Early Childhood Longitudinal Study, Kindergarten Class of 202' -2((ECLS-K:202( )

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

OMB# 1850-0750 v.27

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October 2022
Revised April 2023

Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall K - Form TQCFK

Grid Spec

|(all sections)

Round: Fall Kindergarten National

QUESTION STEMS ON LARGE AND SMALL BROWSERS:

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

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

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

Spec Skip

Round: Fall Kindergarten National

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND TEACHER SURVEY PROBE:

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

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

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

Soft Edit

Round: Fall Kindergarten National

SPECIFICATION FOR SOFT EDIT MESSAGES:

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

OS Spec

Round: Fall Kindergarten National

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

Child Name

Round: Fall Kindergarten National

> SPECIFICATION FOR CHILD'S NAME:
>
> ACCORDING TO STUDY CONVENTION, "{CHILD}" INDICATES A FILL FOR CHILD'S FIRST NAME. THERE ARE OTHER PLACES IN THE SPECIFICATION WHERE CHILD'S LAST NAME IS NEEDED. "{CHILD'S LAST NAME}" IS USED TO INDICATE A FILL FOR CHILD'S LAST NAME. THEREFORE, WHEN THE CHILD'S FIRST AND LAST NAME ARE NEEDED, THE SPECIFICATION WILL INDICATE "{CHILD} {CHILD'S LAST NAME}".
>
> DISPLAY {CHILD} {CHILD'S LAST NAME} AS A RUNNING HEADER ON EVERY SCREEN IN SMALL FONT. RIGHT-JUSTIFY CHILD'S FIRST AND LAST NAME IN THE TOP RIGHT CORNER OF THE SCREEN ON A LINE ABOVE THE CHILD ID AND THE QUESTION NUMBER.

Footer

Round: Fall Kindergarten National

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

INC000

Copyright: No

Round: Fall Kindergarten National

Source: New

DISPLAY INSTRUCTIONS:

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

QUESTION TEXT:

> Question "Thank you for launching the ECLS survey about {CHILD}!
>
> Here are some tips to keep in mind when completing the survey:
> • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.
> • Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.
> • If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return to the survey, you will be taken where you left off.
> • To protect your privacy, you will be logged off if you are idle for 10 minutes.
> • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.
> • You may skip any questions that you do not want to answer.
>
> Please click on the "Next" button below to start the survey."

Box 1

GO TO SECTION ARC (Academic Rating Scale).

ARC001a

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY "current" IN UNDERLINED TEXT.

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

QUESTION TEXT:

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

• This is NOT a test and should NOT be administered directly to the child.

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

Please press the Next button to continue."

ARC001b

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

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

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

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

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

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

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

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

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

Please press the Next button to continue."

ARC010a

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010b

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010c

Copyright: No

Round: Fall Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

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

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010d

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010e

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010f

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

ARC010g

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010h

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010i

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

ARC010j

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010k

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010l

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC010m

Copyright: No

Round: Fall Kindergarten National

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020a

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020b

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020c

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020d

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

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

QUESTION TEXT:

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

{CHILD}…

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

ARC020e

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

ARC020f

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020g

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

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

QUESTION TEXT:

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

{CHILD}...

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020h

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

ARC020i

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

ARC020j

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

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

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

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

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

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

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

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

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

Box 1

GO TO SECTION ELC (Early Language Skills).

Section	**ELC**	**[Early Language Skills]**	**Sequence: 2**

ELC010

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC020

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

Question "Uses a varied vocabulary in spoken language."

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC030

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC040

Copyright: No

Round: Fall Kindergarten National

Source: New, based on CRP comments.

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC050

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC060

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC070

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC080

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC090

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC100

Copyright: No

Round: Fall Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC110

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC120

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

CODES

1	Never
2	Rarely
3	Sometimes
4	Often
5	Very often

ELC200

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES ON ONE PAGE.

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

QUESTION TEXT:

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

InstResp "Select only one."

CODES

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

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

ELC210

Copyright: No

Round: Fall Kindergarten National

Source: New, based on CRP comments.

QUESTION TEXT:

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

CODES

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

Box 1

Round: Fall Kindergarten National

GO TO SECTION SSC (Social Skills and Approaches-to-Learning).

Section SSC: Social Skills and Approaches-to-Learning

Teachers rate children in their classrooms on social skills and problem behaviors (e.g., fighting, arguing, anger, depression, low self-esteem, impulsiveness) and learning dispositions or "approaches to learning" (e.g., curiosity, self-direction, organization, and persistence). The social skills and problem behaviors were adapted from the *Social Skills Rating Scale* (SSRS) and the *Social Skills Improvement System* (SSIS) by Gresham and Elliot (1990, 2008) and are published by NCS Pearson. The following items are copyright protected and are not listed: SSC010, SSC020, SSC030, SSC040, SSC050, SSC090, SSC100, SSC120, SSC160, SSC170, SSC180.

