Section	FT Item #	FT Item Wording - redacted
INQ	INQ001	Question "Thank you for launching the ECLS survey about (CHILD}! We would like to collect some information about {CHILD}'s school and home experiences._x000D_ _x000D_ Here are some tips to keep in mind when completing the survey:_x000D_ _x000D_ •Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ •Use the “Next” and “Back” buttons at the bottom of the screen to move through the survey. Do not use your browser arrows._x000D_ •If you need to stop the survey before finishing and return at a later time, please select “Save and Exit.” When you return to the survey, you will be taken where you left off._x000D_ •To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ •Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i” icon._x000D_ •You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the “Next” button below to start the survey.”
INQ	INQ001b	Question “In {{MONTH} {YEAR}}, {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME} {approximately {PREVIOUS ROUND RESPONDENT’S AGE} years old} completed a survey for the study. _x000D_ _x000D_ Are you {PREVIOUS ROUND RESPONDENT’S FIRST NAME} {PREVIOUS ROUND RESPONDENT’S LAST NAME}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

INQ	INQ002	Question "Are you the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No, another parent or guardian in the household knows the most about {CHILD}’s care, education, and health._x000D_ 3. No, {CHILD} does not live in this household._x000D_
INQ	INQ005a	Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact him or her for the survey._x000D_ _x000D_ First Name: "
INQ	INQ005b	Question "Last Name:"
INQ	INQ005c	Question "Email Address:"_x000D_ _x000D_ Watermark: "name@domain.com"
INQ	INQ005d1	Question "Please {confirm/enter} the mailing address._x000D_ _x000D_ Address Line 1:"
INQ	INQ005d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
INQ	INQ005e	Question "City:"
INQ	INQ005f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"

INQ	INQ005g	Question "ZIP code:"

INQ	INQ005i	Question “Please select your name and/or description from the list below. If you are not on the list, select “not on list.”_x000D_ ----_x000D_ 1. {Person who did the survey last fall/First name of person who did _x000D_ the survey last fall/Last name of person who did the survey last fall/_x000D_ {RESPONDENT’S FIRST NAME} {RESPONDENT’S LAST NAME}} _x000D_ {, about age {RESPONDENT’S AGE}} {, {RESPONDENT’S SEX}}_x000D_ 2. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 3. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 4. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 5. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 6. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 7. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 8. {HH MEMBER’S FIRST NAME} {, about age {HH MEMBERS’S AGE}}_x000D_ {, {HH MEMBER’S SEX}}_x000D_ 36. Not on list_x000D_
INQ	INQ005j	Question "What is your name?_x000D_ _x000D_ We ask for first names so that we can ask questions about each person in the survey._x000D_ _x000D_ First Name:"
INQ	INQ005k	Question "{Please enter or confirm your last name.}_x000D_ _x000D_ Last Name:"

INQ	INQ010a	Question "We need your permission before we can include {CHILD} in the study activities. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study. We would like to collect your survey responses, even if you do not permit {CHILD} to take part in study activities._x000D_ _x000D_ Do you give your permission for {CHILD} to participate in the ECLS?"_x000D_ ----_x000D_ 1. Yes, I give permission for {CHILD} to participate in the ECLS._x000D_ 2. No, I do not give permission for {CHILD} to participate._x000D_
INQ	INQ010b	Question "Please enter or confirm your name from the previous question._x000D_ _x000D_ First Name: "
INQ	INQ010c	Question "Last Name:"
INQ	INQ020a	Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ020b	Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:”
INQ	INQ020c	Question “Middle name:”_x000D_ _x000D_ InstResp: “If there is no middle name, please skip this.”
INQ	INQ020d	Question “Last Name:”
INQ	INQ050a	Question “Our records also show that {CHILD} is {male/female}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

INQ	INQ050b	Question “What is {CHILD}’s sex?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
INQ	INQ060a	Question “Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ060b	Question “What is {CHILD}'s date of birth?” InstResp “Please enter the two-digit month, two-digit day, and four-digit year (for example, 04/04/2017).” Watermark “MM/DD/YYYY” “Don’t know” “Rather not answer”
INQ	INQ080	Question “So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b, c, and d} years old. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ090	Question “How old is {CHILD}?”_x000D_ _x000D_ Watermark “Enter age”
INQ	INQ100a	Question "Our records show that you live at _x000D_ _x000D_ {ADDRESS LINE 1}{,} {ADDRESS LINE 2}_x000D_ {CITY}, {STATE} {ZIP CODE} _x000D_ _x000D_ Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
INQ	INQ100b	Question "Please enter your mailing address._x000D_ _x000D_ Address Line 1: "

INQ	INQ100c	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
INQ	INQ100d	Question "City:"
INQ	INQ100e	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"
INQ	INQ100f	Question "Zip code:"
INQ	INQ130a	Question "Please confirm or enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark name@domain.com_x000D_ _x000D_ “I don’t have an email address.”
INQ	INQ130b	Question "Mobile Number:”_x000D_ _x000D_ “I don’t have a mobile phone.”
INQ	INQ130c	Question "Landline Number:"_x000D_ _x000D_ “I don’t have a landline phone.”

PIQ	PIQ051	Question "Now, we’d like to ask you about {CHILD}'s school. _x000D_ _x000D_ To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school?_x000D_ _x000D_ {CHILD} being able to go to {his/her} current school was ..." InstResp: “Choosing where to live” means moving to a particular neighborhood so that the child can go to the school that is assigned to that neighborhood.”_x000D_ ----_x000D_ 1. A primary factor_x000D_ 2. One of several factors_x000D_ 3. Not a factor_x000D_
PIQ	PIQ060	Question “Which of the following best describes the school that {CHILD} is attending?”_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. {CHILD} is attending the regularly-assigned school for our home._x000D_ 2. {CHILD} is attending the regularly-assigned school for our home that is also the school we would choose for {him/her}._x000D_ 3. {CHILD} is attending a school we chose that is not the assigned school for our home._x000D_ 4. {CHILD} is homeschooled._x000D_
PIQ	PIQ065	Question "Does {CHILD} attend a school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ066	Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities.”_x000D_ _x000D_ Watermark “Hours per week”

PIQ	PIQ127	Question “Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}’s teachers or {his/her} school contacted your household about any behavior problems {he/she} is having, such as:”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Biting_x000D_ 2. Being aggressive_x000D_ 3. Not following directions_x000D_ 4. Being overly active_x000D_ 5. Being impulsive or having little or no self-control_x000D_ 6. None of the above_x000D_ 91. Another behavior problem (Please specify):_x000D_
PIQ	PIQ127OS	
PIQ	PIQ129a	Question “{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever had an in-school or out-of-school suspension?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ129b	Question “{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been suspended?”_x000D_ _x000D_ InstResp “Please include both in-school and out-of-school suspensions.”_x000D_ _x000D_ Pre-unit “Times:”_x000D_ _x000D_ Watermark “Times suspended”

PIQ	PIQ129c	Question “{Since the beginning of the school year/Since the beginning of kindergarten}, has {CHILD} ever been expelled?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ129d	Question “{Since the beginning of the school year/Since the beginning of kindergarten}, how many times has {CHILD} been expelled?”_x000D_ _x000D_ Pre-unit “Times:”_x000D_ _x000D_ Watermark “Times expelled”
PIQ	PIQ130	Question “Since the beginning of this school year, have you or the other adults in your household done any of the following activities?_x000D_ _x000D_InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Attended an open house or a back-to-school night_x000D_ 2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization_x000D_ 3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher_x000D_ 4. Attended a school or class event, such as a play, sports event, or science fair_x000D_ 5. Served as a volunteer in {CHILD}’s classroom or elsewhere in the school_x000D_ 6. None of the above_x000D_

PIQ	PIQ185	Question “During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?”_x000D_ _x000D_ Pre-unit “Times:”_x000D_ _x000D_ Watermark “Times”
PIQ	PIQ190	Question “How well has {CHILD}'s school done with each of the following activities during this school year?"_x000D_ _x000D_ The school lets you know between report cards how {CHILD} is doing in school.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW
PIQ	PIQ200	Question “The school helps you understand what children at {CHILD}'s age are like.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW
PIQ	PIQ210	Question “The school makes you aware of chances to volunteer at the school.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW

PIQ	PIQ220	Question “The school provides workshops, materials, or advice about how to help {CHILD} learn at home.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW
PIQ	PIQ230	Question “The school provides information on community services to help {CHILD} or your family.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW
PIQ	PIQ231a	Question “Please answer the questions below about {CHILD}'s school._x000D_ _x000D_ At this school, all students are treated equally.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_
PIQ	PIQ231b	Question “This school teaches with materials that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries).”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_
PIQ	PIQ231c	Question “This school thinks it is important to show respect for all students’ backgrounds, beliefs, values, and ways of life.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_

PIQ	PIQ400	Question “When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?” ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ415	Question “This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Inconvenient meeting times_x000D_ 2. No child care keeps your family from going to school meetings or event_x000D_ 3. Family members can't get time off from work_x000D_ 4. Problems with safety going to the school_x000D_ 5. The school does not make your family feel welcome_x000D_ 6. Problems with transportation to the school_x000D_ 7. You don't hear about things going on at school that you might want to be involved in_x000D_ 8. Another reason_x000D_ 9. None of these_x000D_
PIQ	PIQ470	Question “This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PIQ	PIQ490	Question “How satisfied are you with the school {CHILD} attends this year?”_x000D_ ----_x000D_ 1. Very satisfied_x000D_ 2. Somewhat satisfied_x000D_ 3. Somewhat dissatisfied_x000D_ 4. Very dissatisfied_x000D_
PIQ	PIQ500	Question "How many times was {CHILD} late for school during the past four weeks?”_x000D_ _x000D_ Watermark “Enter # of times”

PIQ	PIQ515	Question “How do you feel about the amount of homework {CHILD} is assigned?”_x000D_ ----_x000D_ 1. The amount is about right._x000D_ 2. It's too much._x000D_ 3. It's too little._x000D_
PIQ	PIQ520	Question “During this school year, how often did you or someone else help {CHILD} with {his/her} homework?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Less than once a week_x000D_ 3. 1 to 2 times a week_x000D_ 4. 3 to 4 times a week_x000D_ 5. 5 or more times a week_x000D_ DON'T KNOW
PIQ	PIQ550	Question “How often do you or someone else check that {CHILD} has completed all of {his/her} homework?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Always_x000D_
PIQ	PIQ560	Question “Now we have a question about your expectations of {CHILD}’s grades during this school year. Overall, how do you expect {CHILD}'s grades will be?”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Above average_x000D_ 3. Average_x000D_ 4. Below average_x000D_ 5. Failing_x000D_

PIQ	PIQ585a	Question “How often would you say that {CHILD}… _x000D_ _x000D_ Makes up reasons to stay home from school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_
PIQ	PIQ585b	Question “Seems to dread going to school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_
PIQ	PIQ585c	Question “Becomes upset when it’s time to go to school in the morning?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_
PIQ	PIQ585d	Question “Asks to stay home from school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_
PIQ	PIQ585e	Question “Complains about going to school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_
FSQ	FSQ001	Question “We would like to ask about household members who lived in this household at the time of our last survey. _x000D_ _x000D_ Does {NAME} {who is about {AGE} years old} {and} {male/female} still live in this household?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FSQ	FSQ005	Question “Why is {NAME} no longer living in this household?”_x000D_ ----_x000D_ 1. Separation or divorce_x000D_ 2. Attending college or boarding school_x000D_ 3. Living elsewhere for employment-related reasons_x000D_ 4. Deceased_x000D_ 5. Moved on or moved elsewhere_x000D_ 6. This person never lived in this household_x000D_ 7. Moved back with parents or moved with other parent_x000D_ 8. In jail or prison_x000D_ 9. Relationship ended_x000D_ 91. Some other reason (Please specify):_x000D_
FSQ	FSQ005OS	

FSQ	FSQ006	Question “Other than {you and {CHILD}/you, {CHILD}, and {NAMES OF HOUSEHOLD MEMBERS}}, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since the last survey?” _x000D_ _x000D_ InstResp “Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ007	Question “Please list the first names of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.”_x000D_ _x000D_ New household member 1_x000D_ _x000D_ New household member 2_x000D_ _x000D_ New household member 3_x000D_ _x000D_ New household member 4

FSQ	FSQ010a	Question "Now we have some questions about your household. In the questions that follow, please add the first names, ages, and sexes of everyone who normally lives in your household. Some information about you and {CHILD} information has already been added._x000D_ _x000D_ {Don't forget to include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else.}_x000D_ _x000D_ Please click on the “Next” button below to continue.”

