped in spring K to reduce respondent burden and because these items were asked in Fall K, it was necessary to change the question text for the one item that was kept so that the introduction text was presented along with the item. This item had previously appeared fourth in the full set of items.

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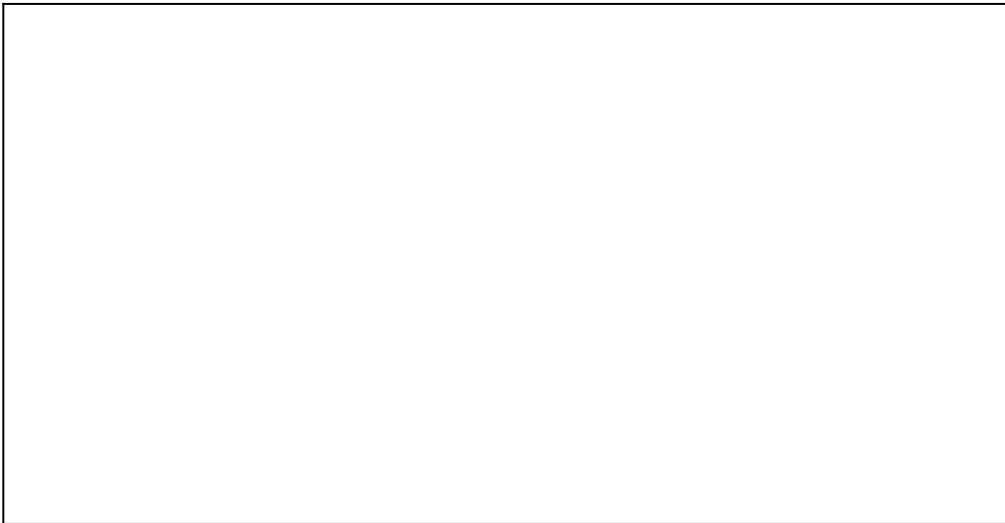
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1. Response categories were changed due to comparability concerns. The response category "first grade or higher" was separated into two categories: First grade and Second grade. This creates a separate category for "first grade" to match the category used in ECLS-K:2011 and allows for clear grade designations. In first grade of ECLS-K:2011, a similar question allows for response categories that were 2 grade levels higher than the expected grade. That was sufficient to cover the possibilities. 2. The option "This is an ungraded classroom" was changed so that wording was at the child-level rather than about the classroom.

Added to further refine the type of kindergarten class the child is enrolled in.

School year was updated to 2023-2024 to correspond to Fall K and the current school year. Kindergarten definitions were changed from appearing on the screen as an instruction to respondent to help text because these definitions were provided in the 2 previous questions. Providing less text on the screen reduces respondent burden.



Item was reorder to correspond to Fall K order and for priority.

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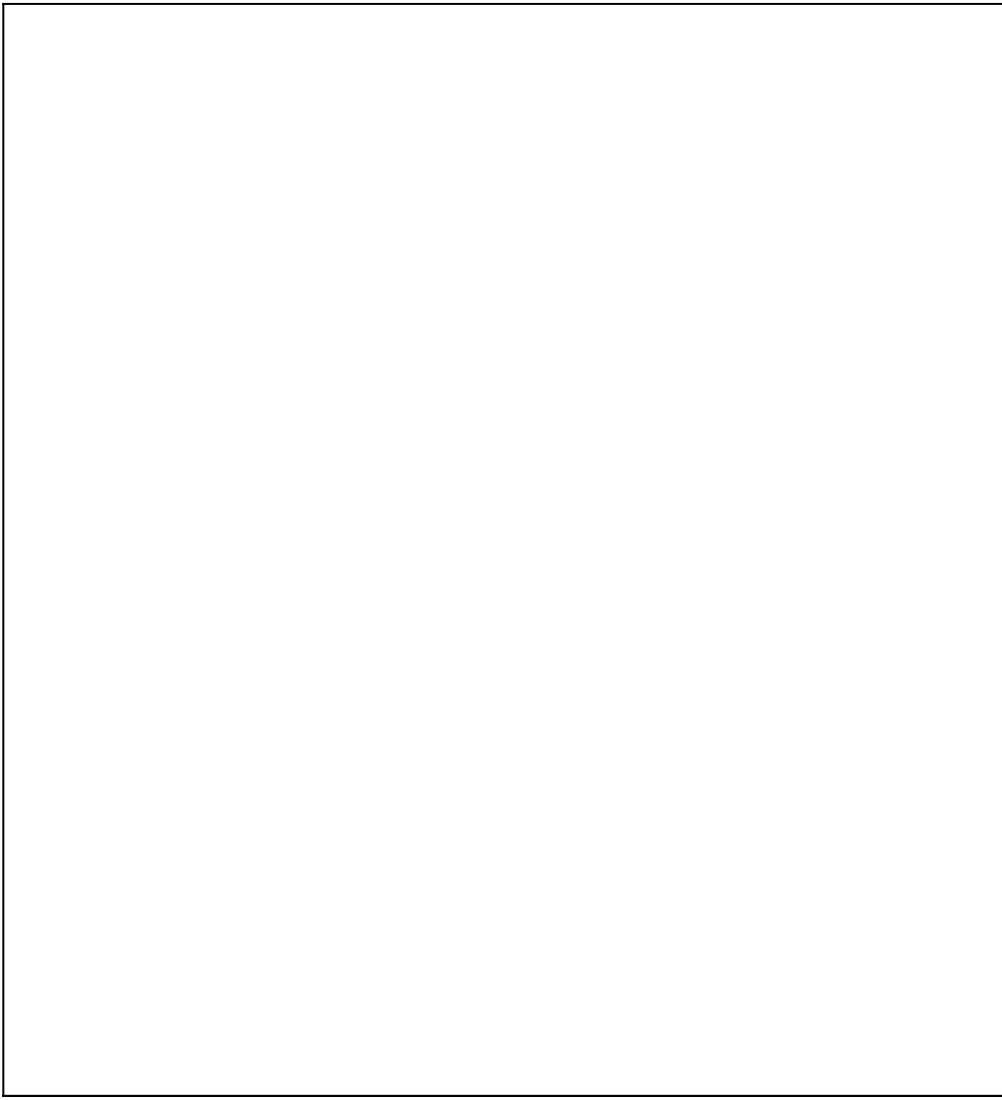
Item was reordered to correspond to Fall K order and for priority.

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Item was reordered to correspond to Fall K order.

The response category "20 or more absences" was broken in 4 different categories to improve discrimination.

A response category was added for "Homelessness". Based on researcher feedback, we created a separate category for homelessness because it may be more of a systemic issue and because it's otherwise unclear where it is reported (e.g., "family problems," "other reason"). The "Please specify" text for other specify items was changed throughout the survey to use separate language for web presentation and mobile presentation, given display limitations for mobile presentation.



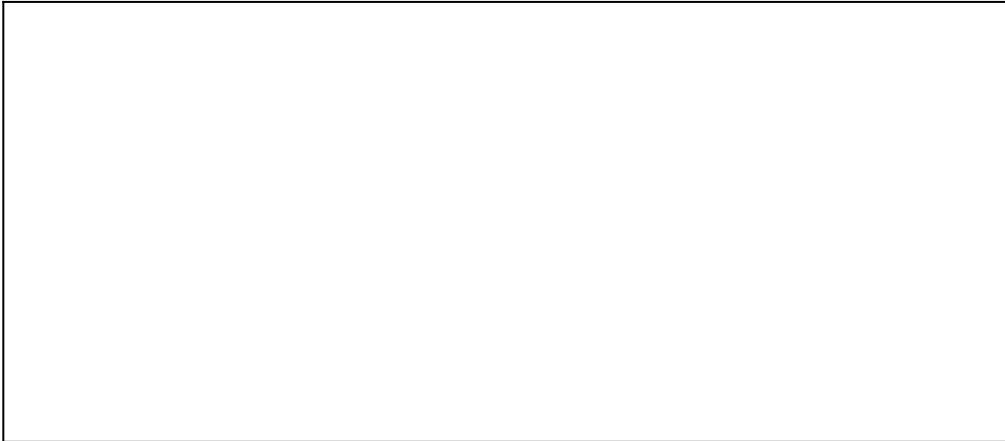
Items on kindergarten transition were added. Item provided by Administration for Children and Families.

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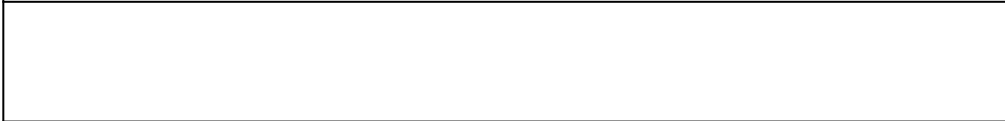
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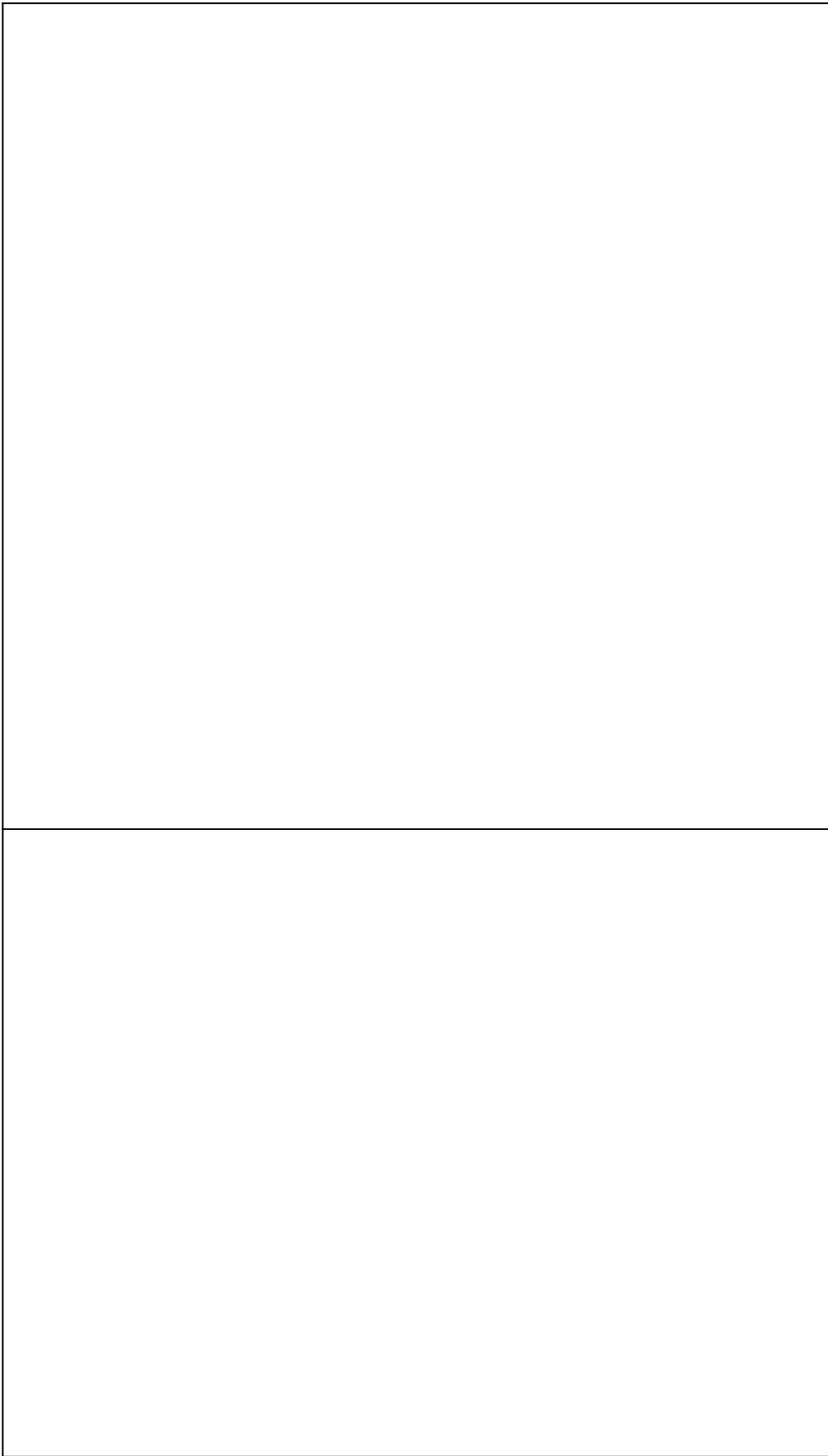
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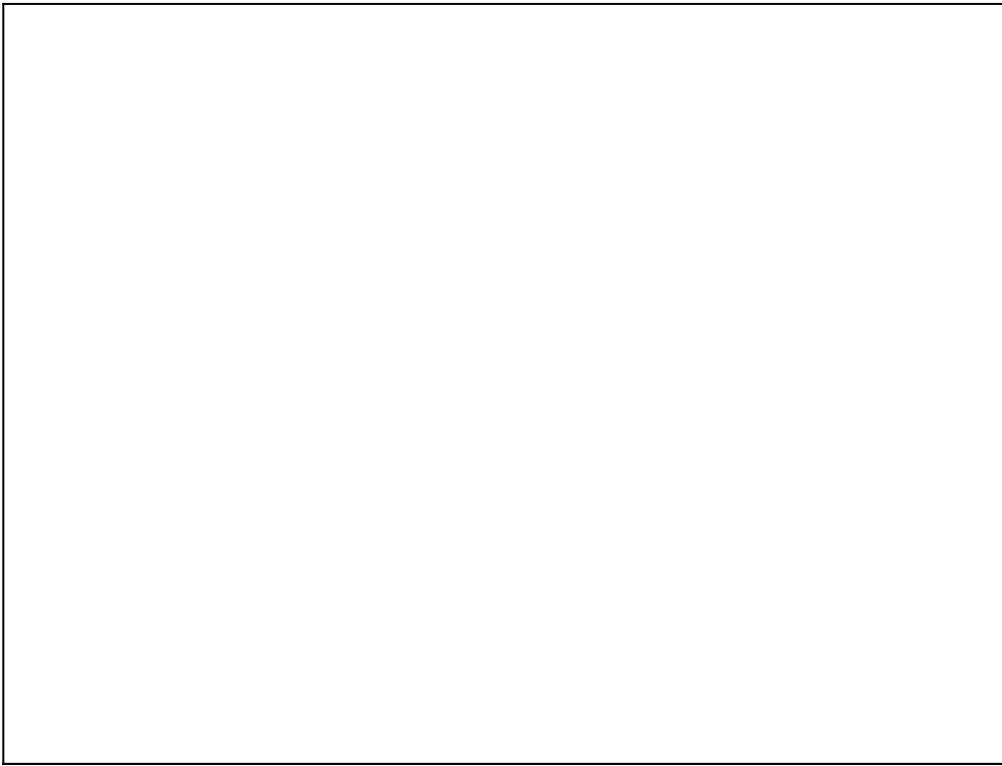
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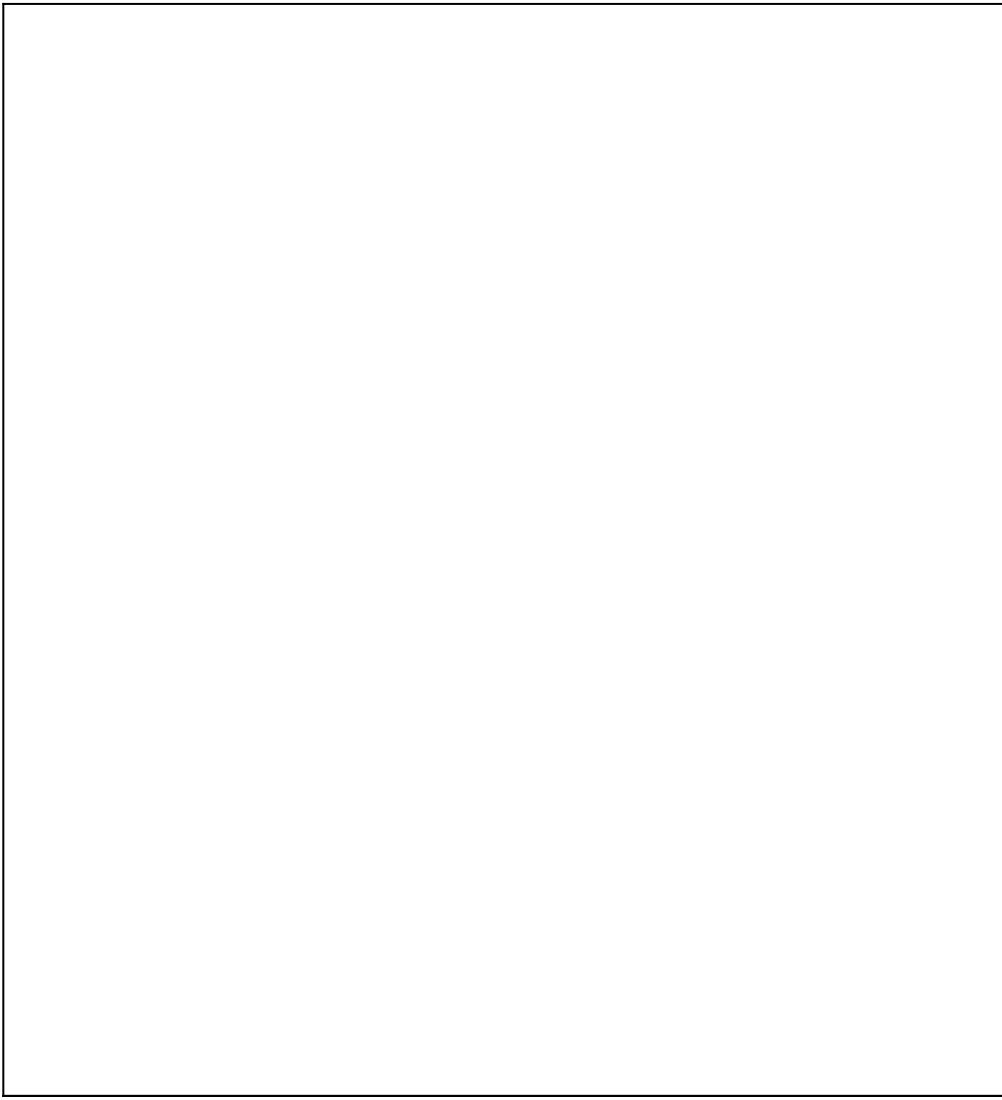


