

**Early Childhood Longitudinal Study,  
Kindergarten Class of 2023-24  
(ECLS-K:2024)**

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

**OMB# 1850-0750 v.31**

**Attachment D-4b**

**Spring First Grade  
Teacher Child-Level  
Paper Survey A  
On Grade**

**National Center for Education Statistics**

**U.S. Department of Education**

**August 2024**

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

# Primary Teacher Survey (Child Level)

## Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)



S\_ID      T\_ID  
    **T**  
 C\_ID  
**C**

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

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS-K:2024 staff member.**

The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

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

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 14 minutes per child-level survey including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. OMB No. 1850-0750. Approval expires 2/28/2027.



**Early Childhood Longitudinal Study, Kindergarten Class of 2023-24  
Teacher Survey (Child Level)  
Spring 2025 - Form TQC1A**

**INTRODUCTION**

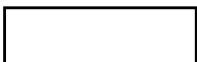
Dear Teacher,

Your school has agreed to participate in the **Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)**, a nationwide study of elementary-aged children and their schools, teachers, and parents. As part of the study, we are asking teachers at your school to complete surveys. You have been asked to complete this survey because one or more of the children in your class(es) are participants in this study. The child who is the subject of this survey is identified on the cover. This survey contains questions about this child's skills and abilities.

The ECLS-K:2024 collects information from teachers of children who are in the study to investigate the relationship between children's academic progress and various school, classroom, teacher, and home characteristics.

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

**THANK YOU VERY MUCH FOR YOUR HELP.**





## MARKING DIRECTIONS

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

## MARKING BOXES

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

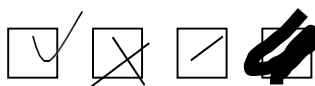
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

### Correct Mark:



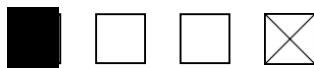
### Incorrect Marks:

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



### How to Change an Answer:

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



## PRINTING ANSWERS IN BOXES:

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

Write one number per box like this:

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

Write words like this:

John Smith
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## ACADEMIC RATING SCALE

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

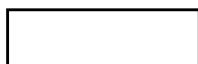
- This is NOT a test and should NOT be administered directly to the child.
- Each skill, knowledge, or behavior is listed in bold, and there are often examples to help illustrate what is intended. **These examples do not exhaust all the ways the child may demonstrate what he or she knows or can do.**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

For each question, **please rate this 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.

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

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

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





SECTION 1: LANGUAGE AND LITERACY

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

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. <b>Contributes relevant information to classroom discussions</b> – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Engages in higher-level thinking and reasoning during classroom discussions</b> – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Uses morphemes to figure out the meanings of words</b> – for example, knows that “-s” means “more than 1” as in “trucks”; “-er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Uses complex sentence structures</b> – for example, says “If she had brought her umbrella, she wouldn’t have gotten wet,” or “Yesterday it was raining cats and dogs,” or “Why can’t we go on the field trip at the same time as the first grade?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Understands and interprets a story or other text read to him/her</b> – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Reads first-grade books independently with comprehension</b> – for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







**A1. (Cont.) Please rate this child's current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.**

*MARK ONE RESPONSE ON EACH ROW.*

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
g. <b>Reads first-grade books fluently</b> – for example, easily reads words in meaningful phrases rather than reading word by word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. <b>Demonstrates beginning writing skills</b> – for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation.")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. <b>Composes a story with a clear beginning, middle, and end.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. <b>Composes informative/explanatory text</b> – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. <b>Demonstrates an understanding of some of the conventions of print</b> – for example, by appropriately using question marks, exclamation points, and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. <b>Finds meaningful units in words such as prefixes, suffixes, and base words.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## SECTION 2: SCIENCE

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

*MARK ONE RESPONSE ON EACH ROW.*

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. <b>Uses his/her senses to explore and observe</b> – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Forms explanations based on observations and explorations</b> – for example, explains the best growing conditions for a plant after investigating with light and water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Classifies and compares living and non-living things in different ways</b> – for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Makes logical predictions when pursuing scientific investigations</b> – for example, predicts whether or not objects are magnetic based on the materials they are made of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Communicates scientific information</b> – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Shows curiosity about the world by asking how and why things happen</b> – for example, asks how rocks are formed or why it is warmer in the daytime than at night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <b>Generates different strategies to solve a problem</b> – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. <b>Shows an understanding of cause and effect</b> – for example, knows if he or she pushes a ball harder, it will go faster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SECTION 3: MATHEMATICAL THINKING

C1. Now, please rate this child's current skills, knowledge, and behaviors in **MATHEMATICAL THINKING**.