FSQ	FSQ010b	Please add information for all household members. For babies less than 1 year old, enter 0 for the age._x000D_ _x000D_ {If needed, you may list more household members by selecting the "Add a person" button under the last row. The list of household members may be shown on more than one screen to allow for household members to be added. When you are finished adding all household members, select “Next” to move to the next question.} _x000D_ {If needed, you can add more household members later.}_x000D_ {If a person was added in error, select the “Remove this person” button and the person will be removed after any other button is selected.}” _x000D_ First name_x000D_ _x000D_ Household member 1 {DISPLAY FIRST NAME OF RESPONDENT} _x000D_ _x000D_ Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}
FSQ	FSQ030	Question "Age"_x000D_ _x000D_ Watermark "Enter age"
FSQ	FSQ040	Question "Sex"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_

FSQ	FSQ050	Question "Please confirm the first names, ages, and sexes of persons in your household. Is this information correct?" _x000D_ _x000D_ InstResp “If you would like to add household members or change information, please select "No" to go back and make changes. Typos in first names do NOT need to be corrected. If you want to change a first name for someone other than yourself or {CHILD}, after selecting “No” on this screen, use the “Remove this person” button and then the “Add a person” button to add them back with the corrected name. If you have more than eight household members and select "No" to go back and make changes, they will be listed on more than one screen when you back up. Please select "Next" on each screen to see all the household members listed.” {LIST OF HOUSEHOLD MEMBERS SHOWING FIRST NAMES, AGES, AND SEXES}_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ110	Question "Do you have a spouse or partner who lives in this household?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ120	Question "Who in the household is your spouse or partner?"_x000D_ _x000D_ InstRep: “Select the name of the person who is your spouse/partner. If name not listed, select "not on list."”_x000D_ ----_x000D_ 1. {DISPLAY HH MEMBER NAME 1}_x000D_ 2. {DISPLAY HH MEMBER NAME 2}_x000D_ 3. {DISPLAY HH MEMBER NAME 3}_x000D_ 4. {DISPLAY HH MEMBER NAME 4}_x000D_ 5. {DISPLAY HH MEMBER NAME 5}_x000D_ 6. {DISPLAY HH MEMBER NAME 6}_x000D_ 7. {DISPLAY HH MEMBER NAME 7}_x000D_ 8. {DISPLAY HH MEMBER NAME 8}_x000D_ 37. Not on list_x000D_
FSQ	FSQ120a	Question "What is the first name of your spouse or partner?_x000D_ _x000D_ First name:"

FSQ	FSQ120b	Question "How old is {NAME}?"_x000D_ _x000D_ Pre-unit "Age:"_x000D_ _x000D_ Watermark "Enter age"
FSQ	FSQ120c	Question "Is {NAME} male or female?"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_
FSQ	FSQ121	Question "During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?"_x000D_ _x000D_ InstResp "For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FSQ	FSQ122	Question "During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?"_x000D_ _x000D_ InstResp "For example, we mean changes in relationship such as becoming a step-parent, adoptive, parent, or guardian of {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FSQ	FSQ130	Question "What is {your/{NAME}'s} relationship to {CHILD}?"_x000D_ ----_x000D_ 1. Mother/female guardian_x000D_ 2. Father/male guardian_x000D_ 3. Sister_x000D_ 4. Brother_x000D_ 5. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_ 6. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_ 7. Grandmother_x000D_ 8. Grandfather_x000D_ 9. Aunt_x000D_ 10. Uncle_x000D_ 11. Cousin_x000D_ 12. Other relative_x000D_ 13. Other nonrelative_x000D_
FSQ	FSQ140	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Biological or birth mother_x000D_ 2. Adoptive mother_x000D_ 3. Step mother_x000D_ 4. Foster mother or legal female guardian_x000D_ 5. Other female parent or guardian_x000D_
FSQ	FSQ150	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Biological or birth father_x000D_ 2. Adoptive father_x000D_ 3. Step father_x000D_ 4. Foster father or legal male guardian_x000D_ 5. Other male parent or guardian_x000D_
FSQ	FSQ160	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Full sister_x000D_ 2. Half sister_x000D_ 3. Step sister_x000D_ 4. Adoptive sister_x000D_ 5. Foster sister_x000D_

FSQ	FSQ170	Question "{Are you/Is {NAME}} {CHILD}'s..."_x000D_ ----_x000D_ 1. Full brother_x000D_ 2. Half brother_x000D_ 3. Step brother_x000D_ 4. Adoptive brother_x000D_ 5. Foster brother_x000D_
FSQ	FSQ180	Question "{Are you/Is {NAME}} a ..."_x000D_ ----_x000D_ 1. Girlfriend or female partner of {CHILD}'s parent/guardian_x000D_ 2. Boyfriend or male partner of {CHILD}'s parent/guardian_x000D_ 3. Female guardian_x000D_ 4. Male guardian_x000D_ 5. Daughter/son of {CHILD}'s parent's partner_x000D_ 6. Other relative of {CHILD}'s parent's partner_x000D_ 91. Other nonrelative (Please specify):_x000D_
FSQ	FSQ180OS	
FSQ	FSQ190	Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FSQ	FSQ195	Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."_x000D_ _x000D_ InstResp “For the purposes of this study, Hispanic origins are not races. _x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or other Pacific Islander_x000D_ 5. White_x000D_

FSQ	FSQ200	Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"_x000D_ ----_x000D_ 1. Married_x000D_ 2. Separated_x000D_ 3. Divorced_x000D_ 4. Widowed_x000D_ 5. Never married_x000D_ 6. Civil union/domestic partnership_x000D_ 91. I don't know (Please explain):_x000D_
FSQ	FSQ200OS	

HEQ	HEQ030	Question "Now we would like to ask about {CHILD}'s home environment. In a typical week, how often do you or any other family members read books to {CHILD}?" _x000D_ _x000D_ InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by {herself/himself/him or herself}. Please include reading of books in any language."_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ035	Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ036	Question "Generally, how long is {CHILD} read to at each of these times?"_x000D_ _x000D_ InstResp "Please include reading in any language."_x000D_ _x000D_ Pre-unit "Minutes:"_x000D_ _x000D_ Watermark “Enter minutes”
HEQ	HEQ040	Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children.”_x000D_ _x000D_ InstResp “Include all children’s books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings.”_x000D_ _x000D_ Watermark “Enter number of books”

HEQ	HEQ045	Question "{Is this book in English or {{NON-ENGLISH LANGUAGE/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?"_x000D_ ----_x000D_ 1. English_x000D_ 2. {{NON-ENGLISH LANGUAGE}/A language other than English}_x000D_ 3. {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}}_x000D_
HEQ	HEQ105	Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}?" InstResp "Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore." ---- 1. Yes 2. No
HEQ	HEQ210	Question "In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ215	Question "Generally, how long did {CHILD} read to {himself/herself} at each of these times?"_x000D_ _x000D_ InstResp "Please include reading in any language."_x000D_ _x000D_ Pre-unit "Minutes:"_x000D_ _x000D_ Watermark "Enter minutes"

HEQ	HEQ217a	Question “In the past month, how often did you and {CHILD} engage in the following activities? _x000D_ _x000D_ Showed interest in or talked about time using clocks”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217b	Question “Played card games that use numbers or counting (such as Go Fish, War)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217c	Question “Counted down using numbers (10, 9, 8, 7, . . .)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217d	Question “Played board games that use numbers, counting, or dice (such as Chutes and Ladders, Monopoly Jr.)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217e	Question “Counted out money”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_

HEQ	HEQ217f	Question “In the past month, how often did you and {CHILD} engage in the following activities? _x000D_ _x000D_ Memorized math facts (such as 2 + 2 = 4)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217g	Question “{Continued} In the past month, how often did you and {CHILD} engage in the following activities? _x000D_ _x000D_ Measured the lengths and widths of things”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217h	Question “Guessed the number of things (such as pennies in a jar)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217i	Question “Compared the sizes of numbers (such as 5 is more than 4)”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217j	Question “Measured ingredients when cooking or baking”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_

HEQ	HEQ217k	Question “Played with jigsaw puzzles”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ217l	Question “Played with blocks or construction toys”_x000D_ ----_x000D_ 1. Never or almost never_x000D_ 2. Less than once a week_x000D_ 3. Once a week_x000D_ 4. Several times a week_x000D_ 5. Every day or almost every day_x000D_
HEQ	HEQ220	Question “Do you have a home computer or other digital device that {CHILD} uses?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
HEQ	HEQ274a	Question “On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games?” _x000D_ _x000D_ InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the “Hours” and "Minutes" sections." _x000D_ _x000D_ Pre-unit “Hours:” _x000D_ _x000D_ Watermark "Enter hours"
HEQ	HEQ274b	Pre-unit “Minutes:” _x000D_ _x000D_ Watermark "Enter minutes"
HEQ	HEQ274c	Question “In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her} something, like math or reading skills?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_

HEQ	HEQ280	Question “Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
HEQ	HEQ287	Question: “What is {CHILD} tutored in?”_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Reading_x000D_ 2. Math_x000D_ 3. Science_x000D_ 4. Foreign language_x000D_ 91. Other (Please specify):_x000D_
HEQ	HEQ287OS	

HEQ	HEQ288	Question “Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?”_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics_x000D_ 2. Dance groups, classes, or lessons_x000D_ 3. Music, for example, piano, instrumental music, or singing lessons_x000D_ 4. Drama groups, classes, or lessons_x000D_ 5. Art groups, classes, or lessons, for example, painting, drawing, sculpture_x000D_ 6. Craft groups, classes, or lessons_x000D_ 7. Language groups, classes, or lessons (to learn English or another language)_x000D_ 8. None of the above_x000D_
HEQ	HEQ399	Question “During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_
HEQ	HEQ400	Question “Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?”_x000D_ ----_x000D_ 1. Not at all safe_x000D_ 2. Somewhat safe_x000D_ 3. Very safe_x000D_
HEQ	HEQ520	Question “In a typical week, on how many days does your family eat a meal together?”_x000D_ _x000D_ InstResp “By family, we mean at least one adult and one child.”_x000D_ _x000D_ Pre-unit “Days:”_x000D_ _x000D_ Watermark "Number of days"

HEQ	HEQ521	Question “In a typical week, on how many days does your family eat the evening meal together?”_x000D_ _x000D_ InstResp “By family, we mean at least one adult and one child.”_x000D_ _x000D_ Pre-unit “Days:”_x000D_ _x000D_ Watermark "Number of days"
HEQ	HEQ595	Question “On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?”_x000D_ ----_x000D_ 1. Yes, {CHILD} has a usual bedtime._x000D_ 2. No, {CHILD}'s bedtime varies a lot from night to night._x000D_
HEQ	HEQ600a	Question “On an average school night, how many hours of sleep does {CHILD} get?”_x000D_ _x000D_ Pre-unit “Hours:” _x000D_ _x000D_ Watermark "Enter hours"
HEQ	HEQ600b	Pre-unit “Minutes:” _x000D_ _x000D_ Watermark "Enter minutes"
SSQ	SSQ010a	Item wording is redacted due to copyright
SSQ	SSQ010b	Item wording is redacted due to copyright
SSQ	SSQ010c	Item wording is redacted due to copyright
SSQ	SSQ010d	Item wording is redacted due to copyright
SSQ	SSQ010e	Item wording is redacted due to copyright
SSQ	SSQ010f	Item wording is redacted due to copyright
SSQ	SSQ010g	Item wording is redacted due to copyright
SSQ	SSQ010h	Item wording is redacted due to copyright
SSQ	SSQ010i	Item wording is redacted due to copyright

SSQ	SSQ010j	Question "Keeps working at something until {he/she/they} {is/are} finished."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010k	Item wording is redacted due to copyright
SSQ	SSQ010l	Item wording is redacted due to copyright
SSQ	SSQ010m	Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Shows interest in a variety of things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010n	Item wording is redacted due to copyright
SSQ	SSQ010o	Question "Concentrates on a task and ignores distractions."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010p	Item wording is redacted due to copyright
SSQ	SSQ010q	Item wording is redacted due to copyright
SSQ	SSQ010r	Question "Helps with chores."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010s	Item wording is redacted due to copyright
SSQ	SSQ010t	Item wording is redacted due to copyright

SSQ	SSQ010u	Item wording is redacted due to copyright
SSQ	SSQ010v	Question "Is eager to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010w	Item wording is redacted due to copyright
SSQ	SSQ010x	Question "Is creative in work or in play."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
SSQ	SSQ010y	Item wording is redacted due to copyright
SSQ	SSQ010z1	Item wording is redacted due to copyright
SSQ	SSQ010z2	Item wording is redacted due to copyright
SSQ	SSQ010z3	Item wording is redacted due to copyright
SSQ	SSQ010z4	Item wording is redacted due to copyright
SSQ	SSQ010z5	Item wording is redacted due to copyright