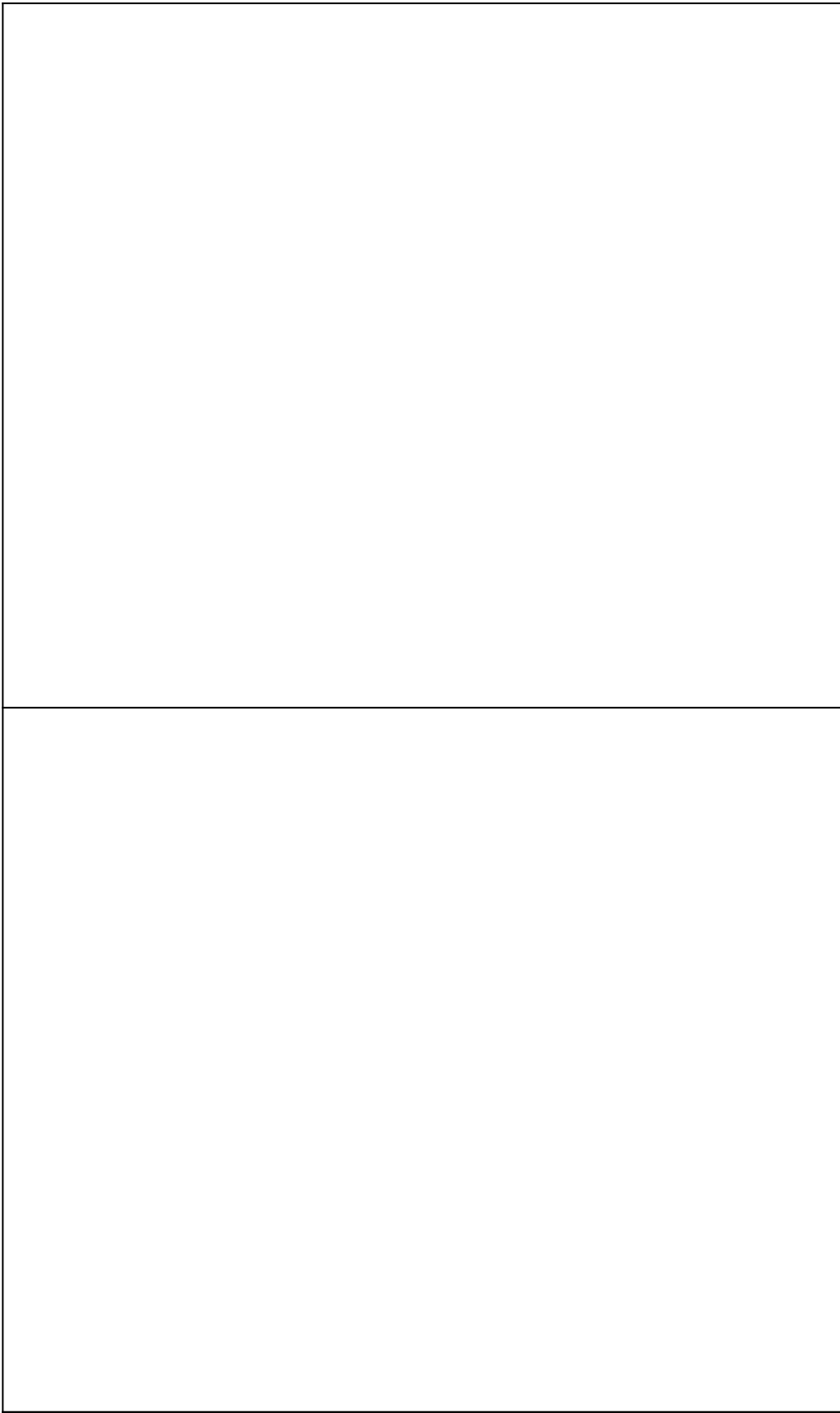
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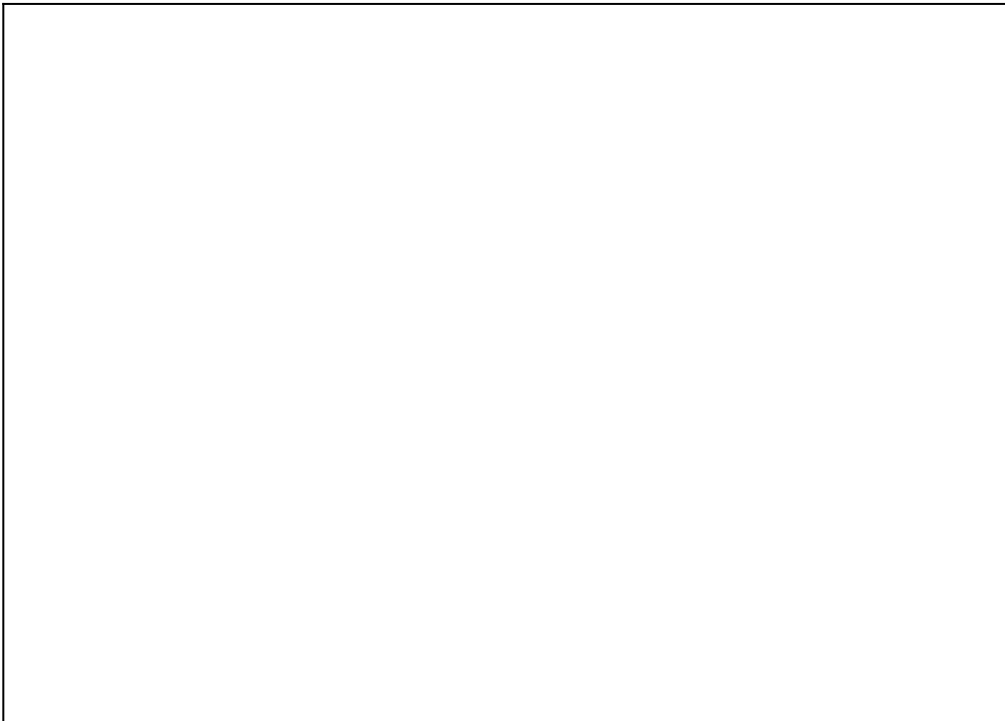






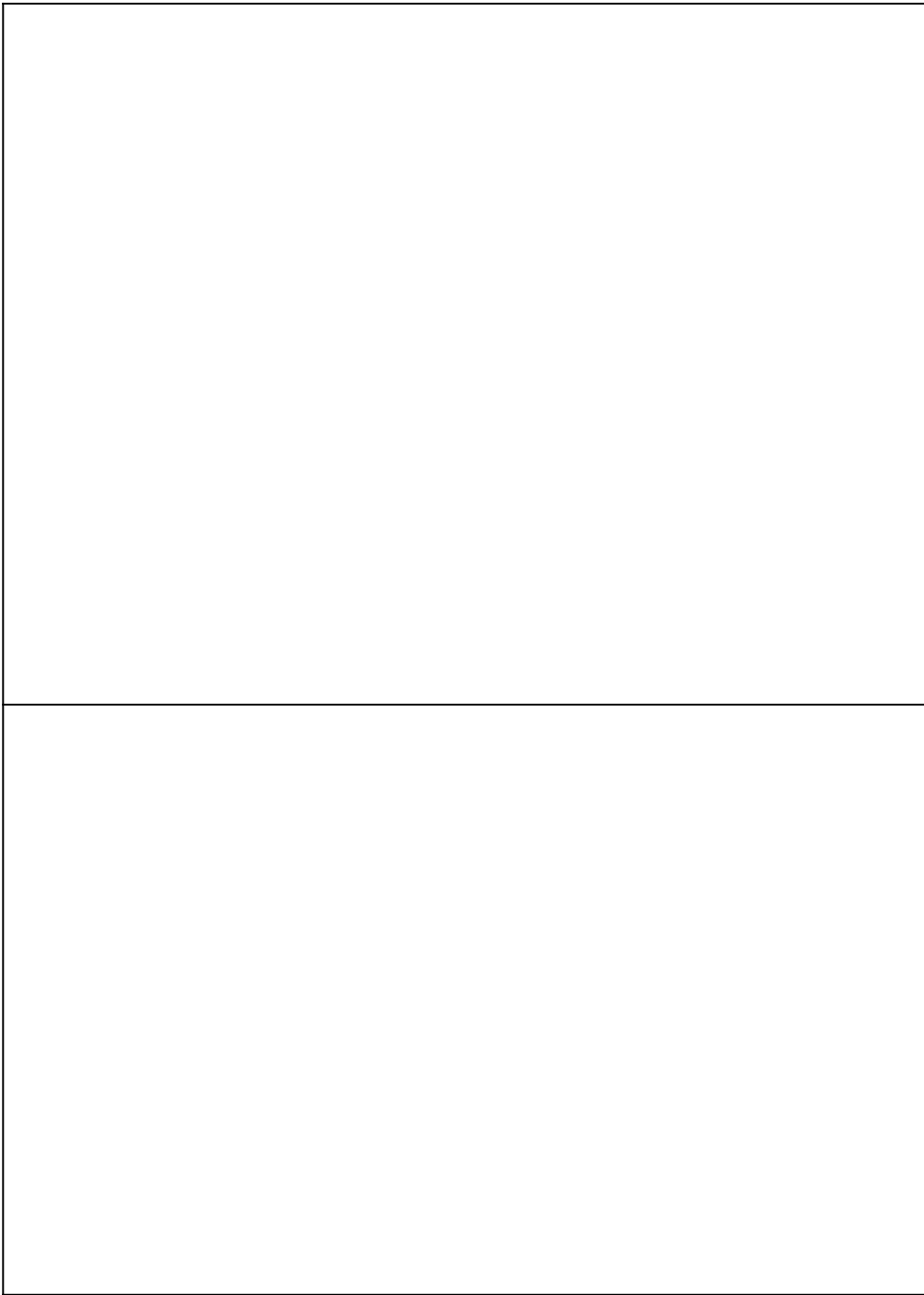


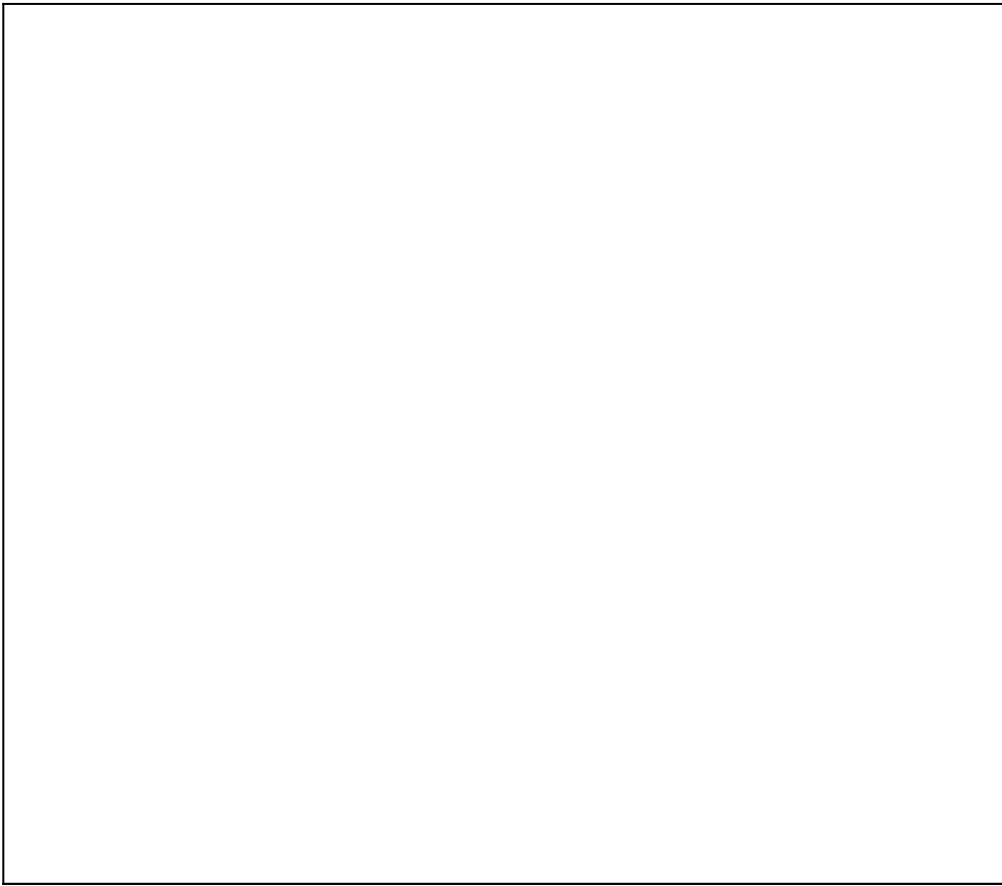




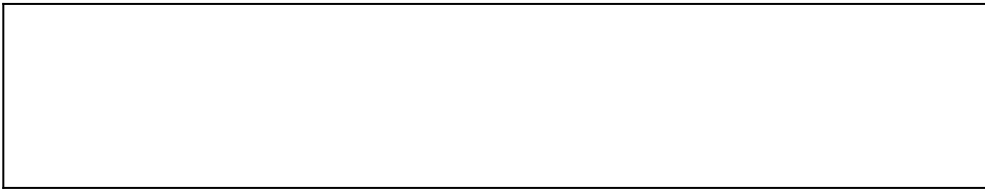
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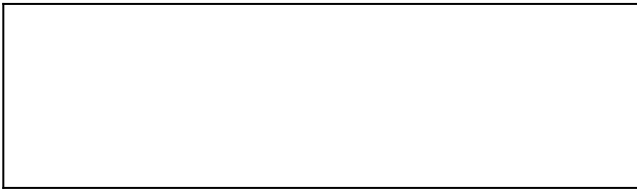




Copyright information for copyrighted items was added to the final thank you screen to match how this information was presented in Fall K.