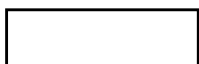
MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. <b>Applies properties of operations as strategies to add and subtract</b> – for example, if $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition); to add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition). (Child does not need to use the formal terms for these properties.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Fluently adds and subtracts within 10.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Fluently adds and subtracts within 20 using a variety of mental strategies</b> – for example, making 10 (for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); using the relationship between addition and subtraction (for example, knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Demonstrates an understanding of place value</b> – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form</b> – for example, reads or writes “537” as “five hundred thirty seven,” writes “one hundred six” as “106,” and writes that $289 = 200 + 80 + 9$ .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total</b> – for example, $4 + \_ = 9$ , $12 + 7 = \_$ , $15 - \_ = 4$ , and $10 - 3 = \_$ .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. <b>Surveys, collects, and organizes data into simple graphs</b> – for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. <b>Makes reasonable estimates of quantities</b> – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
i. <b>Measures length to the nearest whole number using common measurement instruments</b> – for example, ruler, yardstick, meterstick, or tape measure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. <b>Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes</b> (for example, triangles are closed and three-sided) <b>versus non-defining attributes</b> (for example, color, orientation, overall size).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## SECTION 4: EARLY LANGUAGE SKILLS

**D1. For this set of questions, select how often this child exhibits the following early English language skills in school. Your best guess is fine.**

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	How Often?				
	Never	Rarely	Some- times	Often	Very often
a. Recalls and communicates personal experiences he/she has had to peers in a logical way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a varied vocabulary in spoken language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recalls and communicates the meaning of a story or other experiences/events which he/she has heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses academic language learned in the classroom when speaking. <i>Academic language is the language needed by students to do work and learn effectively in schools. In contrast to "conversational" or "social" language that might be used on the playground, academic language is the language used in classroom lessons, books, tests, and assignments.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses language effectively to initiate appropriate interactions with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tries repeatedly to communicate information which has not been understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Asks questions about information which is unclear to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Uses language effectively to initiate appropriate interactions with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Relates and communicates personal experiences in a logical way or "in a way that makes sense."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Rephrases questions or asks follow-up questions if he/she does not get the information he/she wanted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Maintains a conversation with others that has at least three conversational turns focused on a single topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

- Scribbling
- Drawing a picture
- Can copy his or her name
- Can copy sentences from the board
- Write his or her name without copying
- Can write most letters when asked to write the letter
- Write initial sounds for many words
- Write simple 2-4 letter words with invented spelling
- Write multi-syllabic words with invented spelling with most sounds represented
- Compose and write a complete sentence with invented spelling with most sounds represented
- Compose and write 2 or more consecutive complete sentences with invented spelling with most sounds represented
- Compose and write 5 or more consecutive complete sentences with invented spelling with most sounds represented
- Compose and write a paragraph (5 complete sentences) about a topic with invented spelling with most sounds represented
- Compose and write a paragraph (5 complete sentences) about a topic with proper spelling, grammar, and punctuation
- Compose and write 2 paragraphs (5 complete sentences each) about a topic with proper spelling, grammar, and punctuation
- Compose and write a story with a clear beginning, middle, and end with proper spelling, grammar, and punctuation

Not able to rate:

- I have not had enough experience with this child to evaluate this skill.
- I am not able to rate this item because the child does not write or has limited writing experience due to a disability.

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

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



**Section 5: Social Skills and Approaches-to-Learning**

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: E1a-e, i-j, l, p-r. 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 5: SOCIAL SKILLS AND APPROACHES-TO-LEARNING**

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

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

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

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



## SECTION 6: CLASSROOM BEHAVIORS

**F1. For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of this child's reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen this child in that situation, then select "not applicable."**

MARK ONE RESPONSE ON EACH ROW.

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

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





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**SECTION 7: SCHOOL LIKING AND AVOIDANCE****G1. For the items below, please indicate how often each of these items applies to this child.***MARK ONE RESPONSE ON EACH ROW.*

	<b>Doesn't apply</b> Seldom displays this behavior	<b>Sometimes applies</b> Occasionally displays this behavior	<b>Certainly applies</b> Often displays this behavior
a. Likes to come to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Dislikes school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Has fun at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Likes being in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Seems unhappy in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Enjoys most classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Groans or complains about suggested activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *School Liking and Avoidance Questionnaire*. Adapted from Ladd and Price, 1987, and Ladd, 1990. Used with permission.