SSQ	SSQ010z6	Item wording is redacted due to copyright
SSQ	SSQ010z7	Item wording is redacted due to copyright
SSQ	SSQ010z8	Item wording is redacted due to copyright
SSQ	SSQ010z9	Item wording is redacted due to copyright
SSQ	SSQ020a	Question "Please rate how true each of these statements is for {CHILD}._x000D_ _x000D_ When practicing an activity, has a hard time keeping {her/his} mind on it."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_
SSQ	SSQ020b	Question "Will move from one task to another without completing any of them."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_

SSQ	SSQ020c	Question "When drawing or coloring in a book, shows strong concentration."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_
SSQ	SSQ020d	Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_
SSQ	SSQ020e	Question "Please rate how true each of these statements is for {CHILD}._x000D_ _x000D_ Is easily distracted when listening to a story."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_
SSQ	SSQ020f	Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Untrue_x000D_ 3. Somewhat untrue_x000D_ 4. Neither untrue nor true_x000D_ 5. Somewhat true_x000D_ 6. True_x000D_ 7. Extremely true_x000D_

SSQ	SSQ025a	Question "Please rate how true each of these statements is for {CHILD}. _x000D_ _x000D_ Can wait before entering into new activities if asked to."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_
SSQ	SSQ025b	Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_
SSQ	SSQ025c	Question "Has trouble sitting still when told to (story time, etc.)."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_
SSQ	SSQ025d	Question "Is good at following instructions."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_

SSQ	SSQ025e	Question "Please rate how true each of these statements is for {CHILD}. _x000D_ _x000D_ Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_
SSQ	SSQ025f	Question "Can easily stop an activity when told "no.""_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Somewhat untrue_x000D_ 3. Neither untrue nor true_x000D_ 4. Somewhat true_x000D_ 5. Extremely true_x000D_
SSQ	SSQ030a	Question “How much do you agree or disagree with the following statements about {CHILD}._x000D_ _x000D_ {CHILD} becomes sad when other children are sad.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_
SSQ	SSQ030b	Question “{CHILD} gets upset seeing another child being punished for being naughty.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_

SSQ	SSQ030c	Question “{CHILD} seems to react to the moods of people around {him/her}.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_
SSQ	SSQ030d	Question “{CHILD} gets upset when another person is acting upset.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_
SSQ	SSQ030e	Question “{CHILD} cries or gets upset when seeing another child cry.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_
SSQ	SSQ035a	Question "In the following items, please indicate on a scale from very unlikely to very likely the likelihood that you would respond in the ways listed for each item._x000D_ _x000D_ If {CHILD} becomes angry because {he/she} is sick or hurt and can't go to {his/her} friend's birthday party, would you..._x000D_ _x000D_ Send {CHILD} to {his/her} room to cool off?”_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_

SSQ	SSQ035b	Question "Get angry at {CHILD}?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ035c	Question "Help {CHILD} think about ways that {he/she} can still be with friends (for example, invite some friends over after the party)?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ035d	Question "Tell {CHILD} not to make a big deal out of missing the party?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ035e	Question "Encourage {CHILD} to express {his/her} feelings of anger and frustration?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_

SSQ	SSQ035f	Question "Soothe {CHILD} and do something fun with {him/her} to make {him/her} feel better about missing the party?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ040a	Question "For each of the following scenarios, please indicate how likely you would be to respond in the ways listed._x000D_ _x000D_ If {CHILD} is playing with other children and one of them calls {him/her} names, and {CHILD} then begins to tremble and become tearful, would you..._x000D_ _x000D_ Tell {CHILD} not to make a big deal out of it?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ040b	Question "Feel upset yourself?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ040c	Question "Tell {CHILD} to behave or you will have to go home right away?"_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_

SSQ	SSQ040d	Question “Help {CHILD} think of constructive things to do when other children tease {him/her} (for example, find other things to do)?”_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ040e	Question "Comfort {him/her} and play a game to take {his/her} mind off the upsetting event?”_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
SSQ	SSQ040f	Question "Encourage {him/her} to talk about how it hurts to be teased?”_x000D_ ----_x000D_ 1. Very unlikely_x000D_ 2. Unlikely_x000D_ 3. Somewhat unlikely_x000D_ 4. Neither likely nor unlikely_x000D_ 5. Somewhat likely_x000D_ 6. Likely_x000D_ 7. Very likely_x000D_
CFQ	CFQ100	Question “Now, we'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER/your current spouse or partner}. Please describe your relationship.”_x000D_ ----_x000D_ 1. Very happy_x000D_ 2. Fairly happy_x000D_ 3. Not too happy_x000D_

CFQ	CFQ320a	Question “Now we are going to show you some statements. Please select how true each statement is for you._x000D_ _x000D_ If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Always true_x000D_
CFQ	CFQ320b	Question “If I have an emergency and need cash, family or friends will loan it to me.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Always true_x000D_
CFQ	CFQ320c	Question “If I have troubles or need advice, I have someone I can talk to.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Always true_x000D_
CCQ	CCQ005	Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers." _x000D_ _x000D_ InstResp “Press Next to continue.”

CCQ	CCQ010	Question "Is {CHILD} now receiving care from a relative on a regular basis including care provided before or after school? This may include care provided by grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}._x000D_ _x000D_ InstResp “Do not include care from parents or guardians, even if they do not live with {CHILD}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ060	Question “How many different regular care arrangements do you currently have with relatives?”_x000D_ _x000D_ InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ065	Question "{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?" _x000D_ _x000D_ InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere.”_x000D_ ----_x000D_ 1. Grandparent_x000D_ 2. Aunt_x000D_ 3. Uncle_x000D_ 4. Brother_x000D_ 5. Sister_x000D_ 6. Another relative_x000D_

CCQ	CCQ070	Question "Is the care provided by {{CHILD}'s {RELATIVE}/ that relative} in your home or another home?"_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varies_x000D_
CCQ	CCQ075	Question "Does {CHILD} receive that care before school, after school, or on weekends?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_
CCQ	CCQ085	Question "How many days each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?" _x000D_ _x000D_ InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ "Watermark "Days per week"
CCQ	CCQ090	Question "How many hours each week does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?"_x000D_ _x000D_ InstResp "Please round to the nearest hour._x000D_ _x000D_ If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ092	Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid either by you or someone else?"_x000D_ _x000D_ InstResp "Please only think about the relative who provides the most care for {CHILD}."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ093	Question "Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for {CHILD}?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ093OS	
CCQ	CCQ094	Question "How much does your household pay for {CHILD}’s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?”_x000D_ _x000D_ InstrResp “Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_ _x000D_ Pre-unit “Dollars:”_x000D_ _x000D_ Watermark “Enter number”
CCQ	CCQ095	Pre-unit “Unit:”_x000D_ ----_x000D_ 1. Per hour_x000D_ 2. Per day_x000D_ 3. Per week_x000D_ 4. Every two weeks_x000D_ 5. Per month_x000D_ 6. Per year_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ095OS	

CCQ	CCQ096	Question "How many children is this amount for, including {CHILD}?”_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_
CCQ	CCQ110	Question "You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?” _x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark “Hours per week”

CCQ	CCQ115	Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.} "_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ165	Question "How many different regular care arrangements do you currently have with nonrelatives?"_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ170	Question "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?"_x000D_ ----_x000D_ 1. Own home_x000D_ 2. Other home_x000D_ 3. Both/Varies_x000D_
CCQ	CCQ175	Question "Does {CHILD} receive that care before school, after school, or on weekends?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_
CCQ	CCQ185	Question "How many days each week does {CHILD} receive care from that person?"_x000D_ _x000D_ InstResp "If the schedule changes, answer based on the schedule kept most often."_x000D_ _x000D_ Watermark "Days per week"

CCQ	CCQ190	Question "How many hours each week does {CHILD} receive care from that person?_x000D_ _x000D_ Hours:"_x000D_ _x000D_ InstResp “Please round to the nearest hour."_x000D_ _x000D_ If the schedule changes, answer based on the schedule kept most often.”_x000D_ _x000D_ Watermark “Hours per week”
CCQ	CCQ192	Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?”_x000D_ _x000D_ InstResp “Please only think about the nonrelative who provides the most care for {CHILD}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ193	Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ193OS	

CCQ	CCQ194	Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?"_x000D_ _x000D_ InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_ _x000D_ Pre-unit "Dollars:"_x000D_ _x000D_ Watermark "Enter number"
CCQ	CCQ195	Pre-unit "Unit:"_x000D_ ----_x000D_ 1. Per hour_x000D_ 2. Per day_x000D_ 3. Per week_x000D_ 4. Every two weeks_x000D_ 5. Per month_x000D_ 6. Per year_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ195OS	
CCQ	CCQ196	Question "How many children is this amount for, including {CHILD}?"_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_

CCQ	CCQ205	Question "You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?”_x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark “Hours per week”
CCQ	CCQ260	Question “{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ325	Question “How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis?”_x000D_ ----_x000D_ 1. One_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_
CCQ	CCQ330	Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} attends?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CCQ	CCQ335	Question "Does {CHILD} go to that program before school, after school, or on weekends?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Before school_x000D_ 2. After school_x000D_ 3. Weekends_x000D_

CCQ	CCQ350	Question "How many days each week does {CHILD} go to that program?”_x000D_ _x000D_ InstResp “If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_ _x000D_ If the schedule changes, answer for the arrangement where the most time is spent.”_x000D_ _x000D_ Days:"_x000D_ _x000D_ Watermark "Days per week"
CCQ	CCQ355	Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?”_x000D_ _x000D_ InstResp “Please round to the nearest hour._x000D_ _x000D_ If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent. _x000D_ _x000D_ If the schedule changes, answer for the arrangement where the most time is spent.” _x000D_ _x000D_ Pre-unit "Hours:" _x000D_ _x000D_ Watermark "Hours per week"
CCQ	CCQ365	Question "Is there any charge or fee for that program, paid either by you or someone else?”_x000D_ _x000D_ InstResp “Please only think about the program that provides the most care for {CHILD}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CCQ	CCQ370	Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. A relative of {CHILD} outside your household who provides money specifically for that care_x000D_ 2. Temporary Assistance for Needy Families, or TANF_x000D_ 3. Another social service or welfare agency_x000D_ 4. An employer_x000D_ 5. No one else helps to pay for this_x000D_ 91. Someone else (Please specify):_x000D_
CCQ	CCQ370OS	
CCQ	CCQ371	Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?”_x000D_ _x000D_ InstrResp “Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc."_x000D_ _x000D_ Pre-unit “Dollars:”_x000D_ _x000D_ Watermark “Enter number”
CCQ	CCQ372	Pre-unit “Unit:”_x000D_ ----_x000D_ 1. Per hour_x000D_ 2. Per day_x000D_ 3. Per week_x000D_ 4. Every two weeks_x000D_ 5. Per month_x000D_ 6. Per year_x000D_ 91. Other (Please specify):_x000D_
CCQ	CCQ372OS	

CCQ	CCQ373	Question "How many children is this amount for, including {CHILD}?"_x000D_ ----_x000D_ 1. {CHILD} only_x000D_ 2. {CHILD} + 1 more (2 total)_x000D_ 3. {CHILD} + 2 more (3 total)_x000D_ 4. {CHILD} + 3 or more (4 or more total)_x000D_
CCQ	CCQ375	Question "You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"_x000D_ _x000D_ InstResp "Please round to the nearest hour."_x000D_ _x000D_ Pre-unit "Hours:"_x000D_ _x000D_ Watermark "Hours per week"

DWQ	DWQ040	Question “For the next set of statements, please select whether each statement is completely true, mostly true, somewhat true, or not at all true._x000D_ _x000D_ Being a parent is harder than I thought it would be.”_x000D_ ----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_
DWQ	DWQ045	Question “{CHILD} does things that really bother me.”_x000D_ ----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_
DWQ	DWQ050	Question “I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.”_x000D_ ----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_
DWQ	DWQ060	Question “I often feel angry with {CHILD}.”_x000D_ ----_x000D_ 1. Completely true_x000D_ 2. Mostly true_x000D_ 3. Somewhat true_x000D_ 4. Not at all true_x000D_
DWQ	DWQ070a	Question “Now, please consider how often each of these following statements are true for you._x000D_ _x000D_ Even if I am really busy, I make time to listen to {CHILD}.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_