FT Item #	FT Item Wording (approved 7-22-2022)	FT Construct	National Item #
0	<p>Question "Thank you for launching the ECLS survey about {CHILD}! _x000D_ _x000D_</p> <p>Here are some tips to keep in mind when completing the survey: _x000D_</p> <ul style="list-style-type: none"> • 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_ <p>Please click on the "Next" button below to start the survey."</p>	Introduction	INB000
1b	<p>Question "Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?" _x000D_ _x000D_</p> <p>InstResp "Throughout the survey, click the blue "i" icon for more information about an item." _x000D_ ---- _x000D_</p> <ol style="list-style-type: none"> 1. Yes _x000D_ 2. No _x000D_ 	Receiving special education	SIB010

2	<p>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_</p>	Receiving special education	SIB020
3a	<p>Question "In what capacity or capacities do you currently teach or provide services to {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ -----_x000D_ 1. Provide instruction directly to {CHILD}_x000D_ 2. Provide related services directly to {CHILD}_x000D_ 3. Provide consultation services directly to {CHILD}_x000D_ 4. Provide indirect consultation services (for example, consultation to {CHILD}'s teacher)_x000D_ 5. Provide case management_x000D_ 6. None of the above_x000D_ 91. Other (Please specify):_x000D_</p>	Type and amount of special education services	SIB030
3aos		Other specify text on type and amount of special education services	SIB030 OS

3b	<p>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):_x000D_</p>	Type and amount of special education services	SIB040
3bos		Other specify text on type and amount of special education services	SIB040 OS
4	<p>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_ DON'T KNOW</p>	When services began	SIB050

5	<p>Question "Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) during the prior school year?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ DON'T KNOW</p>	When services began	SIB060
			SIB070
6	<p>Question "To what extent were you involved in planning {CHILD}'s transition from last school year's early intervention or special education program to this school year's?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_</p>	Transition to Kindergarten	SIB080
7	<p>Question "To what extent did you communicate with the person(s) who provided early intervention or special education services to {CHILD} last school year?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_ 4. I provided special education or early intervention to {CHILD} last year._x000D_</p>	Transition to Kindergarten	SIB090

8	<p>Question "Have you reviewed {CHILD}'s records related to early intervention or special education services provided before this school year?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No, I don't have access to the records._x000D_ 3. No, I have access to the records but have not reviewed them._x000D_ 4. No, I provided special education or early intervention to {CHILD} last year._x000D_</p>	Record review	SIB100
9	<p>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_</p>	Child's disabilities	SIB110

<p>10</p>	<p>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 deaf blindness or developmental delay)}_x000D_ 15. No classification is given_x000D_</p>	<p>Child's disabilities</p>	<p>SIB120</p>
<p>11</p>	<p>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_</p>	<p>Child's disabilities</p>	<p>SIB130</p>

<p>12</p> <p>Question "During this school year, which of the following describe(s) the IEP goals for {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Reading_x000D_ 2. Mathematics_x000D_ 3. Language Arts_x000D_ 4. Science_x000D_ 5. Auditory processing_x000D_ 6. Listening comprehension_x000D_ 7. Oral expression_x000D_ 8. Voice/speech articulation_x000D_ 9. Language pragmatics_x000D_ 10. Social skills_x000D_ 11. General appropriateness of behavior_x000D_ 12. Adaptive behavior or self-help skills_x000D_ 13. Fine motor skills_x000D_ 14. Gross motor skills_x000D_ 15. Orientation and mobility_x000D_ 16. None of the above_x000D_ 91. Other (Please specify):_x000D_</p>		IEP goals	SIB140
12os		Other specify text on IEP goals	SIB140 OS

13	<p>Question "During this school year, which of the following related services have been provided through the school to {CHILD}?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Audiology_x000D_ 2. Counseling services_x000D_ 3. Occupational therapy_x000D_ 4. Physical therapy_x000D_ 5. Psychological services_x000D_ 6. Health services_x000D_ 7. Social work services_x000D_ 8. Special transportation_x000D_ 9. Speech or language therapy_x000D_ 10. Orientation services_x000D_ 11. Mobility services_x000D_ 12. Rehabilitation services_x000D_ 13. No related services were provided._x000D_ 91. Other (Please specify):_x000D_</p>	Special education and related services	SIB150
13os		Other specify text on special education and related services	SIB150 OS

14	<p>{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_</p>	Type and amount of special education services	SIB160
15	<p>Question "During this school year, has {CHILD}'s primary placement been a general education classroom?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	Placement	SIB170
16	<p>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"</p>	Type and amount of special education services	SIB180

<p>17</p>	<p>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"</p>	<p>Placement</p>	<p>SIB190</p>
<p>18</p>	<p>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_</p>	<p>Teaching methods/mat erials</p>	<p>SIB200</p>

19a	<p>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</p>	Teaching methods/mat erials and Inclusion	SIB210
19b	<p>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</p>	Teaching methods/mat erials	SIB220

20a	<p>Question "Did {CHILD} use any assistive technologies this year?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_ _x000D_</p>	Teaching methods/mat erials	SIB230
20b	<p>InstResp "Select all that apply."_x000D_ -----_x000D_ 1. Vans, vehicles_x000D_ 2. Wheelchair_x000D_ 3. Walker_x000D_ 4. White cane_x000D_ 5. Electronic with voice output (for example, Touch Talker)_x000D_ 6. Electronic without voice output (for example, device with visual display or printed speech output)_x000D_ 7. Non-electronic (for example, manual printing board)_x000D_ 8. Hearing aids_x000D_ 9. FM loops_x000D_ 10. TTYs/TDDs_x000D_ 11. Cochlear implants_x000D_ 12. Realtime captioning_x000D_ 13. Braille texts_x000D_ 14. Electronic Braille devices_x000D_ 15. Digital texts_x000D_ 16. Magnifying devices_x000D_ 17. Closecaptioned television (CCTV)_x000D_ 18. Tape recorder_x000D_ 19. Calculator_x000D_ 20. Electronic spelling devices_x000D_ 21. Used solely by individual child_x000D_ 22. Shared with other children_x000D_ 23. Reading_x000D_ 24. Writing_x000D_ 25. Mathematics_x000D_ 26. No assistive technologies or devices were used_x000D_ 91. Other assistive technologies or devices (Please specify):_x000D_</p>	Teaching methods/mat erials	SIB240
20bos		Other specify text on teaching methods/mat erials	SIB240 OS
21	<p>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_</p>	Teaching methods/mat erials	SIB250

22	<p>Question "During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?"_x000D_ -----_x000D_ 1. Not applicable because I am {CHILD}'s general education teacher_x000D_ 2. Not applicable to my work with {CHILD}_x000D_ 3. Every day or several times a week_x000D_ 4. Once a week or several times a month_x000D_ 5. Once a month_x000D_ 6. A few times over the school year_x000D_ 7. Once during this school year_x000D_ 8. Never during this school year_x000D_</p>	Teacher communication	SIB260
23	<p>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_</p>	Teacher communication	SIB270
24	<p>Question "During this school year, approximately how often have you communicated with {CHILD}'s parents about {CHILD}'s program or progress (by phone, in person, or in writing, including e mail)?"_x000D_ -----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_</p>	Parent communication	SIB280
25a	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010a

25b	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010b
25c	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010c
25d	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010d
25e	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010e
25f	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010f
25g	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010g
25h	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010h
25i	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010i
25j	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010j
25k	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010k
25l	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010l
25m	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010m

25n	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010n
25o	Item wording is redacted due to copyright	Teacher-student closeness/conflict	CCB010o
26	<p>Question “Now we would like to ask about {CHILD}’s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Psychological_x000D_ 2. Speech/language_x000D_ 3. Vision_x000D_ 4. Hearing_x000D_ 5. Learning style_x000D_ 6. Motor skills_x000D_ 7. Academics_x000D_ 8. No evaluations for developing IEP goals were conducted this year_x000D_ 91. Other (Please specify):_x000D_</p>	Evaluation for setting goals	EGB010
26os		Other specify text for evaluation for setting goals	EGB010 OS

<p>27</p>	<p>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</p>	<p>Expectation for meeting goals</p>	<p>EGB020</p>
<p>28</p>	<p>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_</p>	<p>Goals met</p>	<p>EGB030</p>

<p>29</p>	<p>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_</p>	<p>Goals met</p>	<p>EGB040</p>
<p>30</p>	<p>Question "During this school year, to what extent has {CHILD} participated in any gradelevel assessment administered as part of the school's testing program?"_x000D_ _x000D_ SaVisible "True"_x000D_ -----_x000D_ 1. {CHILD} did not participate in the school's testing or assessment program._x000D_ 2. {CHILD} participated in alternate assessments and no regular assessments._x000D_ 3. {CHILD} participated in some alternate assessments and some regular assessments._x000D_ 4. {CHILD} participated fully in the school's regular testing or assessment program._x000D_ 5. There is no testing or assessment program at this grade level._x000D_ DON'T KNOW</p>	<p>Expectation for meeting goals and inclusion</p>	<p>EGB050</p>

31	<p>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_</p>	Expected attainment	EG060
32	<p>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."</p>	Thank you to respondent	TYB900a

51	<p>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.</p> <p>NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.</p> <p>Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. <i>School Psychology Review</i>, 33(3), 444-458. Used with permission.”</p>	Thank you to respondent	TYB900b
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National Item Wording - REDACTED	National Construct	Added
<p>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."</p>	Introduction	
<p>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_"</p>	Receiving special education	

<p>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_</p>	<p>Receiving special education</p>	
	<p>Type and amount of special education services</p>	
	<p>Other specify text on type and amount of special education services</p>	

<p>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_</p>	<p>Type and amount of special education services</p>	
	<p>Other specify text on type and amount of special education services</p>	
<p>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_</p>	<p>When services began</p>	

<p>Question "Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) last school year (2022-23)?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>When services began</p>	
<p>Question "Did you provide education activities or programs to {CHILD} last school year (2022-23)?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Transition to Kindergarten</p>	<p>Yes</p>
<p>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_</p>	<p>Transition to Kindergarten</p>	
<p>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_</p>	<p>Transition to Kindergarten</p>	

<p>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_</p>	<p>Record review</p>	
<p>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 deaf blindness or developmental delay)_x000D_ 14. No classification is given._x000D_</p>	<p>Child's disabilities</p>	

<p>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 deaf blindness or developmental delay)}_x000D_ 14. {No classification is given}_x000D_ 15. No other disabilities._x000D_</p>	<p>Child's disabilities</p>	
<p>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_</p>	<p>Child's disabilities</p>	

<p>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_</p>	<p>IEP goals</p>	
	<p>Other specify text on IEP goals</p>	

<p>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_</p>	<p>Special education and related services</p>	
	<p>Other specify text on special education and related services</p>	

<p>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_</p>	<p>Type and amount of special education services</p>	
<p>Question "During this school year, has {CHILD}'s primary placement been a general education classroom?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Placement</p>	
<p>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"</p>	<p>Type and amount of special education services</p>	

<p>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"</p>	<p>Placement</p>	
<p>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_</p>	<p>Teaching methods/materials</p>	

<p>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_</p>	<p>Teaching methods/materials and Inclusion</p>	
<p>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_</p>	<p>Teaching methods/materials</p>	

<p>Question "Did {CHILD} use any assistive technologies this year?"_x000D_ -----_x000D_ 1. Yes_x000D_ 2. No_x000D_ _x000D_</p>	<p>Teaching methods/materials</p>	
<p>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_</p>	<p>Teaching methods/materials</p>	
	<p>Other specify text on teaching methods/materials</p>	
<p>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_ 1. Yes_x000D_ 2. No_x000D_</p>	<p>Teaching methods/materials</p>	

<p>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_ 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_</p>	<p>Teacher communication</p>	
<p>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_</p>	<p>Teacher communication</p>	
<p>Question “During this school year, approximately how often have you communicated with {CHILD}'s parents about {CHILD}'s program or progress (by phone, in person, or in writing, including e mail)?”_x000D_ -----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_</p>	<p>Parent communication</p>	
<p>Item wording is redacted due to copyright</p>	<p>Teacher-student closeness/conflict</p>	

Item wording is redacted due to copyright	Teacher-student closeness/conflict	
Item wording is redacted due to copyright	Teacher-student closeness/conflict	
<p>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_</p>	Evaluation for setting goals	
	Other specify text for evaluation for setting goals	

<p>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_</p>	<p>Expectation for meeting goals</p>	
<p>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_</p>	<p>Goals met</p>	

<p>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_</p>	<p>Goals met</p>	
<p>Question "During this school year, to what extent has {CHILD} participated in any gradelevel assessment administered as part of the school's testing program?"_x000D_ _x000D_ SaVisible "True"_x000D_ -----_x000D_ 1. {Child} did not participate in the school's testing or assessment program._x000D_ 2. {Child} participated in alternate assessments and no regular assessments._x000D_ 3. {Child} participated in some alternate assessments and some regular assessments._x000D_ 4. {Child} participated fully in the school's regular testing or assessment program._x000D_ 5. There is no testing or assessment program at this grade level._x000D_</p>	<p>Expectation for meeting goals and inclusion</p>	

	Expected attainment	
<p>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."</p>	Thank you to respondent	

<p>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.</p> <p>NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.</p> <p>Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. <i>School Psychology Review</i>, 33(3): 444-458. Used with permission.”</p>	Thank you to respondent	
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Dropped	Changed	Rationale for additions, drops, or changes

	Yes	
		Revised item wording for clarity and relevance of terminology.

	Yes	Revised item wording for clarity. Aligns with General Education Teacher Survey - Child Level.
		New gate question added for clarity and to align with General Education Teacher Survey - Child Level.
	Yes	Revised the item wording for clarity and to align with General Education Teacher Survey - Child Level.
	Yes	Revised the response options for clarity and to align with General Education Teacher Survey - Child Level.

		Revised response options to decrease respondent burden.
	Yes	
	Yes	Revised the order of response options to decrease respondent burden.

	Yes	Revised the order of response options to decrease respondent burden.

		Revised response options for relevance and to decrease responden burden.
	Yes	

	Yes	Added a gender neutral pre-fill option..

	Yes	
		Added a gender neutral pre-fill option..
	Yes	Revised response options into more precise ranges. Categories can be aggregated for comparable analysis with the ECLS-K:2011.
	Yes	Simplified the wording of the introduction for sentence clarity

	Yes	Added a gender neutral pre-fill option..

	Yes	
		Added a gender neutral pre-fill option..