The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

Section   SSC   [Social Skills and Approaches-to-Learning]   Sequence: 3

SSC010

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #31; ECLS-K:2011; Shortened instruction for web. Deleted "We realize that some items apply more to older children, but please answer as accurately as you can." The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.

▇▇▇▇▇▇▇▇▇▇"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC020

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Improvement System (SSIS), #56; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC030

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Improvement System (SSIS), #64; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "▮▮▮▮▮▮▮"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC040

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #43. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "▮▮▮▮▮▮▮▮▮▮"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC050

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #37. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC060

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Keeps belongings organized."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC070

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

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

QUESTION TEXT:

Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.

Shows eagerness to learn new things."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC080

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Works independently."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC090

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #47. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "▇▇▇▇▇▇▇▇▇"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC100

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #41. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC110

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Easily adapts to changes in routines."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC120

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Rating System (SSRS), #46: SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS. However, SSIS #74 is the same item as the item from the SSRS used in the ECLS-K:2011; Original SSIS response categories (Never, Seldom, Often, Almost Always) were changed to the ECLS-K:2011 response categories used for the Social Skills items. The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC130

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

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

QUESTION TEXT:

Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described.

Persists in completing tasks."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC140

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Pays attention well."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC150

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Follows classroom rules."

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC160

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Improvement System (SSIS) #70; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC170

Copyright: Yes

Round: Fall Kindergarten National

Source: Social Skills Improvement System (SSIS), #76; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "███████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

SSC180

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 social skill item from the child-level teacher questionnaire; Item was not used in kindergarten in the ECLS-K:2011, but was added in spring first grade (on-grade) child-level teacher questionnaire. It was combined with other externalization items from the Social Skills Rating System (SSRS). The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

QUESTION TEXT:
Question "███████████████████"

CODES

1	Never
2	Sometimes
3	Often
4	Very often
5	No opportunity to observe

PROGRAMMER INSTRUCTIONS:

BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

Box 1

GO TO SECTION CBC (Classroom Behaviors).

Section	**CBC**	**[Classroom Behaviors]**	Sequence: 4

CBC010

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

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."

When practicing an activity, has a hard time keeping {her/his} mind on it."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC020

Copyright: Yes

Round: Fall Kindergarten National

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Will move from one task to another without completing any of them."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC030

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "When drawing or coloring in a book, shows strong concentration."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC040

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC050

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

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

QUESTION TEXT:

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."

Is easily distracted when listening to a story."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC060

Copyright: No

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC070

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Can wait before entering into new activities if {he/she} is asked to."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC080

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC090

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

    IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

    UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

    UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

    UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

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

QUESTION TEXT:

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."

Has trouble sitting still when {he/she} is told to (story time, etc.)."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC100

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:
Question "Is good at following instructions."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC110

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:
Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

CBC120

Copyright: Yes

Round: Fall Kindergarten National

Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set… "not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

QUESTION TEXT:

Question "Can easily stop an activity when {he/she} is told "no.""

CODES

1	Extremely untrue
2	Quite untrue
3	Slightly untrue
4	Neither true nor untrue
5	Slightly true
6	Quite true
7	Extremely true
8	Not applicable

Box 1

Round: Fall Kindergarten National

GO TO SECTION SLC (School Liking and Avoidance).

Section	**SLC**	**[School Liking and Avoidance]**	**Sequence: 5**

SLC010

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

QUESTION TEXT:

Question "Please indicate how often each of these items applies to {CHILD}.

Likes to come to school."

CODES

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

SLC020

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

QUESTION TEXT:

Question "Dislikes school."

CODES

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

SLC030

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

QUESTION TEXT:

Question "Has fun at school."

CODES

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

SLC040

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

QUESTION TEXT:

Question "Likes being in school."

CODES

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

SLC050

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

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

QUESTION TEXT:

Question "{(Continued) }Please indicate how often each of these items applies to {CHILD}.

Seems unhappy in school."

CODES

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

SLC060

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

> IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.
>
> DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."
>
> DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."
>
> DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

QUESTION TEXT:

Question "Enjoys most classroom activities."

CODES

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

SLC070

Copyright: No, but other special handling

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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

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

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

QUESTION TEXT:

Question "Groans or complains about suggested activities."

CODES

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

Box 1

Round: Fall Kindergarten National

GO TO SECTION PRC (Peer Relationships).