DWQ	DWQ070b	Question “I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_
DWQ	DWQ070c	Question “I encourage {CHILD} to talk about {his/her} troubles.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_
DWQ	DWQ070d	Question “I encourage {CHILD} to tell me about {his/her} friends and activities.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_
DWQ	DWQ070e	Question “I encourage {CHILD} to express {his/her} opinions.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_
DWQ	DWQ070f	Question “When I lose my patience with {CHILD}’s questions and demands, I just don’t listen to {CHILD} anymore.”_x000D_ ----_x000D_ 1. Never true_x000D_ 2. Sometimes true_x000D_ 3. Often true_x000D_ 4. Very often true_x000D_
DWQ	DWQ077a	Question “The following are a number of statements about your family. Please select how often it typically occurs in your home._x000D_ _x000D_ You threaten to punish {CHILD} and then do not actually punish {him/her}.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Almost never_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Always_x000D_

DWQ	DWQ077b	Question “{CHILD} talks you out of being punished after {he/she} has done something wrong.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Almost never_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Always_x000D_
DWQ	DWQ077c	Question “You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said.”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Almost never_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Always_x000D_
CHQ	CHQ010	Question “Now we would like to ask about {CHILD}’s health and well-being._x000D_ _x000D_ How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?”_x000D_ ----_x000D_ 1. Never been to dentist or dental hygienist for dental care_x000D_ 2. Less than 6 months_x000D_ 3. 6 months to less than 1 year_x000D_ 4. 1 year to 2 years_x000D_ 5. More than 2 years_x000D_
CHQ	CHQ020	Question “How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?”_x000D_ _x000D_ InstResp “Routine health care may include check-ups or immunization appointments.”_x000D_ ----_x000D_ 1. Never had routine health care_x000D_ 2. Less than 6 months_x000D_ 3. 6 months to less than 1 year_x000D_ 4. 1 year to 2 years_x000D_ 5. More than 2 years_x000D_
CHQ	CHQ020b	Question "Has {CHILD} ever had an ear infection?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ020c	Question "Has {CHILD} ever had an ear ache?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ020d	Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear ache}?_x000D_ _x000D_ Years:"_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Watermark “Enter age in years”
CHQ	CHQ020e	Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter age in months”
CHQ	CHQ020f	Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear infection/ear ache}?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ021	Question “Has {CHILD} had an ear infection since last spring?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ022	Question “Has {CHILD} had an ear ache since last spring?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ023	Question “Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?”_x000D_ _x000D_ Pre-unit “Times:”_x000D_ _x000D_ Watermark “Number of times”

CHQ	CHQ024	Question “How have {CHILD}’s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?” _x000D_ _x000D_ InstResp “Select all that apply”_x000D_ ----_x000D_ 1. No treatment/watch and wait_x000D_ 2. Decongestants, antihistamines, or allergy medication_x000D_ 3. Antibiotics_x000D_ 4. Ear tubes were put into {CHILD}’s ears_x000D_ 5. Analgesics (for example, fever reducer or pain reliever)_x000D_ 6. Ear drops_x000D_ 7. Flushing the ear, irrigation, or taking out ear wax_x000D_ 8. Took out tonsils or adenoids_x000D_ 9. Chiropractic treatments_x000D_ 10. {CHILD} did not go to doctor, nurse, or medical professional_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ024OS	
CHQ	CHQ025	Question “Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} has had surgery to place tubes in {his/her} ears?” _x000D_ _x000D_ InstResp “Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.”_x000D_ ----_x000D_ 1. Right ear_x000D_ 2. Left ear_x000D_ 3. Both ears_x000D_
CHQ	CHQ026	Question “Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ027	Question “Does {he/she} receive treatment for this condition?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ030	Question “Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill?”_x000D_ _x000D_ InstResp “This includes {Medicaid/ {or STATE NAME FOR MEDICAID}}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ060	Question “In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?”_x000D_ _x000D_ Pre-unit “Days”_x000D_ _x000D_ Watermark “Number of days”
CHQ	CHQ086	Question “How tall is {CHILD} without shoes?” _x000D_ _x000D_ InstResp “Your best guess is fine.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in feet and inches_x000D_ 2. Answer in meters and centimeters_x000D_ DON'T KNOW
CHQ	CHQ086a	Question “Please answer for how tall {CHILD} is in feet and inches without shoes. _x000D_ _x000D_ Unit "and"_x000D_ _x000D_ Watermark: “Enter feet”
CHQ	CHQ086b	Watermark “Enter inches”
CHQ	CHQ086c	Question “Please answer for how tall {CHILD} is in meters and centimeters without shoes.”_x000D_ _x000D_ Unit “and”_x000D_ _x000D_ Watermark “Enter meters”
CHQ	CHQ086d	Watermark “Enter centimeters”

CHQ	CHQ087	Question “How much does {CHILD} weigh without shoes?”_x000D_ _x000D_ InstResp “Your best guess is fine.”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in pounds_x000D_ 2. Answer in kilograms_x000D_ DON'T KNOW
CHQ	CHQ087a	Question “Please answer for how much {CHILD} weighs in pounds without shoes.”_x000D_ _x000D_ Watermark: “Enter pounds”
CHQ	CHQ087b	Question “Please answer for how much {CHILD} weighs in kilograms without shoes._x000D_ _x000D_ Watermark: “Enter kilograms”
CHQ	CHQ092	Question “Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?”_x000D_ _x000D_ InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3).”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ092a	Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"_x000D_ _x000D_ InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3).”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ093	Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"_x000D_ _x000D_ InstResp “An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ093a	Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"_x000D_ _x000D_ InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ094	Question "Has {CHILD} ever received any services through a 504 plan?"_x000D_ _x000D_ InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ094a	Question "Is {CHILD} currently receiving any services through a 504 plan?"_x000D_ _x000D_ InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ095	Question "For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age. _x000D_ _x000D_ {CHILD} is independent and takes care of {himself/herself} ..."_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ100	Question "{CHILD} pays attention ..."_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_

CHQ	CHQ105	Question “{CHILD} learns, thinks, and solves problems ...”_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ106	Question “{CHILD} shows good coordination in moving {his/her} arms and legs...”_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ107	Question “{CHILD} behaves and relates to other children...”_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ108	Question “{CHILD} behaves and relates to adults ...”_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ109	Question “Thinking about {CHILD}'s overall activity level, would you say {he/she} is ...”_x000D_ ----_x000D_ 1. Less active than other children of {his/her} age?_x000D_ 2. About as active?_x000D_ 3. Slightly more active?_x000D_ 4. A lot more active than other children of {his/her} age?_x000D_
CHQ	CHQ110	Question “Does {CHILD} have any emotional or psychological difficulties?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ111	Question “Do you think {CHILD}’s emotional or psychological difficulties are a mild problem, a moderate problem, or a severe problem?”_x000D_ ----_x000D_ 1. Mild problem_x000D_ 2. Moderate problem_x000D_ 3. Severe problem_x000D_

CHQ	CHQ115	Question “{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself}{,} {or}/paying attention{,} {or}/learning, thinking, and solving problems{,} {or}/ coordination in moving {his/her} arms and legs{,} {or}/behaving and relating to other children{,} {or}/ behaving and relating to adults{,} {or}/{his/her} overall activity level{,} {or}/{his/her} emotional or psychological difficulties}?”_x000D_ _x000D_ InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ120	Question “{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?”_x000D_ _x000D_ InstResp “The term professional includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ125	Question “What was the diagnosis or were the diagnoses?” _x000D_ _x000D_ InstResp “Select all that apply”_x000D_ ----_x000D_ 1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)_x000D_ 2. Attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)_x000D_ 3. Developmental delay_x000D_ 4. Asperger’s syndrome/autism/pervasive developmental disorder (PDD)/Other autism spectrum disorder_x000D_ 5. Intellectual or cognitive disability_x000D_ 6. Orthopedic impairment_x000D_ 7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)_x000D_ 8. Traumatic brain injury_x000D_ 9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ125OS	
CHQ	CHQ125a	Question “What type of learning disability does {CHILD} have?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Dyslexia_x000D_ 2. Dyscalculia_x000D_ 3. Dysgraphia_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ125aOS	

CHQ	CHQ126	Question “What type of autistic spectrum disorder does {CHILD} have?”_x000D_ ----_x000D_ 1. Asperger's syndrome_x000D_ 2. Autism_x000D_ 3. Pervasive developmental disorder (PDD)_x000D_ 4. Rett syndrome_x000D_ 5. Childhood disintegrative disorder (CDD)_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ126OS	
CHQ	CHQ127	Question: “What type of emotional disturbance does {CHILD} have?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Panic disorder_x000D_ 2. Separation anxiety disorder_x000D_ 3. Obsessive compulsive disorder_x000D_ 4. Generalized anxiety disorder_x000D_ 5. Other anxiety disorder_x000D_ 6. Bipolar disorder_x000D_ 7. Depression_x000D_ 8. Oppositional defiant disorder (ODD)_x000D_ 9. Eating disorders_x000D_ 10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)_x000D_ 11. Schizophrenia_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ127OS	

CHQ	CHQ130	Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ131a	Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder /an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_ _x000D_ Months:”_x000D_ _x000D_ Watermark “Enter age in months”

CHQ	CHQ131b	Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/ Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}} was made?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark “Enter age in years”
CHQ	CHQ135a	Question “What was the month and year when the diagnosis was made?” _x000D_ _x000D_ InstResp “If there was more than one diagnosis, report the earliest.”_x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”
CHQ	CHQ135b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”
CHQ	CHQ140	Question “Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/attention deficit disorder (ADD) / attention-deficit hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/intellectual or cognitive disability/orthopedic impairment/emotional disturbance/traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ155	Question “Is {CHILD} medicated for ADD or ADHD to help with behavior at school, at home, or both?”_x000D_ ----_x000D_ 1. At school_x000D_ 2. At home_x000D_ 3. Both at school and at home_x000D_
CHQ	CHQ173	Question “How long has {CHILD} taken such prescription medicine for {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder /intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY}}, in total?”_x000D_ ----_x000D_ 1. Less than one month_x000D_ 2. Less than a year_x000D_ 3. 1 to 2 years_x000D_ 4. 3 to 4 years_x000D_ 5. 5 years or more_x000D_
CHQ	CHQ200	Question “For the next question, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} pronounces words, communicates with, and understands others...”_x000D_ _x000D_ InstResp “If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.”_x000D_ ----_x000D_ 1. Better than other children {his/her} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_
CHQ	CHQ205	Question “When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ206a	Question “Did or does {CHILD} have any of the following? _x000D_ _x000D_ Problem with talking too loudly”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206b	Question “Problem with talking too softly”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206c	Question “A problem chewing”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206d	Question “A problem swallowing”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206e	Question “{Continued} Did or does {CHILD} have any of the following? _x000D_ _x000D_ A problem with stuttering”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206f	Question “A cleft lip and/or palate”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206g	Question “Abnormalities of the face or head”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ206h	Question “Malformation of the ear”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ210	Question “{Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?” _x000D_ _x000D_ InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ215	Question “Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ216	Question “Which best describes {CHILD}’s hearing?”_x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Good_x000D_ 3. A little trouble hearing_x000D_ 4. Moderate trouble hearing_x000D_ 5. A lot of trouble hearing_x000D_ 6. Deaf_x000D_
CHQ	CHQ217	Question “Please indicate whether the following statement describes {CHILD}'s hearing. _x000D_ _x000D_ {CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ218	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ219	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.” _x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ220	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.” _x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ221	Question “Is {CHILD}’s hearing worse in one ear?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ222	Question “Which best describes {CHILD}'s hearing in {his/her} worse ear?” _x000D_ _x000D_ InstResp “If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Good_x000D_ 3. A little trouble hearing_x000D_ 4. Moderate trouble hearing_x000D_ 5. A lot of trouble hearing_x000D_ 6. Deaf_x000D_
CHQ	CHQ235	Question “{Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?”_x000D_ _x000D_ InstResp “This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional._x000D_ _x000D_ For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ245	Question “Did you obtain a diagnosis of a problem from a professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Awaiting evaluation_x000D_

CHQ	CHQ246	Question “What was the diagnosis?” _x000D_ _x000D_ InstResp “Select all that apply”_x000D_ ----_x000D_ 1. Ear wax_x000D_ 2. Ear canal deformity_x000D_ 3. Ear infection_x000D_ 4. Fluid in the ear_x000D_ 5. Eardrum problem_x000D_ 6. Illness_x000D_ 7. Cytomegalovirus (CMV)_x000D_ 8. Ototoxic exposure to drugs or medicines_x000D_ 9. Noise exposure_x000D_ 10. Genetic cause_x000D_ 11. Injury or trauma to head and neck_x000D_ 12. Ear or facial surgery_x000D_ 13. Nerve deafness_x000D_ 14. Central auditory processing disorder_x000D_ 15. Deafness_x000D_ 16. Hearing loss, cause unknown_x000D_ 91. Other (Please specify):_x000D_
CHQ	CHQ246OS	
CHQ	CHQ250a	Question “How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_ _x000D_ SaVisble “True”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ250b	Question “How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?”_x000D_ _x000D_ Pre-unit: “Months:”_x000D_ _x000D_ Watermark “Enter months”
CHQ	CHQ250c	Question “How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark: “Enter years”