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FTItem#	FT Item Wording approved 7222022	FT Construct	National item #
A0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	SCS000
A1b	<p>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?”</p> <p>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.”</p> <p>Pre-unit: “Number of Instructional Days”</p> <p>Watermark “Enter number”</p>	Length of school year	SCS010

A2a	<p>Question "What are the start dates for this school for the 2022-2023 school year?"</p> <p>InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2022 (for example, 08/22/2022)."</p> <p>Pre-unit "Date school started in 2022"</p> <p>Watermark "MM/DD/YYYY"</p>	Length of school year	SCS020A
A2b	<p>Question: What are the end dates for this school for the 2022-2023 school year?"</p> <p>InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2023 (for example, 05/22/2023)."</p> <p>Pre-unit "Date school ends in 2023"</p> <p>Watermark "MM/DD/YYYY"</p>	Length of school year	SCS020B
A2c	<p>Question: What are the end dates for this school for the 2021-2022 school year?"_x000D_ _x000D_ Pre-unit "Month school ends in 2022"_x000D_ _x000D_ Watermark "Select month"_x000D_ ----_x000D_ 1. January_x000D_ 2. February_x000D_ 3. March_x000D_ 4. April_x000D_ 5. May_x000D_ 6. June_x000D_ 7. July_x000D_ 8. August_x000D_ 9. September_x000D_ 10. October_x000D_ 11. November_x000D_ 12. December_x000D_</p>	Length of school year	
A2d	<p>Pre-unit "Day school ends in 2022"_x000D_ _x000D_ Watermark "Enter day"</p>	Length of school year	

A3a	<p>Question "Approximately, what is the Average Daily Attendance for your school this year?"</p> <p>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</p>	Enrollment and attendance	SCS030A
A3b	<p>Question "Approximately, what is the Average Daily Attendance for your school this year? Percent average daily attendance"</p> <p>Watermark "Enter percent"</p>	Enrollment and attendance	SCS030B
A3c	<p>Question "Approximately, what is the Average Daily Attendance for your school this year? Average number of students attending daily"</p> <p>Watermark "Enter number"</p>	Enrollment and attendance	SCS030C
A4a	<p>Question "The following questions ask about enrollment at your school. Enter the approximate number of children for each of the following.</p> <p>Total enrollment in kindergarten in your school around October 1, 2022 or the date nearest to that for which data are available."</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter Number"</p>	Enrollment and attendance	SCS040A

A4b	<p>Question “Total enrollment in your school (across all grades) around October 1, 2022, or the date nearest to that for which data are available.”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter Number”</p>	Enrollment and attendance	SCS040B
A4c	<p>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.””</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter Number”</p>	Enrollment and attendance	
A4d	<p>Question “Number of children who have left your school since October 1, 2022, and have not returned. If no children have left your school since October 1, 2022, enter “0.””</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter Number”</p>	Enrollment and attendance	

A5	<p>Question "Select all grade levels included in your school."</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none">1. Ungraded2. Prekindergarten3. Transitional (or readiness) kindergarten (TK)4. Kindergarten5. Transitional first (or pre-first) grade6. 1st grade7. 2nd grade8. 3rd grade9. 4th grade10. 5th grade11. 6th grade12. 7th grade13. 8th grade14. 9th grade15. 10th grade16. 11th grade17. 12th grade	School type	SCS050
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A6	<p>Question “Which of the following programs does your school currently offer?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	School programs including full and half-day kindergarten programming, and transitional kindergarten	SCS060
A7	<p>Question “How do children qualify for participation in your school’s transitional (or readiness) kindergarten program?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Student age (for example, students who are young for their first-grade cohort) 2. Universal to all 4 year olds 3. Teacher recommendation 4. Parental request 5. School readiness score 6. None of the above 91. Other (Please specify): 	School programs including full and half-day kindergarten programming, and transitional kindergarten	
A7os		Other specify text for school programs including full and half-day kindergarten programming, and transitional kindergarten	

A8	<p>Question “How do children qualify for participation in your school’s transitional first (or pre-first) grade program?”</p> <p>InstResp “Select all that apply.”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Student age (for example, students who are young for their first-grade cohort) 2. Universal to all 5 year olds 3. Teacher recommendation 4. Parental request 5. School readiness score 6. None of the above 91. Other (Please specify): 	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>	
A8os		<p>Other specify text for school programs including full and half-day kindergarten programming, and transitional kindergarten</p>	

A9	<p>Question "Which of the following characterizes your school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	School type (public/private; affiliation; grades; magnet; etc.)	SCS070
A10a	<p>Question "In what year did this school start providing instruction as a public charter school?"</p> <p>InstResp "Enter the year."</p> <p>Watermark "Enter year"</p>	School type (public/private; affiliation; grades; magnet; etc.)	
A10b	<p>Question "Which of the following characterizes your public charter school?"</p> <p>----</p> <ol style="list-style-type: none"> 1. For profit 2. Not for profit 	School type (public/private; affiliation; grades; magnet; etc.)	SCS080

A11a1	<p>Question “Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups?”</p> <p>Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.</p> <p>Hispanic or Latino/Latina of any race</p> <p>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%.”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090A1
A11a2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090A2
A11b1	<p>Question “American Indian or Alaska Native, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090B1

A11b2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090B2
A11c1	<p>Question “Asian, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090C1
A11c2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090C2
A11d1	<p>Question “Black or African American, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090D1

A11d2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090D2
A11e1	<p>Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090E1
A11e2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090E2
A11f1	<p>Question “White, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090F1

A11f2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090F2
A11g1	<p>Question “Two or more races, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090G1
A11g2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS090G2
A12a	<p>Question “During this school year, approximately what percentage of students at your school are...”</p> <p>Chronically absent?”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark “Enter percentage”</p> <p>“Don’t know”</p>	<p>Enrollment and attendance</p>	SCS100A

A12b	<p>Question "Homeless?"</p> <p>"Don't know"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS100B
A12c	<p>Question "From migrant families?"</p> <p>"Don't know"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	SCS100C
A13a	<p>Question "About what percentage of the children enrolled in this school are... From the surrounding neighborhood?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>	SCS110A
A13b	<p>Question "Bused to achieve equitable access to resources?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>	SCS110B

A13c	<p>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.)?”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark “Enter percentage”</p>	Enrollment and attendance	SCS110C
A13d	<p>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).”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark “Enter percentage”</p>	Enrollment and attendance	SCS110D
A13e	<p>Question “Attend the school under public school choice.”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark “Enter percentage”</p>	Enrollment and attendance	SCS110E
A14	<p>Question “How many children are currently enrolled in kindergarten classes?”</p> <p>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.”</p> <p>Watermark “Enter number”</p>	Enrollment and attendance	SCS120

A15a	<p>Question “How many of each of the following types of classes do you have in your school?”</p> <p>Half-day kindergarten”</p> <p>InstResp “Enter number. If none, please enter “0.””</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>	SCS130A
A15b	<p>Question “Full-day kindergarten”</p> <p>InstResp “Enter number. If none, please enter “0.””</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>	SCS130B
A16	<p>Question “By what date did a child need to turn five to enter kindergarten for this school year, 2022-23?”</p> <p>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.”</p> <p>Pre-unit “Date”</p> <p>Watermark “MM/DD/YYYY”</p> <p>“No cutoff date to enter kindergarten”</p>	<p>Entry age for kindergarten</p>	SCS140
A16b	<p>Pre-unit “Day”_x000D_ _x000D_ Watermark “Enter day”</p>		
A16c	<p>Pre-unit “Year”_x000D_ _x000D_ Watermark “Enter year”</p>		

A17	<p>Question "What days of the week is your school in session?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday 	Information on school week (days and length of each day)	SCS150
A18	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS160
A19a	<p>Question "What time is breakfast served at the school?"</p> <p>Time breakfast starts:"</p> <p>Pre-unit "Time"</p> <p>Watermark "hh:mm AM/PM"</p> <p>InstResp "Enter hour (hh), minutes (mm), and time period (AM or PM)."</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	
A19b	<p>Question "Time breakfast ends:"</p> <p>Pre-unit "Time"</p> <p>Watermark "hh:mm AM/PM"</p> <p>InstResp "Enter hour (hh), minutes (mm), and time period (AM or PM)."</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	
A19c	<p>Question "What time is breakfast served at the school?_x000D_ _x000D_ Hour breakfast ends:"</p>		
A19d	Question "Minutes:"		

A20a	<p>Question “How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October?”</p> <p>Paid school breakfasts”</p> <p>Pre-unit “Number of breakfasts”</p> <p>InstResp “Please enter the number. If none, enter “0.””</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS170A
A20b	<p>Question “Free school breakfasts”</p> <p>Pre-unit “Number of breakfasts”</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS170B
A20c	<p>Question “Reduced-price school breakfasts”</p> <p>Pre-unit “Number of breakfasts”</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS170C
A21	<p>Question “What is the price of a USDA-reimbursable breakfast for students who pay the full price?”</p> <p>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).</p> <p>Pre-unit: “Standard full price \$”</p> <p>Watermark “00.00”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	

A21b	<p>Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”</p>		
A22a	<p>Question “What is the price of a USDA-reimbursable breakfast for students who pay the reduced price?”</p> <p>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).</p> <p>Pre-unit: “Reduced price \$”</p> <p>Watermark “00.00”</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>	
A22b	<p>Question “What are the reasons why your school does not participate in USDA’s school breakfast program?”</p> <p>InstResp “Select all that apply”</p> <p>----</p> <ol style="list-style-type: none"> 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 <p>91. Other (Please specify):</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>	SCS180
A22bOS		<p>Other specify for school breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>	

A23	<p>Question "Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?"</p> <p>----</p> <p>1. Yes 2. No</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS190
A24a	<p>Question "How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?"</p> <p>Paid school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>InstResp "Please enter the numbers. If none, enter "0.""</p> <p>Watermark "Enter number"</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS200A
A24b	<p>Question "Free school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>Watermark "Enter number"</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS200B
A24c	<p>Question "Reduced-price school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>Watermark "Enter number"</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS200C

A25	<p>Question “What is the price of a USDA-reimbursable lunch for students who pay the full price?”</p> <p>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).</p> <p>Pre-unit: “Standard full price \$”</p> <p>Watermark “00.00”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	
A25b	<p>Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	
A26	<p>Question “What is the price of a USDA-reimbursable lunch for students who pay the reduced price?”</p> <p>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).</p> <p>Pre-unit: “Reduced price \$”</p> <p>Watermark “00.00”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	

A26b	<p>Question “and”_x000D_ _x000D_ Pre-unit: “Cents”_x000D_ _x000D_ Watermark “Cents”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	
A27a	<p>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?”</p> <p>Free school meals”</p> <p>Pre-unit “Number approved”</p> <p>InstResp “Please enter the numbers. If none, enter “0.””</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS210A
A27b	<p>Question “Reduced-price meals”</p> <p>Pre-unit “Number approved”</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS210B
A27c	<p>Question “What are the reasons why your school does not participate in USDA’s school lunch program?”</p> <p>InstResp “Select all that apply”</p> <p>----</p> <ol style="list-style-type: none"> 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 <p>91. Other (Please specify):</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS210C
A27cos		Other specify for school breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals	SCS210C S

A28	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Characteristics section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	Principal's years in the role of principal	
A28os		Other specify for principal's years in the role of principal	

ASTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	SCS998
A29	<p>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."</p>	Thank you to respondent	SCS999

B0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	SFS000
B1a	<p>Question “This section of the survey asks questions about your school’s facilities and resources.</p> <p>In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?</p> <p>Cafeteria”</p> <p>InstResp: “Select one response for each row.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010A

B1b	<p>Question "Computer lab"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010B
B1c	<p>Question "Library/media center"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010C
B1d	<p>Question "Art room"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010D
B1e	<p>Question "Gymnasium"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010E
B1f	<p>Question "{Continued} In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?"</p> <p>Music room"</p> <p>InstResp: "Select one response for each row."</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010F

B1g	<p>Question "Playground"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010G
B1h	<p>Question "Classrooms"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010H
B1i	<p>Question "Auditorium"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010I
B1j	<p>Question "Multi-purpose room"</p> <p>----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	Adequacy of facilities and resources	SFS010J
B2	<p>Question "How many children is this school designed to accommodate?"</p> <p>InstResp "Enter number. If none, enter "0.""</p> <p>Pre-unit "Number of children"</p> <p>Watermark "Enter number"</p>	Adequacy of facilities and resources	SFS020

B3a	<p>Question "How many computers in this school are used for...</p> <p>Instructional purposes only?"</p> <p>InstResp "If none, enter "0.""</p> <p>Pre-unit "Number of computers"</p> <p>Watermark "Enter number"</p>	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>	SFS030A
B3b	<p>Question "Both instructional and administrative purposes?"</p> <p>Pre-unit "Number of computers"</p> <p>Watermark "Enter number"</p>	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>	SFS030B
B4a	<p>Question "Are desktop computers, laptops, Chromebooks, tablets, or other electronic devices with access to local area network (LAN) only..."</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>	

B4b	<p>Question “Are desktop computers, laptops, Chromebooks, tablets, or other electronic devices , with access to the internet...”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other	SFS040
TBD3			SFS050
TBD4			SFS060
TBD5			SFS070
TBD6a			SFS080A
TBD6b			SFS080B

TBD6c			SFS080C
TBD6d			SFS080D
TBD6e			SFS080E
TBD6f			SFS080F
TBD6g			SFS080G
TBD6h			SFS080H
TBD6hos			SFS080H S
TBD7			SFS090
TBD7OS			SFS090OS

TBD8			SFS100
TBD8OS			SFS100OS
B5	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Facilities and Resources section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	Principal's years in the role of principal	

B5os		Other specify for principal's years in the role of principal	
BSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	SFS998
B6	<p>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."</p>	Thank you to respondent	SFS999

C0	<p>Question "Thank you for launching the ECLS survey!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	Introduction	FCS000
C1	<p>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?"</p> <p>InstResp "Please include programs run by the school and those run by outside groups.</p> <p>Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Programs or services for children on the school site	FCS010

			FCS020
C2	<p>Question "Are any of the following programs or services for parents and families available at your school site? "</p> <p>InstResp "Please include programs run by the school and those run by outside groups. Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	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)	FCS030

TBD9			FCS040
C3a	<p>Question "Please indicate how often each of the following activities is provided by your school.</p> <p>PTA, PTO, or Parent-Teacher-Student organization meetings"</p> <p>----</p> <ol style="list-style-type: none"> 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 	Parent involvement (e.g., volunteering, attending school events, and PTA)	FCS050A

C3b	<p>Question "Reports of child's performance provided to parents (for example, report cards)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>	FCS050B
C3c	<p>Question "Information on the child's standardized assessment scores provided to parents"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>	FCS050C
C3d	<p>Question "Teacher-parent conferences"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>	FCS050D
C3e	<p>Question "School performances to which parents are invited"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>	FCS050E
C3f	<p>Question "Classroom programs like class plays, book nights, or family math nights"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>	FCS050F

C4	<p>Question “Which of the following does your school use funds raised by your PTA/PTO to support?”.</p> <p>InstResp “Please include programs run by the school and those run by outside groups.</p> <p>Select all that apply.”</p> <p>-----</p> <ol style="list-style-type: none"> 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 (Please specify): 	Parent involvement (e.g., volunteering, attending school events, and PTA)	FCS060
C4OS		Other specify for parent involvement (e.g., volunteering, attending school events, and PTA)	
C5	<p>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?”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Limits on contributions of school parent teacher organizations	FCS070

C6a	<p>Question "During this school year, how often has your school used the following ways to communicate with all parents?"</p> <p>Electronic communication to all parents, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	FCS080A
C6b	<p>Question "Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	FCS080B
C7	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	
C7b	<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences	

C8	<p>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?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Classroom-specific assignments, including homework 2. Child- or parent-specific information, such as progress reports between grading periods 3. None of the above 91. Other (Please specify): 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>	
C8os		<p>Other specify for communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>	
C9a	<p>Question “Indicate how much you agree or disagree with the following statements about the school’s community and parents.</p> <p>Parents are actively involved in this school’s programs.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>	FCS090A
C9b	<p>Question “The community served by this school is supportive of its goals and activities.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>	FCS090B

C9c	<p>Question "Parents of children in this school are welcome to observe classes any time they are in session."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	Parent involvement (e.g., volunteering, attending school events, and PTA)	FCS090C
C10a	<p>Question "How much of a problem are the following in the neighborhood where this school is located?"</p> <p>Tensions based on racial, ethnic, or religious differences"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	FCS100A
C10b	<p>Question "Tensions based on economic differences"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	FCS100B
C10c	<p>Question "Selling or using drugs or excessive drinking in public"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)	FCS100C

C10d	<p>Question "Gangs"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>	FCS100D
C10e	<p>Question "{Continued} How much of a problem are the following in the neighborhood where this school is located?"</p> <p>Vacant houses and buildings"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>	FCS100E
C10f	<p>Question "Violence in the neighborhood"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>	FCS100F
C10g	<p>Question "Crime in the neighborhood"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>	FCS100G
C10h	<p>Question "Opioid addiction"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem <p>DON'T KNOW</p>	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>	FCS100H

C11a	<p>Question "To the best of your knowledge how often do the following types of problems occur at your school?"</p> <p>Children bring weapons to school."</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110A
C11b	<p>Question "Theft"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110B
C11c	<p>Question "Physical conflicts among students"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110C
C11d	<p>Question "Children bringing in or using alcohol at school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110D
C11e	<p>Question "Children bringing in or using illegal drugs at school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110E