Section PRC: Peer Relationships

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

Section	PRC	[Peer Relationships]	Sequence: 6

PRC010

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

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

███████████████████████████████████ "

CODES

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

PRC020

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

Question "███████████████████████"

CODES

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

PRC030

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

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

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

QUESTION TEXT:

Question "███████████████"

CODES

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

PRC040

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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QUESTION TEXT:

Question "████████████████"

CODES

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

PRC050

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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QUESTION TEXT:

Question "███████████████████████"

CODES

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

PRC060

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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

QUESTION TEXT:

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

▬▬▬▬▬▬▬▬▬▬▬ "

CODES

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

PRC070

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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QUESTION TEXT:

Question "▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓"

CODES

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

PRC080

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

Question "████████████████"

CODES

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

PRC090

Copyright: Yes

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

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

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QUESTION TEXT:

Question "█████████████████████████████"

CODES

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

Box 1

Round: Fall Kindergarten National

GO TO SECTION SIC (Student Information).

Section	SIC	[Student Information]	Sequence: 7

SIC010

Copyright: No

Round: Fall Kindergarten National

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

QUESTION TEXT:

Question "In what type of program is {CHILD} enrolled?"

CODES

1	Full-day program
2	Morning part-day program
3	Afternoon part-day program

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

SIC020

Copyright: No

Round: Fall Kindergarten National

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

DISPLAY INSTRUCTIONS:

DISPLAY THE HELP FOR STEM IN A BULLETED LIST WITH THIS SENTENCE "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade."

QUESTION TEXT:

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

CODES

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

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

HELP FOR STEM: Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade.

SIC030

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information, Q3).

QUESTION TEXT:

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"

CODES

1	Never
2	Seldom
3	Usually
4	Always

SIC040

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (D16).

DISPLAY INSTRUCTIONS:

DISPLAY "reading" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"

CODES

1	I do not use instructional groups for reading.	SIC060
2	Two	
3	Three	
4	Four	
5	Five or more	

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SIC060.

SIC050

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (Student Information, D17).

QUESTION TEXT:

Question "In which reading instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

ENTER NUMBER

Range   1 to 10

PROGRAMMER INSTRUCTIONS:

SOFT RANGE: IF (SIC040 = 2 and SIC050 > 2) OR (SIC040 = 3 and SIC050 > 3) OR (SIC040 = 4 and SIC050 > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC050}, but reported only {DISPLAY RESPONSE AT SIC040} instructional groups . Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

SIC060

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A9).

DISPLAY INSTRUCTIONS:

DISPLAY "mathematics" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"

CODES

1	I do not use instructional groups for mathematics.	SIC080
2	Two	
3	Three	
4	Four	
5	Five or more	

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SIC080.

SIC070

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A10).

QUESTION TEXT:

Question "In which mathematics instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

ENTER NUMBER

Range   1 to 10

PROGRAMMER INSTRUCTIONS:

SOFT RANGE: IF (SIC060 = 2 and SIC070 > 2) OR (SIC060 = 3 and SIC070 > 3) OR (SIC060 = 4 and SIC070 > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC070}, but reported only {DISPLAY RESPONSE AT SIC060} instructional groups . Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

SIC080

Copyright: No

Round: Fall Kindergarten National

Source: ECLS-K:2011 Third Grade Classroom Teacher, Child-level Questionnaire (Q E22).

QUESTION TEXT:

Question "Are you {CHILD}'s primary teacher in the following subject areas?"

InstResp "Select all that apply."

CODES

1	Reading/Language Arts
2	Mathematics
3	Science
4	Social Studies

PROGRAMMER INSTRUCTIONS:

HELP TEXT FOR STEM: A primary teacher is the teacher who is responsible for all learning in that subject area. The primary teacher writes all lesson plans and handles all activities and assessments in that subject area. If you co-teach a subject area with another teacher but think you could report about {CHILD}, please report that you are {his/her} primary teacher for that subject area.

SIC600

Copyright: No

Round: Fall Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

DISPLAY "NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission." IN BOLD TEXT.

DISPLAY "Social Skills Rating System (SSRS)" AND "Social Skills Improvement System (SSIS)" IN ITALICS.

DISPLAY "Journal of Personality Assessment, 87" and "Child Development, 72" IN ITALICS.

QUESTION TEXT:

Question "Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.
• Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted with permission. All rights reserved; Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson. Adapted with permission. All rights reserved.
• Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

Box 1

CASE WITH COMPLETED TEACHER SURVEY SHOULD ROUTE BACK TO MANAGEMENT SYSTEM SO THAT THE TEACHER MAY SELECT ANOTHER CHILD SURVEY ASSIGNED TO HIM/HER, IF APPLICABLE.