CHQ	CHQ255a	Question “What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed?” _x000D_ _x000D_ InstResp “If there was more than one diagnosis, enter the month and year for the earliest diagnosis.”_x000D_ _x000D_ Watermark “Enter the month”_x000D_ _x000D_ “Don’t know”
CHQ	CHQ255b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
CHQ	CHQ256	Question “{Since last spring, has {CHILD} gotten/Has {CHILD} ever worn} a hearing aid?”_x000D_ ----_x000D_ 1. Yes, currently_x000D_ 2. Yes, in the past_x000D_ 3. No_x000D_
CHQ	CHQ257a	Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ InstResp “This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ257b	Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”

CHQ	CHQ257c	Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
CHQ	CHQ258	Question “How often does {CHILD} use the hearing aid(s) in school?”_x000D_ ----_x000D_ 1. All of the time_x000D_ 2. Most of the time_x000D_ 3. Sometimes_x000D_ 4. Rarely_x000D_ 5. Never_x000D_
CHQ	CHQ259	Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid{s}. _x000D_ _x000D_ {CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ260	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ261	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ262	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ263	Question “{Since last spring has/Has} a doctor or other health care professional ever recommended that {CHILD} wear a hearing aid?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ264a	Question “At what age was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ264b	Question “At what age, in months, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
CHQ	CHQ264c	Question “At what age, in years, was the recommendation that {CHILD} wear a hearing aid first made?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
CHQ	CHQ270	Question “Does {CHILD} have a cochlear implant?”_x000D_ ----_x000D_ 1. Yes, one ear only – right ear_x000D_ 2. Yes, one ear only – left ear_x000D_ 3. Yes, in both ears_x000D_ 4. No_x000D_
CHQ	CHQ271	Question “In what year was it implanted?”_x000D_ _x000D_ Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”_x000D_ _x000D_ “Don’t know”
CHQ	CHQ272a	Question “How old was {CHILD} when it was implanted?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW

CHQ	CHQ272b	Question “How old was {CHILD}, in months, when it was implanted?”_x000D_ _x000D_ Pre-unit “Months:”_x000D_ _x000D_ Watermark “Enter months”
CHQ	CHQ272c	Question “How old was {CHILD}, in years, when it was implanted?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
CHQ	CHQ273	Question “In what years were they implanted?”_x000D_ _x000D_ Unit “and” _x000D_ _x000D_ Watermark “Enter year for left ear”
CHQ	CHQ274	Watermark “Enter year for right ear”
CHQ	CHQ275a	Question “{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ275b	Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for left ear”
CHQ	CHQ275c	Question “{How old was {CHILD} when they were implanted in the left ear?} {How old was {CHILD} when they were implanted?}”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for left ear”

CHQ	CHQ276b	Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in months:”_x000D_ _x000D_ Watermark “Enter age in months for right ear”_x000D_ _x000D_ “Don’t know”
CHQ	CHQ276c	Question “And in the right ear?”_x000D_ _x000D_ Pre-unit “Age in years:”_x000D_ _x000D_ Watermark “Enter age in years for right ear”
CHQ	CHQ277	Question “Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s). _x000D_ _x000D_ {CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ278	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ279	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ280	Question “{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ285	Question “Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes, seeing things up close_x000D_ 2. Yes, seeing things in the distance_x000D_ 3. Yes, both_x000D_ 4. No_x000D_ DON'T KNOW
CHQ	CHQ290	Question “Has {CHILD}'s vision ever been evaluated by an eye care professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ300	Question “Did you obtain a diagnosis of a vision-related problem from an eye care professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Awaiting evaluation_x000D_
CHQ	CHQ301	Question “What was the diagnosis?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Nearsightedness (Myopia)_x000D_ 2. Farsighted (Hyperopia)_x000D_ 3. Color blindness or deficiency_x000D_ 4. Astigmatism_x000D_ 5. Crossed or wandering eye (Strabismus)_x000D_ 6. Amblyopia or “lazy eye”_x000D_ 7. Retinopathy_x000D_ 8. Blindness_x000D_ 9. Condition requiring glasses – Specific condition unspecified_x000D_ 91. Other (Please specify):_x000D_

CHQ	CHQ301OS	
CHQ	CHQ305a	Question “How old was {CHILD} when the first diagnosis of a problem was made?” _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Answer in months_x000D_ 2. Answer in years_x000D_ DON'T KNOW
CHQ	CHQ305b	Question “How old was {CHILD}, in months, when the first diagnosis of a problem was made?” Pre-unit “Months:” Watermark “Enter months”
CHQ	CHQ305c	Question “How old was {CHILD}, in years, when the first diagnosis of a problem was made?”_x000D_ _x000D_ Pre-unit “Years:”_x000D_ _x000D_ Watermark “Enter years”
CHQ	CHQ310a	Question “What was the month and year the diagnosis was made?” _x000D_ _x000D_ InstResp “If there was more than one diagnosis, report the earliest.”_x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”
CHQ	CHQ310b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
CHQ	CHQ311	Question “Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ312	Question “How often does {CHILD} wear glasses or contact lenses?”_x000D_ ----_x000D_ 1. All of the time_x000D_ 2. Most of the time_x000D_ 3. Sometimes_x000D_ 4. Rarely_x000D_ 5. Never_x000D_ 6. Child does not have glasses or contacts_x000D_
CHQ	CHQ313	Question “Does {CHILD} have glasses or contact lenses?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ314	Question “Do {CHILD}’s glasses or contacts help {him/her} see things up close, see things in the distance, or both?”_x000D_ ----_x000D_ 1. See things up close_x000D_ 2. See things in the distance_x000D_ 3. Both_x000D_
CHQ	CHQ330	Question “Would you say {CHILD}'s health is ...”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Very good_x000D_ 3. Good_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_
CHQ	CHQ340	Question “During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?”_x000D_ _x000D_ InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ341	Question “Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?”_x000D_ _x000D_ InstResp “Children with disabilities include children with developmental delays, communication impairments, or special health care needs.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CHQ	CHQ385	Question “Is {CHILD} still receiving any of these services?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ390a	Question “What is the month and year when the last of these services was received?” _x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”
CHQ	CHQ390b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”
CHQ	CHQ420	Question “During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she} participate in a special education program?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CHQ	CHQ430	Question “Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?”_x000D_ ----_x000D_ 1. Completely satisfied_x000D_ 2. Very satisfied_x000D_ 3. Fairly satisfied_x000D_ 4. Somewhat satisfied_x000D_ 5. Very dissatisfied_x000D_

VIQ	VIQ010	Question “Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
VIQ	VIQ020	Question “How often has this happened?” _x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_
VIQ	VIQ021	Question “During this school year, have other children ever told lies or untrue stories about {CHILD}?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
VIQ	VIQ022	Question “How often has this happened?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

VIQ	VIQ030	Question “During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
VIQ	VIQ040	Question “How often has this happened?” InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.” ---- 1. Rarely 2. Sometimes 3. Often 4. Very often
VIQ	VIQ050	Question “During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
VIQ	VIQ060	Question “How often has this happened?”_x000D_ _x000D_ InstResp “In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.”_x000D_ ----_x000D_ 1. Rarely_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_

PPQ	PPQ220	Question “Now, we would like to ask you about your health. In general, would you say that your health is...”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Very good_x000D_ 3. Good_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_
PPQ	PPQ225	Question “During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?”_x000D_ ----_x000D_ 1. A lot of stress_x000D_ 2. A moderate amount of stress_x000D_ 3. Relatively little stress_x000D_ 4. Almost no stress at all_x000D_
PPQ	PPQ226	Question “During the past 12 months, to what extent would you agree that the coronavirus pandemic has increased your amount of stress?”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Somewhat disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Somewhat agree_x000D_ 5. Strongly agree_x000D_
FDQ	FDQ130a	Question “These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2021._x000D_ _x000D_ {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_
FDQ	FDQ130b	Question “The food that {I/we} bought just didn’t last, and {I/we} didn’t have money to get more.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_

FDQ	FDQ130c	Question “{I/We} couldn’t afford to eat balanced meals.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_
FDQ	FDQ140	Question “In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ150	Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_
FDQ	FDQ160	Question “In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ170	Question “In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ180	Question “In the last 12 months, did you lose weight because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ190	Question “In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FDQ	FDQ191	Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_
FDQ	FDQ192a	Question “Please select whether the statement was often true, sometimes true, or never true in the last 12 months}, that is, since last {CURRENT MONTH}, 2021, for {{CHILD}/children living in the household who are under 18 years old}._x000D_ _x000D_ {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_
FDQ	FDQ192b	Question “{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_
FDQ	FDQ192c	Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_
FDQ	FDQ210	Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2021, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ240	Question “In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

FDQ	FDQ242	Question “In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ243	Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_
FDQ	FDQ250	Question “In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ300	Question “During the last 6 months, did you or anyone in your household get free groceries or a free meal because of money problems related to the coronavirus pandemic?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
FDQ	FDQ305	Question “Where did you get free groceries or free meals?”_x000D_ _x000D_ InstResp: Select all that apply._x000D_ ----_x000D_ 1. Free meals through the school or other programs aimed at children_x000D_ 2. Food pantry or food bank_x000D_ 3. Home-delivered meal service like Meals on Wheels_x000D_ 4. Church, synagogue, temple, mosque or other religious organization_x000D_ 5. Shelter or soup kitchen_x000D_ 6. Other community program_x000D_ 7. Family, friends, or neighbors_x000D_

HRQ	HRQ010	Question “Does {CHILD} have any biological or adoptive parents who are not currently living in your household?”_x000D_ _x000D_ InstrResp “Please include parents who are deceased.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
HRQ	HRQ015	Question ‘Which biological or adoptive parent(s) are not currently living in your household?”_x000D_ _x000D_ InstrResp “Please include parents who are deceased._x000D_ _x000D_ Select all that apply.”_x000D_ ----_x000D_ 1. Biological mother_x000D_ 2. Biological father_x000D_ 3. Adoptive mother_x000D_ 4. Adoptive father_x000D_
HRQ	HRQ030	We would like to ask a few questions about {CHILD}'s {biological/adoptive} {mother/father}. Is {CHILD}'s {biological/adoptive} {mother/father} currently living?_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. The {biological/adoptive} {mother/ father} is unknown._x000D_ DON'T KNOW

HRQ	HRQ040a	What {was/is/} {CHILD}'s biological {mother’s/father’s} date of birth?_x000D_ _x000D_ Month:”_x000D_ _x000D_ InstResp “Please enter only the month and year.”_x000D_ _x000D_ Watermark “Enter the month”
HRQ	HRQ040b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
HRQ	HRQ060	Question "How old {is/was} {CHILD}'s biological {mother/father} {when {he/she} died}?_x000D_ _x000D_ Years:”_x000D_ _x000D_ Watermark “Enter age in years”
HRQ	HRQ080a	Question "What is {CHILD}'s biological {mother’s/father’s} date of death?”_x000D_ _x000D_ Pre-unit "Month:”_x000D_ _x000D_ InstResp “Please enter only the month and year.”_x000D_ _x000D_ Watermark “Enter the month”
HRQ	HRQ080b	Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”
HRQ	HRQ090	Question "{{Is/Was} {he/she} Hispanic or {Latino/Latina}?"_x000D_ _x000D_ InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

HRQ	HRQ100	Question "What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be."_x000D_ _x000D_ InstResp "For the purposes of this study, Hispanic origins are not races. _x000D_ _x000D_ Select all that apply."_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or other Pacific Islander_x000D_ 5. White_x000D_
NRQ	NRQ010	Question "The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household. _x000D_ _x000D_ {We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} _x000D_ _x000D_ Please press Next to continue."
NRQ	NRQ040	Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?"_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Less than one month_x000D_ 2. More than a month but less than a year_x000D_ 3. More than a year_x000D_ 4. No contact since birth_x000D_ 5. {Biological/Adoptive} {father/mother} is deceased_x000D_ 6. {CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption_x000D_ 7. {{CHILD} does not have an adoptive {mother/father}}_x000D_ 8. {CHILD}'s {biological/adoptive} {father/mother} is not known or was only a donor_x000D_ DON'T KNOW