C11f	<p>Question “[Continued] To the best of your knowledge how often do the following types of problems occur at your school?”</p> <p>Vandalism of school property”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110F
C11g	<p>Question “Student bullying”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110G
C11h	<p>Question “Widespread disorder in classrooms”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110H
C11i	<p>Question “Class cutting”</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)	FCS110I

C12	<p>Question “During this school year, which of the following measures has your school implemented to ensure the safety of children?”</p> <p>InstResp “Select all that apply.”</p> <p>-----</p> <ol style="list-style-type: none"> 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. Control access to school buildings during school hours (for example, locked or monitored doors) 4. Require metal detector checks on students every day 5. Equip classrooms with locks so that doors can be locked from the inside 6. Close the campus for most or all students during lunch 7. Use one or more random dog sniffs to check for drugs 8. Perform one or more random sweeps for contraband (for example, drugs or weapons), not including dog sniffs 9. Require students to wear uniforms 10. Enforce a strict dress code 11. Provide school lockers to students 12. Require clear book bags or ban book bags on school grounds 13. Have panic buttons or silent alarms that directly connect to law enforcement in the event of an incident 14. Provide a structured anonymous threat reporting system (for example, online submission, telephone hotline, or written submission via drop box) 15. Require students to wear badges or picture 	School-safety measures and drills	FCS120
C12os		Other specify for school-safety measures and drills	

C13	<p>Question “Which of the following emergency procedures have your students been drilled on during this school year?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Evacuation 2. Lockdown 3. Shelter in place 4. None of the above 91. Other (Please specify): 	Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	FCS130
C13OS		Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	FCS130OS
C14a	<p>Question “During this school year, how many days were school activities disrupted due to implementation of the following emergency procedures (not drills)?</p> <p>Evacuation”</p> <p>InstResp “Enter the number of days.”</p> <p>Pre-unit “Number of days:”</p> <p>Watermark “Enter Number”</p>	Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	FCS140
C14b	<p>Question “Lockdown”</p> <p>Pre-unit “Number of days:”</p> <p>Watermark “Enter Number”</p>	Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	
C14c	<p>Question “Shelter in place”</p> <p>Pre-unit “Number of days:”</p> <p>Watermark “Enter Number”</p>	Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	

C14d	<p>Question "Other emergency procedures: {C13OS}"</p> <p>Pre-unit "Number of days:"</p> <p>Watermark "Enter Number"</p>	Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)	
C15	<p>Question "Does your school implement any of the following policies and practices related to technology use?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 91. Other (Please specify): 	School policy regarding technology use	FCS150
C15os		Other specify for school policy regarding technology use	

TBD10a			FCS160
C16a	<p>Question "To what extent is each of the following a problem in this school?"</p> <p>Student tardiness"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170A
C16b	<p>Question "Student absenteeism"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170B
C16c	<p>Question "Student aggressive or disruptive behavior"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170C
C16d	<p>Question "Teacher absenteeism"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170D

C16e	<p>Question "Teacher turnover"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170E
C16f	<p>Question "Overcrowding"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate	FCS170F
C17a	<p>Question "During the past year, to what extent did any of the following changes occur at your school?"</p> <p>Funding levels decreased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)	
C17b	<p>Question "Enrollment increased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)	
C17c	<p>Question "Enrollment decreased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)	

C17d	<p>Question “The number of students receiving free or reduced-price lunch increased”</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17e	<p>Question “Student mobility increased (that is, the number of students transferring in and out of the school increased)”</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17f	<p>Question “There has been a reduction in staffing”</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17g	<p>Question “{Continued} During the past year, to what extent did any of the following changes occur at your school?</p> <p>Class sizes increased”</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	

C17h	<p>Question "Class sizes decreased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17i	<p>Question "Salaries increased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17j	<p>Question "Salaries decreased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	
C17k	<p>Question "Number of English language learners (ELL) increased"</p> <p>----</p> <ol style="list-style-type: none"> 1. Not at all 2. Small extent 3. Moderate extent 4. Large extent 	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students eligible for free and reduced priced-lunch)</p>	

C18	<p>Question "During the past year, were changes made to your school's assigned attendance area?"</p> <p>----</p> <p>1. Yes 2. No</p>	<p>Recent changes at the school.(e.g. funding levels, enrollment, student mobility, staffing, class size, percent of ELL students percent of students eligible for free and reduced priced-lunch)</p>	
C19	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School-Family-Community Connections section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <p>1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify):</p>	<p>Principal's years in the role of principal</p>	
C19os		<p>Other specify for Principal's years in the role of principal</p>	

CSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	FCS998
C20	<p>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."</p>	Thank you to respondent	FCS999

D0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	SPS000
D1	<p>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?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Kindergarten readiness/placement testing	SPS010

D2	<p>Question "How are the results of these readiness or placement tests used at your school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 91. Other (Please specify): 	Kindergarten readiness/placement testing	SPS020
D2OS		Other specify for Kindergarten readiness/placement testing	
D3	<p>Question "During this school year, have any of the following programs been implemented at this school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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. None of the above 	Programs to support positive student behavior (e.g. MTSS, SEL, PBIS)	SPS030

D4	<p>Question “Which of the following statements describe your school’s promotion and retention practices or policies for kindergartners?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Retention policies and practices	SPS040
D5	<p>Question “Which of the following statements describe your school’s retention practices or policies for retaining kindergartners?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Kindergartners can be retained for maturational reasons (for example, social/emotional immaturity). 2. Kindergartners can be retained at the request of their parents. 3. Kindergartners can be retained due to academic deficiencies (for example, below grade level). 4. Kindergartners can be retained due to failing a schoolwide standardized test. 5. Kindergartners can be retained more than once in kindergarten. 6. Kindergartners can be retained without parents’ permission. 7. Kindergartners with disabilities can be retained. 8. None of the above 	Retention policies and practices	SPS050
D6	<p>Question “How many kindergarten children were retained last school year?”</p> <p>Watermark “Enter number”</p>	Retention policies and practices	SPS060

D7	<p>Question "During this school year, were any children in your school assigned in-school or out of school suspension?"</p> <p>----</p> <p>1. Yes 2. No</p>	Retention policies and practices	SPS070
New			SPS080a
New			SPS080b
D8a	<p>Question "During this school year, how many children in your school who were assigned in-school or out of school suspension were... Male"</p> <p>----</p> <p>1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school</p>	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	

D8b	Question "Female" ---- 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8c	Question "English language learners (ELL)" ---- 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8d	Question "Students with disabilities" ---- 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school		

D8e	<p>Question "{Continued} During this school year, how many children in your school who were assigned in-school or out of school suspension were...</p> <p>Hispanic or Latino/Latina of any race"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8f	<p>Question "American Indian or Alaska Native, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8g	<p>Question "Asian, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	

D8h	<p>Question "Black or African American, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8i	<p>Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8j	<p>Question "White, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	
D8k	<p>Question "Two or more races, non-Hispanic"</p> <p>----</p> <ol style="list-style-type: none"> 1. None 2. A few 3. A quarter 4. About half 5. More than half 6. All or almost all 7. Not applicable - Student type not at this school 	Equitable school practices (e.g. suspensions and identification for gifted and talented programs)	

D9	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the School Policies and Practices section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	Principal's years in the role of principal	
DSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	SPS998

D10	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."	Thank you to respondent	SPS999
E0	<p>Question "Thank you for launching the ECLS survey!</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	Introduction	PPS000

E1	<p>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?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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. Not applicable – This school did not provide any of the services listed above. 91. Other (Please specify): 	Services provided to students experiencing homelessness or housing insecurity	PPS010
E1OS		Other specify for services provided to students experiencing homelessness or housing insecurity	
E2	<p>Question “Do any of the children in this school come from a home where a language other than English is spoken?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities	PPS020

E3a	<p>Question “What percentage of children in this school and in kindergarten are English language learners (ELL)?</p> <p>ELL among all students in school</p> <p>Pre-unit “Percent ELL”</p> <p>Watermark “Enter percentage”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	PPS030A
E3b	<p>Question “ELL among all students in kindergarten, including transitional kindergarten and transitional first grade”</p> <p>Pre-unit “Percent ELL”</p> <p>Watermark “Enter percentage”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>	PPS030B
E4a	<p>Question “What percentage of kindergarten children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?</p> <p>Percent receiving ESL instruction</p> <p>In regular classroom”</p> <p>InstResp: Enter "0" if instruction is not provided or if instruction is provided but no kindergartners receive the instruction.</p> <p>Watermark “Enter percent”</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>	PPS040A

E4b	<p>Question "In pull-out setting"</p> <p>Watermark "Enter percent"</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>	PPS040B
E4c	<p>Question "Percent receiving bilingual instruction In regular classroom"</p> <p>Watermark "Enter percent"</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>	PPS040C
E4d	<p>Question "In pull-out setting"</p> <p>Watermark "Enter percent"</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>	PPS040D

E4e	<p>Question “Percent receiving dual-language instruction</p> <p>In regular classroom”</p> <p>Watermark “Enter percent”</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>	PPD040E
E4f	<p>Question “In pull-out setting”</p> <p>Watermark “Enter percent”</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>	PPS040F

E5	<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."</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<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>	PPS050
E6	<p>Question "Are there any children with disabilities in this school receiving special education on any of the following plans?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 1. Individualized Education Program (IEP) 2. 504 plans based on section 504 of the Rehabilitation Act 3. Neither of these 	<p>Delivery of special education and related services to children with disabilities</p>	PPS060
E7a	<p>Question "Approximately what percentage of your kindergartners is in each of the following instructional programs?"</p> <p>Special education (with Individualized Education Program (IEP))"</p> <p>InstResp "Enter percent"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	<p>Delivery of special education and related services to children with disabilities</p>	PPS070A

E7b	<p>Question "{Approximately what percentage of your kindergartners is in each of the following instructional programs?}"</p> <p>Accommodations through a 504 plan"</p> <p>{InstResp "Enter percent."}</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p>	Delivery of special education and related services to children with disabilities	PPS070B
E7c	<p>Question "Reading instruction for students performing below grade level in reading"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	Delivery of special education and related services to children with disabilities	PPS070C
E7d	<p>Question "Math instruction for students performing below grade level in math"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	Delivery of special education and related services to children with disabilities	PPS070D
E7e	<p>Question "A gifted and talented program"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	Programs for gifted and talented children	PPS070E
E8	<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?"</p> <p>Pre-unit "Number of students"</p> <p>Watermark "Enter number"</p>	Identification of students for special education	PPS080

E9	<p>Question "How are students identified for gifted and talented programs at this school?"</p> <p>InstResp "Select all that apply." ----- 1. Universal screening 2. Teacher referral 3. None of the above 91. Other (Please specify):</p>	Identification of students for gifted and talented program	PPS090
E9OS		Other specify for identification of students for gifted and talented program	
E10	<p>Question "How are students identified for special education programs at this school?"</p> <p>InstResp "Select all that apply." ----- 1. Universal screening 2. Teacher referral 3. None of the above 91. Other (Please specify):</p>	Identification of students for special education	PPS100
E10os		Other specify for identification of students for special education	
E11	<p>Question "Where are children with Individual Education Programs (IEPs) typically served in this school?"</p> <p>----- 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</p>	Delivery of special education and related services to children with disabilities	PPS110

E12	<p>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."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	Principal's years in the role of principal	
E12os		Other specify for principal's years in the role of principal	

ESTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	PPS998
E13	<p>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."</p>	Thank you to respondent	PPS999

F0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	FPS000
F1a	<p>Question “This set of questions is for public schools. Please confirm whether your school is public or private.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Public 2. Private 	School type (public/private; affiliation; grades; magnet; etc.)	FPS010A
F1b	<p>Question “The next set of items pertain to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III.</p> <p>Did your school receive Federal Title I funds for this school year?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Receipt of Title I and Title III funding	FPS010B

F2	<p>Question “Is your school operating a Title I targeted assistance or schoolwide program?”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Targeted assistance program 2. Schoolwide program 	Services and programs/ Title I, including services for kindergartners	FPS020
F3a	<p>Question “Does your school’s Title I program serve children in the following grades?”</p> <p>Prekindergarten and/or transitional (readiness) kindergarten”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Services and programs/ Title I, including services for kindergartners	FPS030
F3b	<p>Question “Kindergarten”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Services and programs/ Title I, including services for kindergartners	
F3c	<p>Question “Transitional first (or pre-first) grade”</p> <p>-----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Services and programs/ Title I, including services for kindergartners	

F4	<p>Question "Does your school use Title I funds for any of the following purposes?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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. None of the above 	Services and programs/ Title I, including services for kindergartners	FPS040
F5	<p>Question "Did your school receive Federal Title III funds for this school year?"</p> <p>InstResp "Title III is for "Language Instruction for Limited English Proficient and Immigrant Students."</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Receipt of Title I and Title III funding	FPS050

F6	<p>Question "Does your school use Title III funds for any of the following purposes?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Services and programs/ Title III, including services for kindergartners	FPS060
F7a	<p>Question "Does your school's Title III program serve children in the following grades?"</p> <p>Prekindergarten and/or transitional (readiness) kindergarten"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Services and programs/ Title III, including services for kindergartners	FPS070
F7b	<p>Question "Kindergarten"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	Services and programs/ Title III, including services for kindergartners	

F7c	<p>Question “Transitional first (or pre-first) grade”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	<p>Services and programs/ Title III, including services for kindergartners</p>	
F8	<p>Question “The next items address federal requirements. At the end of the LAST school year (2021-22), what was this school’s status?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Unclassified 2. Comprehensive improvement 3. Targeted support 	<p>School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)</p>	FPS080
F9a	<p>Question “Which of the following actions has this school taken in response to the need for improvement?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Developed or revised a two-year school improvement plan 2. Offered students the choice to transfer to another public school 3. Offered supplemental educational services to students from low-income families 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 91. Other (Please specify): 	<p>School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)</p>	FPS090

F9aOS		Other specify for school status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)	
F9b	<p>Question "This set of questions is about grade 3 students. Does this school have grade 3 students?"</p> <p>----</p> <p>1. Yes 2. No</p>	Enrollment and attendance	
F10a	<p>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?"</p> <p>Reading or verbal skills"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	State assessment data (e.g. percent of students proficient and above in Reading and Math)	FPS100A
F10b	<p>Question "Mathematics or quantitative skills"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	State assessment data (e.g. percent of students proficient and above in Reading and Math)	FPS100B

F10c	<p>Question "Science"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>	FPS100C
F10d	<p>Question "English language proficiency for English language learners (ELL)"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>	FPS100D
F11	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the Federal Programs section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	<p>Principal's years in the role of principal</p>	
F11os		<p>Other specify for Principal's years in the role of principal</p>	

FSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	FPS998
F12	<p>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."</p>	Thank you to respondent	FPS999

G0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none">•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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	STS000
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G1a1	<p>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?</p> <p>Regular classroom teachers”</p> <p>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.””</p> <p>Pre-unit: “Full-time:”</p> <p>Watermark: “Enter number”</p>	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010A1
G1a2	<p>Pre-unit: “Part-time:”</p> <p>Watermark: “Enter number”</p>	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010A2
G1b1	<p>Question “ESL/Bilingual education/dual-language immersion/ELL instruction teachers”</p> <p>Pre-unit: “Full-time:”</p> <p>Watermark: “Enter number”</p>	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010B1
G1b2	<p>Pre-unit: “Part-time:”</p> <p>Watermark: “Enter number”</p>	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010B2
G1c1	<p>Question “Drama, music, or art teachers”</p> <p>Pre-unit: “Full-time:”</p> <p>Watermark: “Enter number”</p>	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010C1

G1c2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010C2
G1d1	Question "Gym/PE or health teachers" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010D1
G1d2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010D2
G1e1	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"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010E1
G1e2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010E2
G1f1	Question "Paraprofessionals (for example, classroom aides)" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010F1
G1f2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010F2
G1g1	Question "Teachers of gifted/talented students" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010G1

G1g2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010G2
G1h1	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"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010H1
G1h2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010H2
G1i1	Question "Math specialists and interventionists" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010I1
G1i2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010I2
G1j1	Question "School nurses or health professionals" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010J1
G1j2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010J2