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### Section 8: Strategic Planning

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

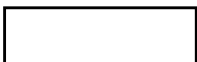
#### SECTION 8: STRATEGIC PLANNING

**H1. Please read the statements below and indicate how often each applies to this child's behaviors observed across the past month.**

*MARK ONE RESPONSE ON EACH ROW.*

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

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





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### Section 9: 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 9: PEER RELATIONSHIPS

11. Please indicate how often each of these items applies to this child, particularly in the context of his or her behavior with peers.

MARK ONE RESPONSE ON EACH ROW.

	Doesn't apply Seldom displays this behavior	Sometimes applies Occasionally displays this behavior	Certainly applies Often displays this behavior
a. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Adapted from the *Child Behavior Scale* © 2010 Gary W. Ladd. Used with permission.



12. **During this school year, how often have other students ...** MARK ONE RESPONSE ON EACH ROW.

	Never	Rarely	Sometimes	Often	Very often
a. Teased, made fun of, or called <u>this student</u> names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Told lies or untrue stories about <u>this student</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pushed, shoved, slapped, hit, or kicked <u>this student</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Intentionally excluded or left <u>this student</u> out from playing with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. **During this school year, how often has this student ...** MARK ONE RESPONSE ON EACH ROW.

	Never	Rarely	Sometimes	Often	Very often
a. Teased, made fun of, or called <u>other students</u> names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Told lies or untrue stories about <u>other students</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pushed, shoved, slapped, hit, or kicked <u>other students</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Intentionally excluded or left <u>other students</u> out from playing with him or her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION 10: STUDENT INFORMATION****J1. In which grade is this child enrolled? MARK ONE RESPONSE.**

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

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

- Kindergarten (Full-day program)
- Kindergarten (Part-day program)
- First grade
- Second grade
- Third grade or higher
- The child is ungraded/in an ungraded classroom.

**J2. How long has this child been in your classroom this school year? MARK ONE RESPONSE.**

- Entire school year
- More than one semester but less than the entire school year
- More than one quarter but less than one semester
- Less than one quarter of the school year

**J3. How often does this child wear eye glasses or contact lenses in the classroom? MARK ONE RESPONSE.**

- Never
- Seldom
- Usually
- Always



**J4. How many instructional groups based on achievement or ability levels in reading do you currently have in this child's class? MARK ONE RESPONSE.**

I do not use instructional groups for reading. → GO TO Q J6

Two

Three

Four

Five or more

**J5. In which reading instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.**

--	--

 Instructional Group

**J6. How many instructional groups based on achievement or ability levels in mathematics do you currently have in this child's class? MARK ONE RESPONSE.**

I do not use instructional groups for mathematics. → GO TO Q J8 on page 16

Two

Three

Four

Five or more

**J7. In which mathematics instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.**

--	--

 Instructional Group



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**J8. Are you this child's primary teacher in the following subject areas? MARK ALL THAT APPLY.**

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

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

**J9. Please indicate the total number of times this child has been absent from your class during the current school year? MARK ONE RESPONSE.**

- No absences
- 1 to 4 absences
- 5 to 7 absences
- 8 to 10 absences
- 11 to 19 absences
- 20 to 35 absences
- 36 to 80 absences
- 81 to 89 absences
- 90 or more absences

**J10. Has this child ever fallen 2 or more weeks behind in school work this year? MARK ONE RESPONSE.**

*If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'*

- Yes
- No →
- Not applicable →



**J11. Why has this child fallen behind in school work? MARK ALL THAT APPLY.**

- A health problem
- A disciplinary problem
- Lack of effort
- Disorganized
- Lacks prerequisite skills
- Frequent absences
- Emotional problems
- Family problems
- Homelessness
- Some other reason (Please specify):

**J12. As of today's date, how many times have you referred this child outside of the classroom for discipline as a result of misbehavior? WRITE A NUMBER IN THE BOX BELOW. IF THE ANSWER IS ZERO, WRITE "0."**

--	--	--

Number of times

**J13. During this school year, has this child received instruction in the following types of programs in your school? MARK ALL THAT APPLY.**

*Gifted and talented programs include enrichment and accelerated programs.*

- Individual tutoring remedial program in reading/language arts
- Individual tutoring remedial program in mathematics
- Pull-out (that is, out of classroom) small group remedial program in reading/language arts
- Pull-out (that is, out of classroom) small group remedial program in mathematics
- Gifted and talented program in reading/language arts
- Gifted and talented program in mathematics
- None of the above