NRQ	NRQ123	Question “How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? _x000D_ _x000D_ Pre-unit "Times:"_x000D_ _x000D_ Watermark "Number of times" _x000D_ _x000D_ SaVisible "True" DON'T KNOW
PEQ	PEQ020	Question "{Now we would like to ask about the education of {CHILD}'s parent(s).} What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}’s {biological/adoptive} {mother/father}} {have/has} completed?" ---- 0. Never went to school 1. 1st grade 2. 2nd grade 3. 3rd grade 4. 4th grade 5. 5th grade 6. 6th grade 7. 7th grade 8. 8th grade 9. 9th grade 10. 10th grade 11. 11th grade 12. 12th grade but no diploma 13. High school equivalent/GED 14. High school diploma 15. Vocational or technical program after high school but no vocational/technical diploma 16. Vocational or technical program after high school, diploma 17. Some college but no degree 18. Associate's degree 19. Bachelor's degree 20. Graduate or professional school but no degree 21. Master's degree (MA, MS) 22. Doctorate degree (Ph.D, Ed.D) 23. Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

PEQ	PEQ050	Question “{Now we have some questions about {CHILD}’s parents’ education.} {Are you/Is {NAME}/Is {CHILD}’s {biological/adoptive} {mother/father}} currently attending or enrolled in any courses from a school, college, or university?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
PEQ	PEQ060	Question “{Are you/Is {NAME}}/Is {CHILD}’s {biological/adoptive} {mother/father}} currently taking courses full time or part time?”_x000D_ ----_x000D_ 1. Full-time_x000D_ 2. Part-time_x000D_
EMQ	EMQ020	Question “{Now we would like to ask about employment.} During the past week, did {you/{NAME}} work for pay?” _x000D_ _x000D_ InstResp “If {you are/{NAME} is} self-employed, select yes.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
EMQ	EMQ030	Question “{Were you/Was {NAME}} on leave or vacation from a job?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
EMQ	EMQ040	Question “How many jobs {do you/does {NAME}} have now?”_x000D_ _x000D_ Pre-unit “Jobs:”_x000D_ _x000D_ Watermark “Number of jobs”

EMQ	EMQ050	Question “About how many total hours per week {do you/does {NAME}} usually work for pay{, counting {both jobs/all{#} jobs}?” _x000D_ _x000D_ InstResp “If hours vary, provide average hours per week.”_x000D_ _x000D_ Pre-unit “Hours:”_x000D_ _x000D_ Watermark “Hours per week”
EMQ	EMQ060	Question “{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?”_x000D_ _x000D_ Inst Resp “By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending/submitting a resume or filling out applications; contacting a school or university employment center; or checking a union or professional register.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
EMQ	EMQ070	Question “What {have you/has {NAME}} been doing in the past 4 weeks to find work?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Checked with public employment agency_x000D_ 2. Checked with private employment agency_x000D_ 3. Checked with employer directly/sent resume_x000D_ 4. Checked with friends or relatives_x000D_ 5. Placed or answered ads/sent resume/applications_x000D_ 6. Contacted school/university employment center_x000D_ 7. Checked a union register or professional register_x000D_ 8. Attended job training_x000D_ 9. Read want-ads/Internet search_x000D_ 91. Something else (Please specify):_x000D_
EMQ	EMQ070OS	

EMQ	EMQ080	Question “What {were you/was {NAME}} doing most of last week?” _x000D_ _x000D_ InstResp “If you did more than one of the following last week, please select the one you did the most.”_x000D_ ----_x000D_ 1. Keeping house or caring for children or other family members_x000D_ 2. Going to school_x000D_ 3. Retired_x000D_ 4. Unable to work_x000D_ 91. Something else (Please specify):_x000D_
EMQ	EMQ080OS	
EMQ	EMQ100	Question “Could {you/{NAME}} have taken a job last week if one had been offered?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
EMQ	EMQ120	Question “For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}? _x000D_ _x000D_ InstResp “Please type the name of the company, business, organization, or other employer. {If {you/{NAME}} {work/works} more than one current job, type the one at which {you spend/{NAME} spends} the most time.}_x000D_ _x000D_ Pre-unit “Name:”_x000D_ _x000D_ Watermark “Enter employer name”

EMQ	EMQ130	Question “What kind of business or industry {is/was} this?” _x000D_ _x000D_ InstResp “Please describe what they make or do. For example, TV and radio manufacturing, retail shoe store, state labor department, farming.”_x000D_ _x000D_ Pre-unit “Business or industry:”_x000D_ _x000D_ Watermark “Enter industry description”

EMQ	EMQ140	Question “What kind of work {are/is/were/was} {you/{NAME}} doing?” _x000D_ _x000D_ InstResp “Please type what {your/{NAME}'s} job {is/was} called. For example, electrical engineer, stock clerk, administrative assistant, or farmer.”_x000D_ _x000D_ Pre-unit “Title:”_x000D_ _x000D_ Watermark “Enter job title”
EMQ	EMQ150	Question “What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?”_x000D_ _x000D_ InstResp “For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.”_x000D_ _x000D_ Pre-unit “Duties:”_x000D_ _x000D_ Watermark “Enter job duties”
EMQ	EMQ210	Question “Since {CHILD} was born, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?” _x000D_ _x000D_ InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

EMQ	EMQ215	Question “{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?”_x000D_ _x000D_ InstResp “Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
WPQ	WPQ170	Question “Does {CHILD} receive complete school lunches for free or reduced price at school?”_x000D_ _x000D_ InstResp “By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
WPQ	WPQ180	Question “Are these lunches free or reduced price?”_x000D_ ----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_
WPQ	WPQ200	Question “Does {CHILD}'s school offer breakfast for its students?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

WPQ	WPQ210	Question “Does {CHILD} usually receive a breakfast provided by the school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
WPQ	WPQ215	Question “Does {CHILD} receive free or reduced price breakfasts at school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
WPQ	WPQ216	Question “Are these breakfasts free or reduced price?”_x000D_ ----_x000D_ 1. Free_x000D_ 2. Reduced price_x000D_
WPQ	WPQ220	Question “During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?”_x000D_ _x000D_ Pre-unit “Breakfasts:”_x000D_ _x000D_ Watermark “Number of breakfasts”
PAQ	PAQ110	Question “In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?”_x000D_ ----_x000D_ 1. $5,000 or less_x000D_ 2. $5,001 to $10,000_x000D_ 3. $10,001 to $15,000_x000D_ 4. $15,001 to $20,000_x000D_ 5. $20,001 to $25,000_x000D_ 6. $25,001 to $30,000_x000D_ 7. $30,001 to $35,000_x000D_ 8. $35,001 to $40,000_x000D_ 9. $40,001 to $45,000_x000D_ 10. $45,001 to $50,000_x000D_ 11. $50,001 to $55,000_x000D_ 12. $55,001 to $60,000_x000D_ 13. $60,001 to $65,000_x000D_ 14. $65,001 to $70,000_x000D_ 15. $70,001 to $75,000_x000D_ 16. $75,001 to $100,000_x000D_ 17. $100,001 to $200,000_x000D_ 18. $200,001 or more_x000D_

PAQ	PAQ120	Question “What was your total household income last year, to the nearest thousand?”_x000D_ _x000D_ Pre-unit “Total income:”_x000D_ _x000D_ Watermark “Enter number”
PAQ	PAQ121	Question “Did you use a voucher provided by the government to attend {his/her} current school?” _x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ DON'T KNOW
PAQ	PAQ138	Question “Since {CHILD} was born, have you had to move from your home because you couldn’t afford it?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ010	Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?”_x000D_ _x000D_ InstResp “Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more.”_x000D_ _x000D_ Watermark “Number of places”
CMQ	CMQ020	Question "Why did you move?”_x000D_ _x000D_ InstResp "Select all that apply. Please select reasons for all moves since {CHILD} was born."_x000D_ ----_x000D_ 1. So child could go to a better school_x000D_ 2. Bought a house_x000D_ 3. Moved to be nearer job; job-related reasons_x000D_ 4. Moved to nicer apartment/house_x000D_ 5. Moved to safer area, crime-related reasons_x000D_ 6. Moved to less expensive living quarters_x000D_ 7. Bank had to buy back the home (foreclosed)_x000D_ 8. Was evicted, could not pay rent in previous residence_x000D_ 9. Old house/apartment was damaged_x000D_ 10. Moved because of marital separation, divorce, death in family_x000D_ 91. Other (Please specify):_x000D_

CMQ	CMQ020OS	
CMQ	CMQ021a	Question "How long has {CHILD} lived in {his/her} current residence?"_x000D_ _x000D_ Watermark “Years”
CMQ	CMQ021b	Pre-unit “Months:”_x000D_ _x000D_ Watermark “Months”
CMQ	CMQ022	Question "In case we contact you for the next survey two years from now, we would like to ask a few questions about how to reach you.”_x000D_ _x000D_ InstResp “Select Next to continue.”
CMQ	CMQ026a	Question "Please enter your contact information._x000D_ _x000D_ Email Address:"_x000D_ _x000D_ Watermark “name@domain.com”
CMQ	CMQ026b	Question "Or_x000D_ _x000D_ Mobile Number:"
CMQ	CMQ060	Question “Is there a second phone number, such as a work number or a friend or relative's number, where you can sometimes be reached?”_x000D_ _x000D_ InstResp "We will only contact this number if we cannot locate you for the next survey."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ100	Question “We have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

CMQ	CMQ140	Question "What is that telephone number?_x000D_ _x000D_ Enter {new} second telephone number:"_x000D_ _x000D_ InstResp "If it is a mobile phone number, message and data rates may apply."
CMQ	CMQ140b	Question "Please enter an extension if there is one._x000D_ _x000D_ Extension"
CMQ	CMQ150	Question "Where is this telephone located or to whom does this number belong?"_x000D_ ----_x000D_ 1. Office/place of business_x000D_ 2. Relative (Please specify):_x000D_ 3. Neighbor (Please specify):_x000D_ 4. Friend (Please specify):_x000D_ 5. Mobile phone_x000D_ 6. Home phone/landline_x000D_ 7. Other (Please specify):_x000D_
CMQ	CMQ150OS	InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"

CMQ	CMQ200	Question “We have recorded that {NAME OF RELATIVE/FRIEND}_x000D_ _x000D_ at {EMAIL ADDRESS}_x000D_ _x000D_ on_x000D_ {STREET ADDRESS, LINE 1}_x000D_ {STREET ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE}_x000D_ {ZIP CODE}_x000D_ _x000D_ will always know where you are if you move. Is this still true?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes - no correction needed_x000D_ 2. Yes - minor corrections needed_x000D_ 3. No_x000D_
CMQ	CMQ205	Question “Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ210a	Question “Please {enter/correct/enter new} contact information for that person._x000D_ _x000D_ First Name: "
CMQ	CMQ210b	Question Last Name:"
CMQ	CMQ210c	Question Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"
CMQ	CMQ210d1	Question " Mailing address:_x000D_ _x000D_ Address Line 1:"

CMQ	CMQ210d2	Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"
CMQ	CMQ210e	Question “City:"
CMQ	CMQ210f	Question “State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
CMQ	CMQ210g	Question "ZIP code:"
CMQ	CMQ210h	Question “Please {enter/correct} person’s relationship to you:"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_
CMQ	CMQ300	We have also recorded that {NAME OF RELATIVE/FRIEND} _x000D_ _x000D_ at {EMAIL ADDRESS} _x000D_ _x000D_ on_x000D_ {STREET ADDRESS, LINE 1}_x000D_ {STREET ADDRESS, LINE 2}_x000D_ {CITY}_x000D_ {STATE}_x000D_ {ZIP CODE} _x000D_ _x000D_ will always know where you are if you move. Is this still true?_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes - no correction needed_x000D_ 2. Yes - minor corrections needed_x000D_ 3. No_x000D_

CMQ	CMQ305	Question “Besides {PERSON FROM PRELOAD/PERSON AT CMQ210a}, is there another relative or friend, who does not live in this household, who will always know where you are if you move?”_x000D_ _x000D_ InstResp “We will only contact this person if we cannot locate you for the next survey.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
CMQ	CMQ310a	Question “Please {enter/correct/enter new} contact information for that person._x000D_ _x000D_ First Name:”
CMQ	CMQ310b	Question “Last Name:”
CMQ	CMQ310c	Question “Email address:”_x000D_ _x000D_ Watermark “name@domain.com”
CMQ	CMQ310d1	Question “Mailing address:_x000D_ _x000D_ Address Line 1:”
CMQ	CMQ310d2	Question “Address Line 2:”_x000D_ _x000D_ Watermark “Apartment number”
CMQ	CMQ310e	Question “City:”
CMQ	CMQ310f	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark “Select a state”
CMQ	CMQ310g	Question "ZIP code:"

CMQ	CMQ310h	Question “Please {enter/correct } person's relationship to you:”_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_

CMQ	CMQ800	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure.”
CMQ	CMQ805	Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete the survey and return to the MyECLS website. This will save your responses and keep them secure."