G1k1	Question "School psychologists and social workers" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010K1
G1k2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010K2
G1l1	Question "Counselors (for example, guidance or academic counselors)" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010L1
G1l2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010L2
G1m1	Question "Library media specialists/librarians" Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010M1
G1m2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010M2
G1n1	Question "Computer/technology teachers or support staff " Pre-unit: "Full-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010N1
G1n2	Pre-unit: "Part-time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS010N2

G2	<p>Question “Does your school currently have any staff members who do the following as their primary role or one of their primary roles?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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. None of the above 	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals	STS020
G3a1	<p>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?”</p> <p>Hispanic or Latino/Latina of any race”</p> <p>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%.”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	The racial and ethnic composition of teaching staff	STS030A1

G3a2	<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	The racial and ethnic composition of teaching staff	STS030A2
G3b1	<p>Question "American Indian or Alaska Native, non-Hispanic"</p> <p>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%.</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	The racial and ethnic composition of teaching staff	STS030B1
G3b2	<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	The racial and ethnic composition of teaching staff	STS030B2
G3c1	<p>Question "Asian, non-Hispanic"</p> <p>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%.</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	The racial and ethnic composition of teaching staff	STS030C1
G3c2	<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	The racial and ethnic composition of teaching staff	STS030C2

G3d1	<p>Question “Black or African American, non-Hispanic”</p> <p>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%.</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	The racial and ethnic composition of teaching staff	STS030D1
G3d2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	The racial and ethnic composition of teaching staff	STS030D2
G3e1	<p>Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	The racial and ethnic composition of teaching staff	STS030E1
G3e2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	The racial and ethnic composition of teaching staff	STS030E2
G3f1	<p>Question “White, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	The racial and ethnic composition of teaching staff	STS030F1
G3f2	<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	The racial and ethnic composition of teaching staff	STS030F2
G3g1	<p>Question “Two or more races, non-Hispanic”</p> <p>Pre-unit “Number:”</p> <p>Watermark “Enter number”</p>	The racial and ethnic composition of teaching staff	STS030G1

G3g2	<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	The racial and ethnic composition of teaching staff	STS030G2
G4	<p>Question "What is the average starting salary for full-time first year teachers in your school?"</p> <p>InstResp "Please round to the nearest dollar."</p> <p>Watermark "Enter number"</p>	Teacher compensation (base salary range, average starting salary, and monetary incentives)	STS040
G5	<p>Question "What is the lowest annual base salary currently paid to full-time teachers in your school?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Less than \$25,000 2. \$25,000 to \$35,000 3. \$35,001 to \$45,000 4. \$45,001 to \$55,000 5. \$55,001 to \$65,000 6. \$65,001 to \$75,000 7. \$75,001 to \$85,000 8. \$85,001 to \$95,000 9. \$95,001 to \$105,000 10. \$105,001 to \$115,000 11. \$115,001 to \$125,000 91. More than \$125,000 (Please specify): 	Teacher compensation (base salary range, average starting salary, and monetary incentives)	
G5OS		Teacher compensation (base salary range, average starting salary, and monetary incentives)	

G6	<p>Question "What is the highest annual base salary currently paid to full-time teachers in your school?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Less than \$25,000 2. \$25,000 to \$35,000 3. \$35,001 to \$45,000 4. \$45,001 to \$55,000 5. \$55,001 to \$65,000 6. \$65,001 to \$75,000 7. \$75,001 to \$85,000 8. \$85,001 to \$95,000 9. \$95,001 to \$105,000 10. \$105,001 to \$115,000 11. \$115,001 to \$125,000 91. More than \$125,000 (Please specify): 	Teacher compensation (base salary range, average starting salary, and monetary incentives)	
G6OS		Other specify for teacher compensation (base salary range, average starting salary, and monetary incentives)	
G7	<p>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..."</p> <p>InstResp "Select all that apply"</p> <p>----</p> <ol style="list-style-type: none"> 1. Improved student performance on state tests? 2. Reaching target goals on state tests? 	Teacher compensation (base salary range, average starting salary, and monetary incentives)	

G8a	<p>Question "Please indicate the number of regular classroom teachers who have joined or left your school since the start of the school year.</p> <p>Number of regular classroom teachers who have started teaching in your school since the start of the school year.</p> <p>InstResp "Enter in the approximate numbers. If no teachers have left or started your school during the school year, enter "0.""</p> <p>Pre-unit "Number of Teachers"</p> <p>Watermark "Enter number"</p>	Teacher mobility	
G8b	<p>Question "Number of regular classroom teachers who have left your school since the start of the school year, and have not returned."</p> <p>Pre-unit "Number of Teachers"</p> <p>Watermark "Enter number"</p>	Teacher mobility	
G9a	<p>Question "Indicate how much you agree or disagree with the following statements about your school and staff."</p> <p>InstResp "Mark one response on each row."</p> <p>"There is consensus among administrators and teachers on goals and expectations."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	

G9b	<p>Question "We have an active professional development program for teachers."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G9c	<p>Question "Teachers are very active in planning staff development activities in this school."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G9d	<p>Question "There is adequate time for teacher professional development."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	School climate	
G9e	<p>Question "Please select the position that best describes you and, if applicable, any other staff who helped complete the Staffing and Teacher Characteristics section."</p> <p>InstResp "Select all that apply. Select the one that best describes you and any other staff who completed this section, if applicable."</p> <p>----</p> <ol style="list-style-type: none"> 1. Principal/Administrator 2. Vice principal 3. Counselor 4. School administrative personnel 5. District administrative personnel 6. None of the above 91. Other (Please specify): 	Principal's years in the role of principal	

G9eos		Other specify for Principal's years in the role of principal	
GSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	STS998
G10	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."	Thank you to respondent	STS999

H0	<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction	SAS000
H1	<p>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?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Male 2. Female 	Principal’s gender, age, and race/ethnicity	SAS010
H2	<p>Question “In what year were you born?”</p> <p>Watermark: “Enter year”</p>	Principal’s gender, age, and race/ethnicity	SAS020

H3	<p>Question "Are you Hispanic or Latino/Latina?"</p> <p>----</p> <p>1. Yes 2. No</p>	Principal's gender, age, and race/ethnicity	SAS030
H4	<p>Question "Which best describes your race?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <p>1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Native Hawaiian or Other Pacific Islander 5. White</p>	Principal's gender, age, and race/ethnicity	SAS040
H5a	<p>Question "How many years of experience do you have in each of the following positions, including years in which you worked part time?"</p> <p>Years as a teacher before becoming a school administrator or principal"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	Principal's years in the role of teacher	SAS050A
H5b	<p>Question "Total number of years as a school administrator or principal at any school"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	Principal's years in the role of principal	SAS050B
H5c	<p>Question "Number of years as a school administrator or principal at this school"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	Principals' years at the study school	SAS050C

H6	<p>Question “Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Principal's formal education	SAS060
H7	<p>Question “What is the highest level of education you have completed?”</p> <p>----</p> <ol style="list-style-type: none"> 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) 	Principal's formal education	SAS070

H8	<p>Question “What was your major field(s) of study in the highest degree you completed?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	Principal’s formal education	SAS080
H9a	<p>Question “Please estimate how many hours you spend on average each week on the following activities.</p> <p>Working with teachers on instructional issues”</p> <p>InstResp “Enter number of hours.”</p> <p>Watermark: “Enter hours”</p> <p>Pre-unit “Enter hours”</p>	Principal’s time allocation	SAS090A
H9b	<p>Question “Internal school management (weekly calendars, vendors, office, memos, etc., including work with administrative and support staff)”</p> <p>Watermark: “Enter hours”</p> <p>Pre-unit “Enter hours”</p>	Principal’s time allocation	SAS090B
H9c	<p>Question “Student discipline (including working with students directly and working with teachers to address student behavioral issues)”</p> <p>Watermark: “Enter hours”</p> <p>Pre-unit “Enter hours”</p>	Principal’s time allocation	SAS090C

H9d	<p>Question "Student attendance"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090D
H9e	<p>Question "Monitoring hallways, playground, lunchroom, etc."</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090E
H9f	<p>Question "{Continued} Please estimate how many hours you spend on average each week on the following activities.</p> <p>Teaching"</p> <p>Watermark: "Enter hours"</p> <p>InstResp "Enter number of hours."</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090F
H9g	<p>Question "Talking and meeting with parents"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090G
H9h	<p>Question "Meeting with students"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090H
H9i	<p>Question "Paperwork required by local, state, or federal authorities"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	Principal's time allocation	SAS090I

H10	<p>Question "What is your best estimate of the percentage of children at this school you know by name?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Nearly every child 2. 76% or more 3. 51% to 75% 4. 26% to 50% 5. 25% or less 	Principal's familiarity with students	SAS100
H11	<p>Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Principal's familiarity with students	SAS110
H12	<p>Question "Do you speak a language other than English with students' families whose native language is not English?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	Principal's familiarity with students	SAS120

H13	<p>Question "What language(s) other than English do you speak with students at your school or with their families?"</p> <p>InstResp: "Select all that apply." -----</p> <ol style="list-style-type: none"> 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. None of the above 91. Other language (Please specify): 	Use of language other than English with students and families	SAS130
H13OS		Other specify for use of language other than English with students and families	SAS130OS

HSTOP	<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question	SAS998
H14	<p>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."</p>	Thank you to respondent	SAS999

National Item Wording	National Construct	Added	Dropped
<p>Question “Thank you for launching the ECLS survey!</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> ●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. <p>Please click on the “Next” button below to start the survey.”</p>	Introduction		
<p>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?”</p> <p>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.”</p> <p>Pre-unit: “Number of Instructional Days”</p> <p>Watermark “Enter number”</p>	Length of school year		

<p>Question "What are the start dates for this school for the 2023-2024 school year?"</p> <p>InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2023 (for example, 08/22/2023)."</p> <p>Pre-unit "Date school started in 2023"</p> <p>Watermark "MM/DD/YYYY"</p>	<p>Length of school year</p>		
<p>Question: What are the end dates for this school for the 2023-2024 school year?"</p> <p>InstResp "Please enter the two-digit month, two-digit day, and four-digit year of 2024 (for example, 05/22/2024)."</p> <p>Pre-unit "Date school ends in 2024"</p> <p>Watermark "MM/DD/YYYY"</p>	<p>Length of school year</p>		
			<p>Yes</p>
			<p>Yes</p>

<p>Question "Approximately, what is the Average Daily Attendance for your school this year?"</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"> 1. Answer as percent average daily attendance 2. Answer as average number of students attending daily 	<p>Enrollment and attendance</p>		
<p>Question "Approximately, what is the Average Daily Attendance for your school this year?"</p> <p>Percent average daily attendance"</p> <p>Watermark "Enter percent"</p>	<p>Enrollment and attendance</p>		
<p>Question "Approximately, what is the Average Daily Attendance for your school this year?"</p> <p>Average number of students attending daily"</p> <p>Watermark "Enter number"</p>	<p>Enrollment and attendance</p>		
<p>Question "The following questions ask about enrollment at your school. Enter the approximate number of children for each of the following.</p> <p>Total enrollment in kindergarten in your school around October 1, 2023 or the date nearest to that for which data are available."</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter Number"</p>	<p>Enrollment and attendance</p>		

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"	Enrollment and attendance		
			Yes
			Yes

<p>Question "Select all grade levels included in your school."</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none">1. Ungraded2. Prekindergarten3. Transitional (or readiness) kindergarten (TK)4. Kindergarten5. Transitional first (or pre-first) grade6. 1st grade7. 2nd grade8. 3rd grade9. 4th grade10. 5th grade11. 6th grade12. 7th grade13. 8th grade14. 9th grade15. 10th grade16. 11th grade17. 12th grade	School type		
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<p>Question "Which of the following programs does your school currently offer?"</p> <p>InstResp "Select all that apply." ----</p> <ol style="list-style-type: none"> 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 	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>		
			Yes
			Yes

			Yes
			Yes

<p>Question "Which of the following characterizes your school?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<p>School type (public/private; affiliation; grades; magnet; etc.)</p>		
			Yes
<p>Question "Which of the following characterizes your public charter school?"</p> <p>-----</p> <ol style="list-style-type: none"> 1. For profit 2. Not for profit 	<p>School type (public/private; affiliation; grades; magnet; etc.)</p>		

<p>Question “Approximately how many or what percentage of the children in your school belongs to each of the following racial/ethnic groups?”</p> <p>Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.</p> <p>Hispanic or Latino/Latina of any race</p> <p>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%.}”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question “or”</p> <p>Pre-unit: “Percent:”</p> <p>Watermark: “Enter percent”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question “American Indian or Alaska Native, non-Hispanic”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		

<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "Asian, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "Black or African American, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		

<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "White, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		

<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "Two or more races, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "During this school year, approximately what percentage of students at your school are..."</p> <p>Chronically absent?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p> <p>"Don't know"</p>	<p>Enrollment and attendance</p>		

<p>Question "Experiencing homelessness?"</p> <p>"Don't know"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "From migrant families?"</p> <p>"Don't know"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "About what percentage of the children enrolled in this school are... From the surrounding neighborhood?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>		
<p>Question "Bused to achieve equitable access to resources?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>		

<p>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.)?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>		
<p>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))?"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>		
<p>Question "Attend the school under public school choice."</p> <p>Pre-unit "Percentage:"</p> <p>Watermark "Enter percentage"</p>	<p>Enrollment and attendance</p>		
<p>Question "How many children are currently enrolled in kindergarten classes?"</p> <p>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."</p> <p>Watermark "Enter number"</p>	<p>Enrollment and attendance</p>		

<p>Question "How many of each of the following types of classes do you have in your school?"</p> <p>Half-day kindergarten"</p> <p>InstResp "Enter number. If none, please enter "0.""</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>		
<p>Question "Full-day kindergarten"</p> <p>InstResp "Enter number. If none, please enter "0.""</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>School programs including full and half-day kindergarten programming, and transitional kindergarten</p>		
<p>Question "By what date did a child need to turn five to enter kindergarten for this school year, 2023-24?"</p> <p>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."</p> <p>Pre-unit "Date"</p> <p>Watermark "MM/DD/YYYY"</p> <p>"No cutoff date to enter kindergarten"</p>	<p>Entry age for kindergarten</p>		
			Yes
			Yes

<p>Question "What days of the week is your school in session?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday 	<p>Information on school week (days and length of each day)</p>		
<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
			Yes
			Yes
			Yes
			Yes

<p>Question "How many federally-reimbursable school breakfasts did your school serve at free, reduced price, and paid rates over the entire month of October?"</p> <p>Paid school breakfasts"</p> <p>Pre-unit "Number of breakfasts"</p> <p>InstResp "Please enter the number. If none, enter "0.""</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
<p>Question "Free school breakfasts"</p> <p>Pre-unit "Number of breakfasts"</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
<p>Question "Reduced-price school breakfasts"</p> <p>Pre-unit "Number of breakfasts"</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
			<p>Yes</p>

			Yes
			Yes
<p>Question "What are the reasons why your school does not participate in USDA's school breakfast program?"</p> <p>InstResp "Select all that apply"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
	<p>Other specify for school breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		Yes

<p>Question "Does your school participate in the U.S. Department of Agriculture's (USDA's) school lunch program?"</p> <p>----</p> <p>1. Yes 2. No</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
<p>Question "How many federally-reimbursable school lunches did your school serve at free, reduced price, and paid rates over the last month?"</p> <p>Paid school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>InstResp "Please enter the numbers. If none, enter "0.""</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
<p>Question "Free school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		
<p>Question "Reduced-price school lunches"</p> <p>Pre-unit "Number of lunches"</p> <p>Watermark "Enter number"</p>	<p>School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals</p>		

			Yes
			Yes
			Yes

			Yes
<p>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?”</p> <p>Free school lunches”</p> <p>Pre-unit “Number approved”</p> <p>InstResp “Please enter the numbers. If none, enter “0.””</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals		
<p>Question “Free school lunches”</p> <p>Pre-unit “Number of lunches”</p> <p>Watermark “Enter number”</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals		
<p>Question “What are the reasons why your school does not participate in USDA’s school lunch program?”</p> <p>InstResp “Select all that apply”</p> <p>----</p> <ol style="list-style-type: none"> 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 <p>91. Other</p>	School breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals		
	Other specify for school breakfast and lunch programs and the percentage of children eligible for free or reduced-price meals		