**J14. During this school year, has this child received instruction and/or related services in your school at any of the following times outside of the regular school day?**

*MARK ONE RESPONSE ON EACH ROW.*

	<u>Yes</u>	<u>No</u>	<u>Not offered</u>	<u>Don't know</u>
a. Instruction or services before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instruction or services after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instruction or services on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**J15. Is English this child's native language?** *MARK ONE RESPONSE.*

Yes → GO TO Q J21 on page 21

No

Don't know

**J16. Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?** *MARK ONE RESPONSE.*

Yes

No → GO TO Q J21 on page 21



Please read the following examples and definitions for help in answering question J17.

**Literacy in two languages:**

- A two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

**Literacy solely in English:**

- A sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program.

**J17. Would you say the specialized language instruction this child receives is primarily a/an...?**

MARK ONE RESPONSE.

Program that focuses on developing students' literacy in two languages

Program that focuses on developing students' literacy solely in English

Other program (Please specify):

No specialized language program is provided to this child. → GO TO Q J20 on page 20

**J18. How often does this child usually receive specialized language instruction of the following program types?**

MARK ONE RESPONSE ON EACH ROW.

	Not applicable/ Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week or more
a. Program that focuses on developing students' literacy in two languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program that focuses on developing students' literacy solely in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**J19. On the days when this child receives specialized language instruction, for how much time does this child receive instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.**

	Not applicable/ Never	Less than ½ hour	½ hour to less than 1 hour	1 to less than 1½ hours	1½ to less than 2 hours	2 to less than 2½ hours	2½ to less than 3 hours	3 hours or more
a. Program that focuses on developing students' literacy in two languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program that focuses on developing students' literacy solely in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**J20. During this school year, how often is this child's academic instruction provided in this child's native language? MARK ONE RESPONSE.**

- None of the time
- Less than half of the time
- Half of the time
- More than half of the time
- Almost all the time





**Please refer to the following definitions for help in answering the next two questions.**

**Individualized Education Program (IEP):** A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

**Individualized Family Service Plan (IFSP):** A plan developed to support children and families involved in early intervention (birth to age 3).

**504 Plan:** A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

**J21. Does this child have an IEP/IFSP? MARK ONE RESPONSE.**

Yes

No

**J22. Does this child have a 504 plan? MARK ONE RESPONSE.**

Yes

No

**J23. Does this child receive instruction in any of the following types of programs in your school?  
MARK ALL THAT APPLY.**

Speech-Language therapy for children with speech or language disorders/impairments

Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting

None of the above



**J24. During this school year, has this child received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)?** *MARK ALL THAT APPLY.*

- Social work services
- Mental health services (for example, personal/group counseling, therapy, or psychiatric care)
- Behavior management program
- Service coordination/case management services
- Training/counseling for their family and/or caregivers
- None of the above
- Other (Please specify):

**J25. Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?** *MARK ONE RESPONSE.*

- Yes
- No
- Don't know
- Child does not participate in the school's testing or assessment program.
- There is no testing or assessment program at this grade level.

**J26a. During structured play time, how does this child compare with other children in the class in terms of physical activity?** *MARK ONE RESPONSE.*

- A lot less active than most
- A little less active than most
- About the same as most
- A little more active than most
- A lot more active than most



**J26b. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.**

- A lot less active than most
- A little less active than most
- About the same as most
- A little more active than most
- A lot more active than most

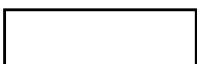
**J27. Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for this child's current grade level?**

*MARK ONE RESPONSE ON EACH ROW.*

	<b>Below grade level</b>	<b>About on grade level</b>	<b>Above grade level</b>
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**J28. During this school year, have this child's parents/guardians attended regularly-scheduled conferences at your school? MARK ONE RESPONSE.**

- Yes
- No
- Not applicable/Not offered





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**J29. During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians for any of the following purposes? MARK ALL THAT APPLY.**

- Behavior problems the child was having in school
- Any problems the child was having with school work
- Anything the child was doing particularly well in or better in at school
- None of the above

**J30. How responsive were this child's parents/guardians when you communicated with them about this child's behavior or school work? MARK ONE RESPONSE.**

- Not responsive at all
- Somewhat responsive
- Very responsive

**J31. Please fill in the boxes with the date the survey was completed.**

				2	0	2	5
MONTH		DAY		YEAR			

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