	CFQ300	Question “How much time {do you/does {NAME}} or another adult male in your home spend playing with {CHILD} on a typical school day?” 0. No time 1. Less than 5 minutes 2. 5 - 9 minutes 3. 10 - 15 minutes 4. 16 - 30 minutes 5. 31 - 45 minutes 6. 46 minutes to one hour 7. More than one hour, but less than 2 hours 8. Two hours or more, but less than three hours 9. Three hours or more

FT Construct	FT Research Question	S1 National Item #
Introduction	NA	INQ001
Respondent selection	NA	

Respondent selection	NA	INQ002
Alternate respondent selection	NA	INQ005a
Alternate respondent selection	NA	INQ005b
Alternate respondent selection	NA	INQ005c
Alternate respondent selection	NA	INQ005d
Alternate respondent selection	NA	INQ005e
Alternate respondent selection	NA	INQ005f1
Alternate respondent selection	NA	INQ005f2
Alternate respondent selection	NA	INQ00f3
Alternate respondent selection	NA	INQ005f4

Alternate respondent selection	NA	INQ005g
Respondent selection	NA	INQ005g
Respondent selection	NA	INQ005gOS

Respondent selection	NA	
Respondent selection	NA	INQ005j
Respondent selection	NA	INQ005k

Consent	NA	
Consent	NA	
Consent	NA	
Child name	NA	INQ020a
Child name	NA	INQ020b
Child name	NA	INQ020c
Child name	NA	INQ020d
Child gender	P-RQ2, P-RQ5	

Child gender	P-RQ2, P-RQ5	INQ050b
Child date of birth	P-RQ2, P-RQ5	
Child date of birth	P-RQ2, P-RQ5	INQ060b
Child date of birth	P-RQ2, P-RQ5	INQ080
Child age	P-RQ2, P-RQ5	INQ090
Confirmation of mailing address	NA	
Confirmation of mailing address	NA	

Confirmation of mailing address	NA	
Confirmation of mailing address	NA	
Confirmation of mailing address	NA	
Confirmation of mailing address	NA	
Confirmation of email address	NA	
Mobile number	NA	
Landline number	NA	

Parent’s choice of school for child	P-RQ1, P-RQ3	PIQ051
Parent’s choice of school for child	P-RQ1, P-RQ3	PIQ060
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4	PIQ065
School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4	PIQ066

School-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5	PIQ127
Other specify for school-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5	
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5	PIQ129a
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5	PIQ129b

		PIQ129b2
		PIQ129b3
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5	PIQ129c
Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5	PIQ129d
Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5	PIQ130

Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5	PIQ185
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5	PIQ190
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5	PIQ200
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5	PIQ210

School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5	PIQ220
School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5	PIQ230
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5	PIQ231a
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5	PIQ231b
School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5	PIQ231c

Whether school provides translated materials	P-RQ1, P-RQ2, P-RQ3, P-RQ5	PIQ400
Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5	PIQ415
Barriers to involvement with the school, whether school methods of communication are in the respondent’s native language	P-RQ1, P-RQ2, P-RQ3, P-RQ5	
Parent satisfaction with the school	P-RQ3	PIQ490
How many times the child has been late for school	P-RQ2, P-RQ3	PIQ500

Perception of the amount of homework	P-RQ3	PIQ515
How often parent or someone else helps the child with homework	P-RQ3, P-RQ5	PIQ520
How often parent or someone else checked that the child completed homework	P-RQ3, P-RQ5	PIQ550
Parent report of the child’s grades	P-RQ5	PIQ560

The child’s school avoidance	P-RQ2, P-RQ3	PIQ585a
The child’s school avoidance	P-RQ2, P-RQ3	PIQ585b
The child’s school avoidance	P-RQ2, P-RQ3	PIQ585c
The child’s school avoidance	P-RQ2, P-RQ3	PIQ585d
The child’s school avoidance	P-RQ2, P-RQ3	PIQ585e
Family structure change and loss (e.g., remarriage, divorce, and death)	P-RQ1, P-RQ2, P-RQ5	

Family structure change and loss (e.g., remarriage, divorce, and death), information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5	
Other specify for information about why people who were in the household in a previous round of collection have left the household	P-RQ1, P-RQ2, P-RQ5	
Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ005a
Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ005b

Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ005c
Current household roster	P-RQ1, P-RQ2, P-RQ5	
Current household roster	P-RQ1, P-RQ2, P-RQ5	

Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ010
Current household roster	P-RQ1, P-RQ2, P-RQ5	

Current household roster	P-RQ1, P-RQ2, P-RQ5	
Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ030
Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ040

Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ050
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ110
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ120
Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ120a

Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ120b
Current household roster	P-RQ1, P-RQ2, P-RQ5	FSQ120c
Change in family relationship of key parent figures to the child (e.g., became adopted)	P-RQ1, P-RQ2, P-RQ5	
Change in family relationship of key parent figures to the child (e.g, became adopted)	P-RQ1, P-RQ2, P-RQ5	

Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5	FSQ130
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5	FSQ130OS
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5	
Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5	
Current household roster	P-RQ1, P-RQ2, P-RQ5	

Current household roster	P-RQ1, P-RQ2, P-RQ5	
Current household roster	P-RQ1, P-RQ2, P-RQ5	
Other specify for current household roster	P-RQ1, P-RQ2, P-RQ5	
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	

Race of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	
Ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5	
		FSQ196a1
		FSQ196b

		FSQ196c
		FSQ196cOS
		FSQ196d
		FSQ196dOS
		FSQ196e

		FSQ196eOS
		FSQ196f
		FSQ196fOS
		FSQ196g
		FSQ196gOS

		FSQ196h
		FSQ196hOS
Household structure	P-RQ1, P-RQ2, P-RQ5	FSQ198c
Household structure	P-RQ1, P-RQ2, P-RQ5	FSQ199
		FSQ199b

		FSQ199c
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ200
Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ200OS
Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ202
Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5	FSQ202OS

Parents’ frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3	HEQ030
Frequency of reading activities with the child	P-RQ2, P-RQ3	HEQ035
Frequency of reading activities with the child	P-RQ2, P-RQ3	HEQ036
Literacy materials in the home	P-RQ2	HEQ040

Literacy materials in the home	P-RQ2	
Library use	P-RQ2	HEQ105
Reading by the child	P-RQ2	HEQ210
Reading by the child	P-RQ2	HEQ215

Math activities	P-RQ2	HEQ217a
Math activities	P-RQ2	
Math activities	P-RQ2	HEQ217c
Math activities	P-RQ2	
Math activities	P-RQ2	HEQ217e

Math activities	P-RQ2	HEQ217f
Math activities	P-RQ2	HEQ217g
Math activities	P-RQ2	HEQ217h
Math activities	P-RQ2	HEQ217i
Math activities	P-RQ2	HEQ217j

Math activities	P-RQ2	
Math activities	P-RQ2	
Availability and use of a home computer/digital device	P-RQ2	HEQ220
Amount of time the child plays video games	P-RQ2	HEQ274a
Amount of time the child plays video games	P-RQ2	
How often the child uses a home computer/digital device for educational purposes	P-RQ2	HEQ274c

		HEQ285
		HEQ285a
Tutoring	P-RQ5	HEQ280
Tutoring	P-RQ2	
Other specify for tutoring	P-RQ2	

Children’s organized activities (sports, music, art, etc.)	P-RQ2	HEQ288
Outside play and perception of how safe it is for children to play outside	P-RQ2	HEQ399
Outside play and perception of how safe it is for children to play outside, neighborhood safety	P-RQ2	HEQ400
Frequency with which the family eats meals together	P-RQ2	HEQ520

Frequency with which the family eats meals together	P-RQ2	
Hours of child sleep and whether child has regular bedtime	P-RQ2	HEQ595
Hours of child sleep and whether child has regular bedtime	P-RQ2	HEQ600a
Hours of child sleep and whether child has regular bedtime	P-RQ2	
Social interaction	P-RQ2, P-RQ5	SSQ010a
Social interaction	P-RQ2, P-RQ5	SSQ010b
Social interaction	P-RQ2, P-RQ5	SSQ010c
Social interaction	P-RQ2, P-RQ5	SSQ010d
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010e
Social interaction	P-RQ2, P-RQ5	SSQ010f
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010g
Self-control	P-RQ2, P-RQ5	SSQ010h
Social interaction	P-RQ2, P-RQ5	SSQ010i

Approaches toward learning	P-RQ2, P-RQ5	SSQ010j
Self-control	P-RQ2, P-RQ5	SSQ010k
Self-control	P-RQ2, P-RQ5	SSQ010l
Approaches toward learning	P-RQ2, P-RQ5	SSQ010m
Self-control	P-RQ2, P-RQ5	SSQ010n
Approaches toward learning	P-RQ2, P-RQ5	SSQ010o
Self-control	P-RQ2, P-RQ5	SSQ010p
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010q
Approaches toward learning	P-RQ2, P-RQ5	SSQ010r
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010s
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5	SSQ010t

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010u
Approaches toward learning	P-RQ2, P-RQ5	SSQ010v
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5	SSQ010w
Approaches toward learning	P-RQ2, P-RQ5	SSQ010x
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5	SSQ010y
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5	SSQ010z1
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z2
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z3
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z4
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z5

Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z6
Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5	SSQ010z7
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z8
Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5	SSQ010z9
Attention Focusing	P-RQ2, P-RQ5	SSQ020a
Attention Focusing	P-RQ2, P-RQ5	SSQ020b

Attention Focusing	P-RQ2, P-RQ5	SSQ020c
Attention Focusing	P-RQ2, P-RQ5	SSQ020d
Attention Focusing	P-RQ2, P-RQ5	SSQ020e
Attention Focusing	P-RQ2, P-RQ5	

Inhibitory Control	P-RQ2, P-RQ5	SSQ025a
Inhibitory Control	P-RQ2, P-RQ5	SSQ025b
Inhibitory Control	P-RQ2, P-RQ5	SSQ025c
Inhibitory Control	P-RQ2, P-RQ5	SSQ025d

Inhibitory Control	P-RQ2, P-RQ5	SSQ025e
Inhibitory Control	P-RQ2, P-RQ5	SSQ025f
Affective empathy	P-RQ2, P-RQ5	
Affective empathy	P-RQ2, P-RQ5	

Affective empathy	P-RQ2, P-RQ5	
Affective empathy	P-RQ2, P-RQ5	
Affective empathy	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	

Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	

Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	

Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Emotional socialization	P-RQ2, P-RQ5	
Marital satisfaction	P-RQ5	

Social support	P-RQ5	CFQ320a
Social support	P-RQ5	CFQ320b
Social support	P-RQ5	CFQ320c
Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3	CCQ005

		CCQ006
		CCQ007
		CCQ008
		CCQ009a

		CCQ009b
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3	
Number of ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE, by type of arrangement (relative)	P-RQ1, P-RQ2, P-RQ3	

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

Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Other specify for payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Other specify for payment for current ECE arrangements unit (relative)	P-RQ1, P-RQ2, P-RQ3	

Payment for current ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Time the child spends in ECE arrangements (relative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	

Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Number of ECE arrangements, by type of arrangement (eg, nonrelative nonnonrelative center-based) (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE, by type of arrangement (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	

Time the child spent in ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Other specify for payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	

Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Other specify for payment for current ECE arrangements unit (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (nonrelative)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	

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

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

Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Other specify for payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Other specify payment for current ECE arrangements unit (center)	P-RQ1, P-RQ2, P-RQ3	

Payment for current ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Time the child spent/spends in ECE arrangements (center)	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Participation in ECE	P-RQ1, P-RQ2, P-RQ3	

Participation in ECE	P-RQ1, P-RQ2, P-RQ3	
Parenting stress	P-RQ2, P-RQ5	
Parenting stress	P-RQ2, P-RQ5	
Parenting stress	P-RQ2, P-RQ5	
Parenting stress	P-RQ2, P-RQ5	
Parent-child communication	P-RQ2, P-RQ5	

Parent-child communication	P-RQ2, P-RQ5	
Parent-child communication	P-RQ2, P-RQ5	
Parent-child communication	P-RQ2, P-RQ5	
Parent-child communication	P-RQ2, P-RQ5	
Parent-child communication	P-RQ2, P-RQ5	
Inconsistent discipline	P-RQ2, P-RQ5	