			Yes
			Yes

<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	<p>Review question</p>		
<p>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."</p>	<p>Thank you to respondent</p>		

<p>Question "Thank you for launching the ECLS survey!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	<p>Introduction</p>		
<p>Question "This section of the survey asks questions about your school's facilities and resources.</p> <p>In general, how adequate are each of the following school facilities for meeting the needs of the children in your school?</p> <p>Cafeteria"</p> <p>InstResp: "Select one response for each row." ----</p> <ol style="list-style-type: none"> 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate 	<p>Adequacy of facilities and resources</p>		

<p>Question "Computer lab" ---- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Library/media center" ---- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Art room" ---- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Gymnasium" ---- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>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</p>	<p>Adequacy of facilities and resources</p>		

<p>Question "Playground" ----- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Classrooms" ----- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Auditorium" ----- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>Question "Multi-purpose room" ----- 1. Do not have 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate</p>	<p>Adequacy of facilities and resources</p>		
<p>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"</p>	<p>Adequacy of facilities and resources</p>		

<p>Question "Please describe the availability and use of school desktop computers, laptops, Chromebooks, tablets, or other electronic devices by their type of access.</p> <p>How many computers in this school are used for...</p> <p>Instructional purposes only?"</p> <p>InstResp "If none, enter "0.""</p> <p>Pre-unit "Number of computers"</p> <p>Watermark "Enter number"</p>	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>		
<p>Question "Both instructional and administrative purposes?"</p> <p>Pre-unit "Number of computers"</p> <p>Watermark "Enter number"</p>	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>		
			Yes

<p>Question "Please describe the availability and use of school desktop computers, laptops, Chromebooks, tablets, or other electronic devices by their type of access."</p> <p>InstResp "Select all that apply." ----</p> <ol style="list-style-type: none"> 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 	<p>Availability and use (e.g. instructional, administrative, and student assessment) of electronic devices including desktop computers, laptops, Chromebooks, tablets or other</p>		
<p>Question: "Please select all of the modes of instruction that have been in use at your school this school year." ----</p> <ol style="list-style-type: none"> 1. In-person instruction only 2. Remote instruction only 3. Blended or hybrid instruction 	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>Question "Approximately what percentage of instruction at your school occurred in person so far this school year?"</p> <p>Watermark "Enter percentage"</p>	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>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?" ----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>Question "What percentage of the funding your school has received to date has been spent in the following categories?"</p> <p>Academic recovery programs"</p> <p>Watermark "Enter percentage"</p>	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>Question "Technology"</p> <p>Watermark "Enter percentage"</p>	<p>School Policies and Practices</p>	<p>Yes</p>	

Question "Facilities" Watermark "Enter percentage"	School Policies and Practices	Yes	
Question "Social emotional learning programs" Watermark "Enter percentage"	School Policies and Practices	Yes	
Question "Mental and physical health" Watermark "Enter percentage"	School Policies and Practices	Yes	
Question "Summer, after school, and other extended learning and enrichment programs" Watermark "Enter percentage"	School Policies and Practices	Yes	
Question "Staffing" Watermark "Enter percentage"	School Policies and Practices	Yes	
Question "Other, specify" Watermark "Enter percentage"	School Policies and Practices	Yes	
(other specify text string for TBD6)	School Policies and Practices	Yes	
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.)}	School Policies and Practices	Yes	
(other specify text string for TBD7)	School Policies and Practices	Yes	

<p>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?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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.)} 	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>(other specify text string for TBD8)</p>	<p>School Policies and Practices</p>	<p>Yes</p>	
			<p>Yes</p>

			Yes
<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question		
<p>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."</p>	Thank you to respondent		

<p>Question "Thank you for launching the ECLS survey!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	<p>Introduction</p>		
<p>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?"</p> <p>InstResp "Please include programs run by the school and those run by outside groups.</p> <p>Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Programs or services for children on the school site</p>		

<p>Does your school provide any of the following services to children or their families?</p> <p>PROBE: This service can be provided by making referrals, or hosting other agencies who provide the services on or off site.</p> <p>InstResp "Select all that apply."</p> <p>a. Physical screenings or examinations (other than dental, hearing and vision)?</p> <p>b. Dental screenings or examinations?</p> <p>c. Hearing screenings or examinations?</p> <p>d. Vision screenings or examinations?</p> <p>e. Speech/language screenings or evaluations?</p> <p>f. Developmental assessments?</p> <p>g. Assessments of social skills or behavior problems?</p> <p>YES 1</p> <p>NO 2</p>	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>Question "Are any of the following programs or services for parents and families available at your school site? "</p> <p>InstResp "Please include programs run by the school and those run by outside groups. Select all that apply."</p> <p>----</p> <p>1. Parenting education programs (for example, classes on child development, education in being a parent, understanding children with special needs)</p> <p>2. Adult literacy program (including Adult Basic Education)</p> <p>3. Family literacy program</p> <p>4. Health or social services offered collaboratively by service agencies such as hospitals</p> <p>5. Orientation to school setting for new families</p> <p>6. Child care so that parents can attend school parent meetings or events</p> <p>7. Programs to learn English for parents or families whose native language is not English</p> <p>8. None of the above</p>	<p>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)</p>		

<p>Question "In the past 12 months, which of the following transition practices, if any, have you implemented at your school?"</p> <p>InstResp "Select all that apply, if applicable." -----</p> <ol style="list-style-type: none"> 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 	Kindergarten transition	Yes	
<p>Question "Please indicate how often each of the following activities is provided by your school.</p> <p>PTA, PTO, or Parent-Teacher-Student organization meetings" -----</p> <ol style="list-style-type: none"> 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 	Parent involvement (e.g., volunteering, attending school events, and PTA)		

<p>Question "Reports of child's performance provided to parents (for example, report cards)"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>		
<p>Question "Information on the child's standardized assessment scores provided to parents"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>		
<p>Question "Teacher-parent conferences"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences)</p>		
<p>Question "School performances to which parents are invited"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		
<p>Question "Classroom programs like class plays, book nights, or family math nights"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		

<p>Question "Which of the following does your school use funds raised by your PTA/PTO to support?"</p> <p>InstResp "Please include programs run by the school and those run by outside groups.</p> <p>Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		
			Yes
<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Limits on contributions of school parent teacher organizations</p>		

<p>Question "During this school year, how often has your school used the following ways to communicate with all parents?"</p> <p>Electronic communication to all parents, such as group emails, electronic newsletters, website postings, "robocalls" (mass automated phone calls), text alerts, or other electronic notices."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences</p>		
<p>Question "Non-electronic communication to all parents, such as letters, newsletters, personal phone calls, or other non-electronic messages."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Communication with parents and families (e.g. modes of communication, reports of student performance, parent-teacher conferences</p>		
			Yes
			Yes

			Yes
			Yes
<p>Question "Please indicate how much you agree or disagree with the following statements about the school's community and parents.</p> <p>Parents are actively involved in this school's programs."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		
<p>Question "The community served by this school is supportive of its goals and activities."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		

<p>Question "Parents of children in this school are welcome to observe classes any time they are in session."</p> <p>----</p> <ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree 	<p>Parent involvement (e.g., volunteering, attending school events, and PTA)</p>		
<p>Question "How much of a problem are the following in the neighborhood where this school is located?"</p> <p>Tensions based on racial, ethnic, or religious differences"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "Tensions based on economic differences"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "Selling or using drugs or excessive drinking in public"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		

<p>Question "Gangs"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "{Continued} How much of a problem are the following in the neighborhood where this school is located?"</p> <p>Vacant houses and buildings"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "Violence in the neighborhood"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "Crime in the neighborhood"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		
<p>Question "Opioid addiction"</p> <p>SaVisible "True".</p> <p>----</p> <ol style="list-style-type: none"> 1. Big problem 2. Somewhat of a problem 3. Not a problem 	<p>Neighborhood problems (racial tensions, gangs, crime, and opioid addiction)</p>		

<p>Question "To the best of your knowledge how often do the following types of problems occur at your school?"</p> <p>Children bring weapons to school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Theft"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Physical conflicts among students"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Children bringing in or using alcohol at school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Children bringing in or using illegal drugs at school"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		

<p>Question "{Continued} To the best of your knowledge how often do the following types of problems occur at your school?</p> <p>Vandalism of school property"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Student bullying"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Widespread disorder in classrooms"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		
<p>Question "Class cutting"</p> <p>----</p> <ol style="list-style-type: none"> 1. Never happens 2. Happens on occasion 3. Happens at least once a month 4. Happens at least once a week 5. Happens daily 	<p>School problems (e.g. bullying, children bringing weapons to school, children bringing drugs to school)</p>		

<p>Question "During this school year, which of the following measures are being used to ensure the safety of children at your school?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<p>School-safety measures and drills</p>		
			<p>Yes</p>

<p>Question "Which of the following emergency procedures have your students been drilled on during this school year?"</p> <p>InstResp "Select all that apply." -----</p> <p>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):</p>	<p>Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)</p>	<p>Yes</p>	
	<p>Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)</p>		
<p>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."</p> <p>InstResp "Enter the number of days." Pre-unit "Number of days:" Watermark "Enter Number"</p>	<p>Emergency procedure drills (e.g. evacuation, lockdown, shelter in place)</p>		
			<p>Yes</p>
			<p>Yes</p>

			Yes
<p>Question "Does your school implement any of the following policies and practices related to technology use?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	School policy regarding technology use		
			Yes

<p>Question "Does your school have a policy that prohibits assigning homework in any of the following grades?"</p> <p>InstResp: Select all grades that prohibit homework assignment.</p> <p>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.</p>	<p>School Policies and Practices</p>	<p>Yes</p>	
<p>Question "To what extent is each of the following a problem in this school?"</p> <p>Student tardiness" ----- 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem</p>	<p>School climate</p>		
<p>Question "Student absenteeism" ----- 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem</p>	<p>School climate</p>		
<p>Question "Student aggressive or disruptive behavior" ----- 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem</p>	<p>School climate</p>		
<p>Question "Teacher absenteeism" ----- 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem</p>	<p>School climate</p>		

<p>Question "Teacher turnover"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate		
<p>Question "Overcrowding"</p> <p>----</p> <ol style="list-style-type: none"> 1. Serious problem 2. Moderate problem 3. Minor problem 4. Not a problem 	School climate		
			Yes
			Yes
			Yes

			Yes
			Yes
			Yes
			Yes

			Yes
			Yes
			Yes
			Yes

			Yes
			Yes
			Yes

<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	<p>Review question</p>		
<p>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."</p>	<p>Thank you to respondent</p>		

<p>Question "Thank you for launching the ECLS survey!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the "Next" button below to start the survey."</p>	<p>Introduction</p>		
<p>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?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Kindergarten readiness/placement testing</p>		

<p>Question "How are the results of these readiness or placement tests used at your school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Kindergarten readiness/placement testing</p>		
			<p>Yes</p>
<p>Question "During this school year, have any of the following programs been implemented at this school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Programs to support positive student behavior (e.g. MTSS, SEL, PBIS)</p>		

<p>Question "Which of the following statements describe your school's promotion and retention practices or policies for kindergartners?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	Retention policies and practices		Yes
<p>Question "Which of the following statements describe your school's retention practices or policies for retaining kindergartners?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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. 	Retention policies and practices		
<p>Question "How many kindergarten children were retained last school year?"</p> <p>Watermark "Enter number"</p>	Retention policies and practices		

<p>Question “During this school year, were any children in your school assigned in-school or out of school suspension?”</p> <p>-----</p> <p>1. Yes 2. No</p>	Retention policies and practices		
<p>Question “During this school year, how many children were assigned in-school or out of school suspension?</p> <p>Number of children assigned in-school or out of school suspension <u>in all grades</u>”</p>	Retention policies and practices	Yes	
<p>Question “During this school year, how many children were assigned in-school or out of school suspension?</p> <p>Number of children enrolled in kindergarten assigned in-school or out of school suspension”</p>	Retention policies and practices	Yes	
			Yes

			Yes
		Yes	Yes
			Yes
			Yes

			Yes
			Yes
			Yes

			Yes
			Yes
			Yes
			Yes

			Yes
<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question		

<p>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."</p>	<p>Thank you to respondent</p>		
<p>Question "Thank you for launching the ECLS survey!</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> ●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. <p>Please click on the "Next" button below to start the survey."</p>	<p>Introduction</p>		

<p>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?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<p>Services provided to students experiencing homelessness or housing insecurity</p>		
			Yes
<p>Question "Do any of the children in this school come from a home where a language other than English is spoken?"</p> <p>-----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		

<p>Question "ELL among all students in the school"</p> <p>Pre-unit "Percent ELL"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "ELL among students in <u>kindergarten</u>, including transitional kindergarten and transitional first grade"</p> <p>Pre-unit "Percent ELL"</p> <p>Watermark "Enter percentage"</p>	<p>Student demographics: race/ethnicity, students from migrant families, those experiencing homelessness, language minority students, catchment area, and students with disabilities</p>		
<p>Question "What percentage of kindergarten children receive ESL (English as a Second Language), bilingual, or dual-language (also known as two-way immersion) instruction?"</p> <p>Percent receiving ESL instruction</p> <p>In regular classroom"</p> <p>InstResp: Enter "0" if instruction is not provided or if instruction is provided but no kindergartners receive the instruction.</p> <p>Watermark "Enter percent"</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>Question "In pull-out setting"</p> <p>'Watermark "Enter percent"</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>Question "Percent receiving bilingual instruction In regular classroom"</p> <p>Watermark "Enter percent"</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>Question "In pull-out setting"</p> <p>Watermark "Enter percent"</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>Question "Percent receiving dual-language instruction In regular classroom" Watermark "Enter percent"</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>Question "In pull-out setting" Watermark "Enter percent"</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>Question "Please indicate which of the following services are provided to families of children from households where a language other than English is spoken."</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<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>Question "Are there any children with disabilities in this school receiving special education on any of the following plans?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 1. Individualized Education Program (IEP) 2. 504 plans based on section 504 of the Rehabilitation Act 3. Neither of these 	<p>Delivery of special education and related services to children with disabilities</p>		
<p>Question "Approximately what percentage of your kindergartners is in each of the following instructional programs?"</p> <p>Special education (with Individualized Education Program (IEP))</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	<p>Delivery of special education and related services to children with disabilities</p>		

<p>Question "{Approximately what percentage of your kindergartners is in each of the following instructional programs?}"</p> <p>Accommodations through a 504 plan"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p>	<p>Delivery of special education and related services to children with disabilities</p>		
<p>Question "Reading instruction for students performing below grade level in reading"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	<p>Delivery of special education and related services to children with disabilities</p>		
<p>Question "Math instruction for students performing below grade level in math"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	<p>Delivery of special education and related services to children with disabilities</p>		
<p>Question "A gifted and talented program"</p> <p>"Not offered in kindergarten"</p> <p>"Not offered in any grade"</p> <p>Watermark "Enter percent"</p>	<p>Programs for gifted and talented children</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?"</p> <p>Pre-unit "Number of students"</p> <p>Watermark "Enter number"</p>	<p>Idetnfication of students for special eduction</p>		

<p>Question "How are students identified for gifted and talented programs at this school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 1. Universal screening 2. Teacher referral 3. Parent referral 4. None of the above 5. Not applicable - gifted and talented program not available 	<p>Identification of students for gifted and talented program</p>		
			Yes
<p>Question "How are students identified for special education programs at this school?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Identification of students for special education</p>		
			Yes
<p>Question "Where are children with Individual Education Programs (IEPs) typically served in this school?"</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Delivery of special education and related services to children with disabilities</p>		

			Yes
			Yes

<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	<p>Review question</p>		
<p>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."</p>	<p>Thank you to respondent</p>		

