

**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.27

Attachment D-2

**Fall Kindergarten Teacher Child-Level
Paper Survey**

**National Center for Education Statistics
U.S. Department of Education**

October 2022

revised April 2023

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Primary Teacher Survey (Child Level)

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



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 C_ID
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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 16 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 7/31/2025.

**Early Childhood Longitudinal Study, Kindergarten Class of 2023-24
Kindergarten Teacher Survey (Child Level)
Fall 2023 - Form TQCFK**

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.

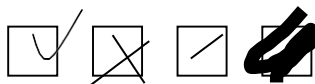
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



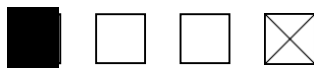
Incorrect Marks:

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 – 0̄, and do not write a seven with a line through it like this – 7̄.

Write one number per box like this:

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

Write words like this:

John Smith



Draft

ACADEMIC RATING SCALE

Please rate this child's current skills, knowledge, and behaviors within language and literacy (section 1) and mathematical thinking (section 2), 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.

Not yet	=	Child <u>has not yet</u> demonstrated skill, knowledge, or behavior.
Beginning	=	Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently.
In progress	=	Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence.
Intermediate	=	Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient.
Proficient	=	Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> .
Not applicable or Skill not yet taught	=	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. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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.	<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
f. Easily and quickly names all upper- and lower-case letters of the alphabet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Predicts what will happen next in stories by using the pictures and storyline for clues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reads simple books independently – for example, reads books with a repetitive language pattern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Composes simple stories – for example, by writing about a personal experience in a journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Finds meaningful units in words such as prefixes, suffixes, and base words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 2: MATHEMATICAL THINKING

B1. 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. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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 $4 + _ = 10$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. 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, $18 = 10 + 8$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1. (Cont.) 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
h. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: EARLY LANGUAGE SKILLS

C1. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C1. (Cont.) 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?				
	<u>Never</u>	<u>Rarely</u>	<u>Some- times</u>	<u>Often</u>	<u>Very often</u>
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"/>

C2. 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
- 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.

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C3. How much does this child enjoy writing? *MARK ONE RESPONSE.*

Not at all

A little bit

Somewhat

Quite a bit

Very much



SECTION 4: SOCIAL SKILLS AND APPROACHES-TO-LEARNING

D1. 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?

	Never	Sometimes	Often	Very often	No opportunity to observe
a. [REDACTED]					
b. [REDACTED]					
c. [REDACTED]					
d. [REDACTED]					
e. [REDACTED]					
f. Keeps belongings organized.					
g. Shows eagerness to learn new things.					
h. Works independently.					
i. [REDACTED]					
j. [REDACTED]					
k. Easily adapts to changes in routines.					
l. [REDACTED]					
m. Persists in completing tasks.					
n. Pays attention well.					
o. Follows classroom rules.					
p. [REDACTED]					
q. [REDACTED]					
r. [REDACTED]					

SECTION 5: CLASSROOM BEHAVIORS

E1. 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.

SECTION 6: SCHOOL LIKING AND AVOIDANCE

F1. For the items below, please indicate how often each of these items applies to this child.
 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. 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"/>

SECTION 7: PEER RELATIONSHIPS

G1. 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"/>



SECTION 8: STUDENT INFORMATION

H1. In what type of program is this child enrolled? MARK ONE RESPONSE.

- Full-day program
- Morning part-day program
- Afternoon part-day program

H2. Is the 2023-24 school year this child's...? 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.*

- First year in kindergarten
- Second year in kindergarten
- Third year or more in kindergarten

H3. How often does this child wear eye glasses or contact lenses in the classroom? MARK ONE RESPONSE.

- Never
- Seldom
- Usually
- Always

H4. 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 H6 on page 14
- Two
- Three
- Four
- Five or more

H5. 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
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H6. 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 H8
- Two
- Three
- Four
- Five or more

H7. 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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H8. 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

H9. Please fill in the boxes below with the date the survey was completed.

				2	0	2	3
MONTH	DAY	YEAR					

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