<p>Question “Thank you for launching the ECLS survey!”</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none"> •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. <p>Please click on the “Next” button below to start the survey.”</p>	<p>Introduction</p>		
<p>Question “This set of questions is for public schools. Please confirm whether your school is public or private.”</p> <p>----</p> <ol style="list-style-type: none"> 1. Public 2. Private 	<p>School type (public/private; affiliation; grades; magnet; etc.)</p>		
<p>Question “The next set of items pertains to the provisions of the Every Student Succeeds Act (ESSA), including funding under Titles I and III.</p> <p>Did your school receive Federal Title I funds for this school year?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable 	<p>Receipt of Title I and Title III funding</p>		

<p>Question "Is your school operating a Title I targeted assistance or schoolwide program?"</p> <p>----</p> <p>1. Targeted assistance program 2. Schoolwide program 3. Not operating a Title I program</p>	<p>Services and programs/ Title I, including services for kindergartners</p>		
<p>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."</p> <p>1. Yes 2. No</p>	<p>Services and programs/ Title I, including services for kindergartners</p>		
			Yes
			Yes

<p>Question "Does your school use Title I funds for any of the following purposes?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Services and programs/ Title I, including services for kindergartners</p>		
<p>Question "Did your school receive Federal Title III funds for this school year?"</p> <p>InstResp "Title III is for "Language Instruction for Limited English Proficient and Immigrant Students."</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Receipt of Title I and Title III funding</p>		

<p>Question "Does your school use Title III funds for any of the following purposes?"</p> <p>InstResp "Select all that apply." -----</p> <ol style="list-style-type: none"> 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 	<p>Services and programs/ Title III, including services for kindergartners</p>		
<p>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."</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Services and programs/ Title III, including services for kindergartners</p>		
			<p>Yes</p>

			Yes
<p>Question “The next items address federal requirements. At the end of the LAST school year (2022-2023), what was this school’s status?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Unclassified 2. Comprehensive improvement 3. Targeted support 	<p>School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)</p>		
<p>Question “Which of the following actions has this school taken in response to the need for improvement?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>School status relative to ESSA school performance categories (e.g. unclassified, comprehensive improvement, and targeted support)</p>		

			Yes
			Yes
<p>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?</p> <p>Reading or verbal skills”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark: “Enter percentage”</p> <p>InstResp “Enter percentage. If not applicable, enter “0.””</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>		
<p>Question “Mathematics or quantitative skills”</p> <p>Pre-unit “Percentage:”</p> <p>Watermark: “Enter percentage”</p> <p>InstResp “Enter percentage. If not applicable, enter “0.””</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>		

<p>Question "Science"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>		
<p>Question "English language proficiency for English language learners (ELL)"</p> <p>Pre-unit "Percentage:"</p> <p>Watermark: "Enter percentage"</p> <p>InstResp "Enter percentage. If not applicable, enter "0.""</p>	<p>State assessment data (e.g. percent of students proficient and above in Reading and Math)</p>		
			Yes
			Yes

<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	<p>Review question</p>		
<p>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."</p>	<p>Thank you to respondent</p>		

<p>Question "Thank you for launching the ECLS survey!"</p> <p>Here are some tips to keep in mind when completing the survey:</p> <ul style="list-style-type: none">•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. <p>Please click on the "Next" button below to start the survey."</p>	Introduction		
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<p>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?"</p> <p>Regular classroom teachers"</p> <p>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."</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Question "ESL/Bilingual education/dual-language immersion/ELL instruction teachers"</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Question "Drama, music, or art teachers"</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		

Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Question "Gym/PE or health teachers" Pre-unit: "Full time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
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"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Question "Paraprofessionals (for example, classroom aides)" Pre-unit: "Full time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Question "Teachers of gifted/talented students" Pre-unit: "Full time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		

Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
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"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Question "Math specialists and interventionists" Pre-unit: "Full time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Question "School nurses or health professionals" Pre-unit: "Full time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		
Pre-unit: "Part time:" Watermark: "Enter number"	Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals		

<p>Question "School psychologists and social workers"</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Question "Counselors (for example, guidance or academic counselors)"</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Question "Library media specialists/librarians"</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Question "Computer/technology teachers or support staff "</p> <p>Pre-unit: "Full time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>Pre-unit: "Part time:"</p> <p>Watermark: "Enter number"</p>	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		

<p>Question “Does your school currently have any staff members who do the following as their primary role or one of their primary roles?”</p> <p>InstResp “Select all that apply.”</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Total number of full- and part-time teachers, specialists, nurses, and paraprofessionals</p>		
<p>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?”</p> <p>Hispanic or Latino/Latina of any race”</p> <p>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%.”</p> <p>Pre-unit: “Number:”</p> <p>Watermark: “Enter number”</p>	<p>The racial and ethnic composition of teaching staff</p>		

<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "American Indian or Alaska Native, non-Hispanic"</p> <p>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%.</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "Asian, non-Hispanic"</p> <p>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%.</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		

<p>Question "Black or African American, non-Hispanic"</p> <p>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%.</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "White, non-Hispanic"</p> <p>Pre-unit: "Number:"</p> <p>Watermark: "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "Two or more races, non-Hispanic"</p> <p>Pre-unit "Number:"</p> <p>Watermark "Enter number"</p>	<p>The racial and ethnic composition of teaching staff</p>		

<p>Question "or"</p> <p>Pre-unit: "Percent:"</p> <p>Watermark: "Enter percent"</p>	<p>The racial and ethnic composition of teaching staff</p>		
<p>Question "What is the average starting salary for full-time first year teachers in your school?"</p> <p>InstResp "Please round to the nearest dollar."</p> <p>Watermark "Enter number"</p>	<p>Teacher compensation (base salary range, average starting salary, and monetary incentives)</p>		
			<p>Yes</p>
			<p>Yes</p>

			Yes
			Yes
			Yes

			Yes
			Yes
			Yes

			Yes
			Yes
			Yes
			Yes

			Yes
<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	Review question		
<p>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."</p>	Thank you to respondent		

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<p>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.</p> <p>What is your gender?”</p> <p>----</p> <ol style="list-style-type: none"> 1. Male 2. Female 3. Another gender 	<p>Principal’s gender, age, and race/ethnicity</p>		
<p>Question “In what year were you born?”</p> <p>Watermark: “Enter year”</p>	<p>Principal’s gender, age, and race/ethnicity</p>		

<p>Question "Are you Hispanic or Latino/Latina?"</p> <p>----</p> <p>1. Yes 2. No</p>	<p>Principal's gender, age, and race/ethnicity</p>		
<p>Question "Which best describes your race?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <p>1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Native Hawaiian or Other Pacific Islander 5. White</p>	<p>Principal's gender, age, and race/ethnicity</p>		
<p>Question "How many years of experience do you have in each of the following positions, including years in which you worked part time?"</p> <p>Years as a teacher before becoming a school administrator or principal"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	<p>Principal's years in the role of teacher</p>		
<p>Question "Total number of years as a school administrator or principal at any school"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	<p>Principal's years in the role of principal</p>		
<p>Question "Number of years as a school administrator or principal at this school"</p> <p>InstResp: "Enter number of years to the nearest full school year. If this is your first year, write "1.""</p> <p>Watermark: "Enter years"</p>	<p>Principals' years at the study school</p>		

<p>Question "Through which of the following types of training programs did you receive preparation for fulfilling your role as a school administrator?"</p> <p>InstResp "Select all that apply."</p> <p>----</p> <ol style="list-style-type: none"> 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 	<p>Principal's formal education</p>		
<p>Question "What is the highest level of education you have completed?"</p> <p>----</p> <ol style="list-style-type: none"> 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) 	<p>Principal's formal education</p>		

<p>Question "What was your major field(s) of study in the highest degree you completed?"</p> <p>InstResp "Select all that apply." ----</p> <ol style="list-style-type: none"> 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 	<p>Principal's formal education</p>		
<p>Question "Please estimate how many hours you spend on average each week on the following activities.</p> <p>Working with teachers on instructional issues"</p> <p>InstResp "Enter number of hours." Watermark: "Enter hours" Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Internal school management (weekly calendars, vendors, office, memos, etc., including work with administrative and support staff)"</p> <p>Watermark: "Enter hours" Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Student discipline (including working with students directly and working with teachers to address student behavioral issues)"</p> <p>Watermark: "Enter hours" Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		

<p>Question "Student attendance"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Monitoring hallways, playground, lunchroom, etc."</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "{Continued} Please estimate how many hours you spend on average each week on the following activities.</p> <p>Teaching"</p> <p>Watermark: "Enter hours:"</p> <p>InstResp "Enter number of hours."</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Talking and meeting with parents"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Meeting with students"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		
<p>Question "Paperwork required by local, state, or federal authorities"</p> <p>Watermark: "Enter hours"</p> <p>Pre-unit "Enter hours"</p>	<p>Principal's time allocation</p>		

<p>Question "What is your best estimate of the percentage of children at this school you know by name?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Nearly every child 2. 76% or more 3. 51% to 75% 4. 26% to 50% 5. 25% or less 	<p>Principal's familiarity with students</p>		
<p>Question "During school hours, do you speak a language other than English with students at your school whose native language is not English?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Principal's familiarity with students</p>		
<p>Question "Do you speak a language other than English with students' families whose native language is not English?"</p> <p>----</p> <ol style="list-style-type: none"> 1. Yes 2. No 	<p>Principal's familiarity with students</p>		

<p>Question "What language(s) other than English do you speak with students at your school or with their families?"</p> <p>InstResp: "Select all that apply." -----</p> <ol style="list-style-type: none"> 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): 	<p>Use of language other than English with students and families</p>		
	<p>Other specify for use of language other than English with students and families</p>		

<p>Question: "You are almost finished with this set of survey questions.</p> <p>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.</p> <ul style="list-style-type: none"> •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. <p>OR</p> <ul style="list-style-type: none"> •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. <p>Otherwise, if no further changes are needed, please select the "Next" button to complete this section."</p>	<p>Review question</p>		
<p>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."</p>	<p>Thank you to respondent</p>		

Changed	Rationale for additions drops or changes
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Yes	Revised to enter as MM/DD/YY.
Yes	Revised to enter as MM/DD/YY.
	Reformatted to be part of A2b.
	Reformatted to be part of A2b.

Yes	Updated year.

Yes	Updated year.
	Dropped. Lower priority relative to other questions on enrollment.
	Dropped. Lower priority relative to other questions on enrollment.

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	Dropped. Lower priority relative to other questions on enrollment. Transitional programs are not very prevalent.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

	<p>Dropped. Lower priority relative to other questions on enrollment. Transitional programs are not very prevalent.</p>
	<p>Dropped. Was used in the FT to determine if any new response options were needed for the national administration.</p>

	Dropped. Lower priority relative to other questions on enrollment.

X	Revised "homeless" to "experiencing homelessness"

Yes	Updated year.
	Revised to be part of 16.
	Revised to be part of 16.

	Dropped. Lower priority compared with other questions on FRPL.
	Dropped. Lower priority compared with other questions on FRPL.
	Dropped. Lower priority compared with other questions on FRPL.
	Dropped. Lower priority compared with other questions on FRPL.

	Dropped. Lower priority compared with other questions on FRPL.

	Dropped. Lower priority compared with other questions on FRPL.
	Dropped. Lower priority compared with other questions on FRPL.
Yes.	Revised to remove "specify." This was used in the field test to possibly revise categories. No revisions were indicated by the field test data.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

Dropped. Lower priority compared with other questions on FRPL.

Dropped. Lower priority compared with other questions on FRPL.

Dropped. Lower priority compared with other questions on FRPL.

	Dropped. Lower priority compared with other questions on FRPL.
Yes	Updated year. Revised to be lunches.
Yes	Revised to be free school lunches.

Question was used for the field test and not necessary for the main study.

Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

	B4b was retained over B4a. The items collect similar information and B4b was prioritized.

Yes	B4b was retained over B4a. The items collect similar information and B4b was prioritized.
	Added to capture information on different instructional modes within the school.
	Added to capture information on different instructional modes within the school.
	Added to capture information on the use of federal aid relief funds, COVID-related.
	Added to capture information on the use of federal aid relief funds, COVID-related.
	Added to capture information on the use of federal aid relief funds, COVID-related.

Added to capture information on the use of federal aid relief funds, COVID-related.

Added to capture information on the use of federal aid relief funds, COVID-related.

Question was used for the field test and not necessary for the main study.

	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

	<p>Added based on the Deputy Secretary's request. Recommend not including option h, "sick child care."</p>

	Added to capture information on transition practices.

Yes	Revised to remove "specify." This was used in the field test to possibly revise categories. No revisions were indicated by the field test data.
	Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.

	Dropped to prioritize other items on communication with families.
	Dropped to prioritize other items on communication with families.

	Dropped to prioritize other items on communication with families.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

Yes	<p>Revised categories to refine information on wearing badges (revised category 3 and 4).</p> <p>Revised to remove "specify." This was used in the field test to possibly revise categories. No revisions were indicated by the field test data.</p>
	<p>Dropped "specify" from main study. This was used in the field test for item development.</p>

	Revised to improve response categories.
Yes	Revised to combine different scenarios into a single question stem to reduce burden but still collect general information.
	Dropped to focus on D14a.
	Dropped to focus on D14a.

	Dropped to focus on D14a.
Yes	Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.
	Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.

	Added to capture information on school policies around homework.

	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.

	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.

	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.
	Dropped to prioritize other items on the school environment.

	Dropped to prioritize other items on the school environment.
	Question was used for the field test and not necessary for the main study.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

Yes	Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.
Yes	Based on external expert review, expanded to include (6) Restorative justice program.

	Dropped this question and revised answer options for the next question to collect information on retention policies and practices.
Yes	Revised response options to remove "none of the above" to make the wording of the question more clear.

	<p>Dropped the entirety of D8 (see below). Created this item to replace D8. Though, this does not collect information broken out by gender and race/ethnicity, the total number and number of kindergartners is of interest.</p>
	<p>Dropped the entirety of D8 (see below). Created this item to replace D8. Though, this does not collect information broken out by gender and race/ethnicity, the total number and number of kindergartners is of interest.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>

	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>

	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>

	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>
	<p>Dropped the entirety of this question. This data could be misinterpreted if analysts do not consider the demographics of the school population or the total number of suspensions.</p> <p>Created the item above to collect information on the total number and the number of children enrolled in kindergarten.</p>

	<p>Question was used for the field test and not necessary for the main study.</p>

Yes	<p>Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.</p> <p>Also, none of the above was added as a information being collected.</p>
	<p>Dropped. Was used in the FT to determine if any new response options were needed for the national administration.</p>

Yes	<p>Added (3) parent referral. Also, refined answer options to include "do not identify students for special education."</p> <p>Also, dropped "other, specify." Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.</p>
	<p>Dropped. Was used in the FT to determine if any new response options were needed for the national administration.</p>
Yes	<p>Added (3) parent referral.</p> <p>Also, dropped "other, specify." Other specify not retained for main study. Other specify responses are used in field tests to support item development and are often not planned for main study.</p>
	<p>Dropped. Was used in the FT to determine if any new response options were needed for the national administration.</p>

	<p>Question was used for the field test and not necessary for the main study.</p>
	<p>Dropped. Was used in the FT to determine if any new response options were needed for the national administration.</p>

Yes	Revised to add an option for "not operating a Title I program."
Yes	Revised to present F3a, b, and c all together.
	Revised to present F3a, b, and c all together.
	Revised to present F3a, b, and c all together.

Yes	Revised to include (8) programs for infants and toddlers and (9) programs for children ages 3 and 4.

Yes	Revised to present F7a, b, and c all together.
	Revised to present F7a, b, and c all together.

	Revised to present F7a, b, and c all together.
Yes	Revised years.
Yes	Revised to improve clarify for category 3.

	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.
	Dropped. Using a skip from A5.
Yes	Updated year.

	Question was used for the field test and not necessary for the main study.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

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Yes	Revised to expand to include information on (6) paraprofessional.

	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.
	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.
	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.

Dropped to prioritize other information about teachers, such as number of full time/ part time staff.

Dropped to prioritize other information about teachers, such as number of full time/ part time staff.

Dropped to prioritize other information about teachers, such as number of full time/ part time staff.

	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.
	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.
	Dropped to prioritize other information about teachers, such as number of full time/ part time staff.
	Question was used for the field test and not necessary for the main study.

	Dropped. Was used in the FT to determine if any new response options were needed for the national administration.