Inconsistent discipline	P-RQ2, P-RQ5	
Inconsistent discipline	P-RQ2, P-RQ5	
Routine health and dental care	P-RQ2	CHQ010
Routine health and dental care	P-RQ2	CHQ020
Ear infection history	P-RQ2	
Ear infection history	P-RQ2	

Ear infection history	P-RQ2	
Ear infection history	P-RQ2	
Ear infection history	P-RQ2	
Ear infections since kindergarten	P-RQ2	
Ear infections since kindergarten	P-RQ2	
Ear infections since kindergarten	P-RQ2	

Treatments used for ear infections	P-RQ2	
Other specify for treatments used for ear infections	P-RQ2	
Treatments used for ear infections	P-RQ2	
Asthma	P-RQ2	CHQ026
Asthma	P-RQ2	CHQ027

Health insurance coverage	P-RQ2	CHQ030
Exercise/physical activities	P-RQ2	CHQ060
Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	

Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	
Parent report of child’s height and weight	P-RQ2	
History of receiving early intervention	P-RQ1, P-RQ2	CHQ092

Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2	CHQ092a
History of receiving early intervention	P-RQ1, P-RQ2	CHQ093
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2	CHQ093a

History of receiving early intervention	P-RQ1, P-RQ2	CHQ094
Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2	CHQ094a
Child’s independence and ability to take care of him/herself	P-RQ2	
Behavioral and attention problems	P-RQ2	

Learning problems	P-RQ2	
Coordination problems	P-RQ2	
Behavioral and attention problems	P-RQ2, P-RQ5	
Behavioral and attention problems	P-RQ2, P-RQ5	
Activity level	P-RQ2, P-RQ5	
Emotional or psychological difficulties	P-RQ2, P-RQ5	
Emotional or psychological difficulties	P-RQ2, P-RQ5	

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ125
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ125OS
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ125a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ125aOS

Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ126
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ126OS
Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ127
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ127OS

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ130a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ135a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ135b
Prescription medications	P-RQ2	

Prescription medications	P-RQ2	
Prescription medications	P-RQ2	
Communication problems	P-RQ2, P-RQ5	CHQ200
Communication problems	P-RQ2, P-RQ5	CHQ205

Communication problems	P-RQ2, P-RQ5	CHQ206a
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	
Communication problems	P-RQ2, P-RQ5	

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ210
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ215
Vision and hearing problems	P-RQ2, P-RQ5	
Vision and hearing problems	P-RQ2, P-RQ5	

Vision and hearing problems	P-RQ2, P-RQ5	
Vision and hearing problems	P-RQ2, P-RQ5	
Vision and hearing problems	P-RQ2, P-RQ5	
Vision and hearing problems	P-RQ2, P-RQ5	

Vision and hearing problems	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ235
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ245

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ250a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	

Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ255a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ255b
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	

Vision and hearing problems	P-RQ2, P-RQ5	CHQ285
Vision and hearing problems	P-RQ2, P-RQ5	CHQ290
Vision and hearing problems	P-RQ2, P-RQ5	CHQ290b
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ300
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ301

Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ301OS
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ305a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ310a
Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5	CHQ310b
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	CHQ311

Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	CHQ312
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	
Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5	CHQ314
General health status	P-RQ2, P-RQ5	CHQ330
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ340

Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ341
Disability status	P-RQ1, P-RQ2, P-RQ5	CHQ345
Disability status	P-RQ1, P-RQ2, P-RQ5	CHQ345os
Disability status	P-RQ1, P-RQ2, P-RQ5	CHQ375a

Disability status	P-RQ1, P-RQ2, P-RQ5	CHQ380a
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ385
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ390a
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ390b
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ420
Services for disabilities	P-RQ1, P-RQ2, P-RQ5	CHQ430

Peer victimization	P-RQ3	VIQ010
Peer victimization	P-RQ3	VIQ020
Peer victimization	P-RQ3	VIQ021
Peer victimization	P-RQ3	VIQ022

Peer victimization	P-RQ3	VIQ030
Peer victimization	P-RQ3	VIQ040
Peer victimization	P-RQ3	VIQ050
Peer victimization	P-RQ3	VIQ060

Respondent’s general health status	P-RQ5	PPQ220
Overall life stress	P-RQ5	PPQ225
Overall life stress	P-RQ5	
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ130a
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ130b

Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ130c
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ140
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ150
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ160
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ170
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ180
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ190

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ191
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ192a
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ192b
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ192c
Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5	FDQ210
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ240

Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ242
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ243
Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5	FDQ250
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5	
Obtaining free groceries or meals	P-RQ2, P-RQ3, P-RQ5	

Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3	HRQ010
Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3	HRQ015
Biological and adoptive parents’ vital status	P-RQ1, P-RQ2, P-RQ3	HRQ030

Biological parents’ sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3	
Biological parents’ sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3	
Biological parents’ vital status	P-RQ1, P-RQ2, P-RQ3	
Biological parents’ vital status	P-RQ1, P-RQ2, P-RQ3	
Biological parents’ vital status	P-RQ1, P-RQ2, P-RQ3	
Biological parents’ sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3	

Biological parents' sex, age, and race/ethnicity	P-RQ1, P-RQ2, P-RQ3	
Introduction to nonresident parent section	P-RQ1, P-RQ2, P-RQ3	
Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3	NRQ040

Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household	P-RQ1, P-RQ2, P-RQ3	
Diplomas or degrees parent has obtained	P-RQ1, P-RQ2	PEQ020

Parents’ current school attendance	P-RQ1, P-RQ2	PEQ050
Parents’ current school attendance	P-RQ1, P-RQ2	PEQ060
Parents’ current employment	P-RQ1, P-RQ2	EMQ005
Parents’ current employment	P-RQ1, P-RQ2	
Parents’ current employment	P-RQ1, P-RQ2	
Parents’ current employment	P-RQ1, P-RQ2	

Parents’ work schedule	P-RQ1, P-RQ2	
Looking for work	P-RQ1, P-RQ2	
Looking for work	P-RQ1, P-RQ2	
Other specify for looking for work	P-RQ1, P-RQ2	

Availability for work	P-RQ1, P-RQ2	
Other specify for availability for work	P-RQ1, P-RQ2	
Availability for work	P-RQ1, P-RQ2	
Occupation and industry	P-RQ1, P-RQ2	
Occupation and industry	P-RQ1, P-RQ2	EMQ125

Occupation and industry	P-RQ1, P-RQ2	EMQ125b
Occupation and industry	P-RQ1, P-RQ2	EMQ126
Occupation and industry	P-RQ1, P-RQ2	EMQ127
Occupation and industry	P-RQ1, P-RQ2	EMQ128
Occupation and industry	P-RQ1, P-RQ2	EMQ129
Occupation and industry	P-RQ1, P-RQ2	

Occupation and industry	P-RQ1, P-RQ2	
Occupation and industry	P-RQ1, P-RQ2	
Work history	P-RQ1, P-RQ2	EMQ160
Active duty military service	P-RQ1, P-RQ2	

Active duty military service	P-RQ1, P-RQ2	EMQ215
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	WPQ170
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	WPQ180
		WPQ186
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	

Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	WPQ210
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	WPQ215
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	
Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5	WPQ220
Total family income for the year	P-RQ1, P-RQ2, P-RQ5	PAQ110

Total family income for the year	P-RQ1, P-RQ2, P-RQ5	PAQ120
Use of a government voucher to attend school	P-RQ3, P-RQ4	PAQ121
Whether the family has had to leave their home because they could not afford it	P-RQ2, P-RQ5	PAQ138
Number of places lived	P-RQ2, P-RQ5	CMQ010
Why the family moved	P-RQ2, P-RQ5	

Other specify for why the family moved	P-RQ2, P-RQ5	
Length of time at current residence	P-RQ2, P-RQ5	
Length of time at current residence	P-RQ2, P-RQ5	
Introduction to contact information	NA	
Email address	NA	
Telephone number	NA	
Telephone number	NA	
Telephone number	NA	CMQ100
Contact persons to locate the parent	NA	CMQ110a
Contact persons to locate the parent	NA	CMQ110b

Contact persons to locate the parent	NA	CMQ110c1
Contact persons to locate the parent	NA	CMQ110c2
Contact persons to locate the parent	NA	CMQ110c3
Contact persons to locate the parent	NA	CMQ110d1
Contact persons to locate the parent	NA	CMQ110d2
Contact persons to locate the parent	NA	CMQ110e
Contact persons to locate the parent	NA	CMQ110f
Contact persons to locate the parent	NA	CMQ110g
Contact persons to locate the parent	NA	CMQ110h
Contact persons to locate the parent	NA	CMQ130

Contact persons to locate the parent	NA	CMQ140a
Contact persons to locate the parent	NA	CMQ140b
Contact persons to locate the parent	NA	CMQ140c1
Contact persons to locate the parent	NA	CMQ140c2
Contact persons to locate the parent	NA	CMQ140c3
Contact persons to locate the parent	NA	CMQ140d1
Contact persons to locate the parent	NA	CMQ140d2
Contact persons to locate the parent	NA	CMQ140e
Contact persons to locate the parent	NA	CMQ140f
Contact persons to locate the parent	NA	CMQ140g
Contact persons to locate the parent	NA	CMQ140h

Telephone number	NA	
Telephone number	NA	
Telephone number	NA	
Other specify for telephone number	NA	
Contact persons to locate the parent	NA	CMQ170a
Contact persons to locate the parent	NA	CMQ170b
Contact persons to locate the parent	NA	CMQ170c1

Contact persons to locate the parent	NA	CMQ170c2
Contact persons to locate the parent	NA	CMQ170c3
Contact persons to locate the parent	NA	CMQ170d1
Contact persons to locate the parent	NA	CMQ170d2
Contact persons to locate the parent	NA	CMQ170e
Contact persons to locate the parent	NA	CMQ170f
Contact persons to locate the parent	NA	CMQ170g
Contact persons to locate the parent	NA	CMQ170h

Contact persons to locate the parent	NA	
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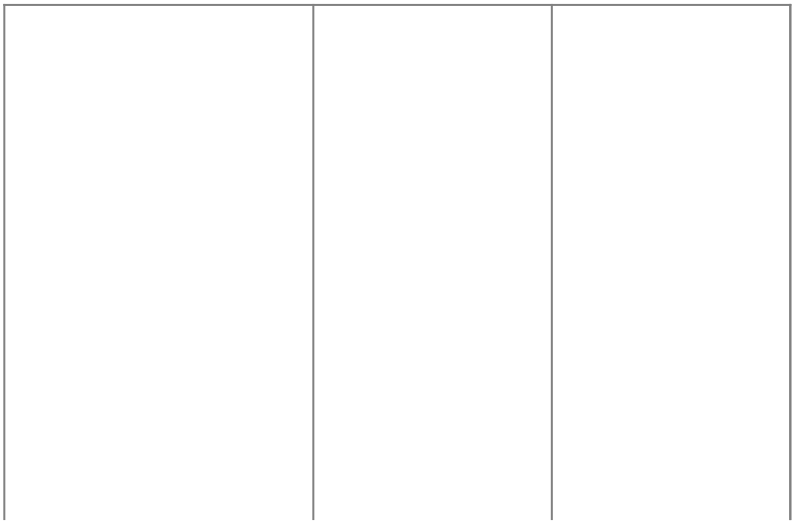
Contact persons to locate the parent	NA	
Contact persons to locate the parent	NA	CMQ500
Contact persons to locate the parent	NA	CMQ505a1
Contact persons to locate the parent	NA	CMQ505a2
Contact persons to locate the parent	NA	CMQ505b
Contact persons to locate the parent	NA	CMQ505c
Contact persons to locate the parent	NA	CMQ505d
Contact persons to locate the parent	NA	CMQ510

Contact persons to locate the parent	NA	CMQ520
Contact persons to locate the parent	NA	CMQ525
Contact persons to locate the parent	NA	CMQ525b
Contact persons to locate the parent	NA	CMQ525c
Contact persons to locate the parent	NA	CMQ525d
Contact persons to locate the parent	NA	CMQ525e
Contact persons to locate the parent	NA	CMQ525eOS
Thank you before contacting alternate respondent	NA	CMQ800
Thank you to respondent	NA	CMQ805



S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question
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.”	Introduction	NA

Question "First, we would like to collect some information about {CHILD}'s school and home experiences. Are you the parent or guardian in the household who knows the most about {CHILD}’s care, education, and health?" ---- 1. Yes 2. No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health. 3. No, {CHILD} does not live in this household.	Respondent selection	NA
Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact them for the survey. First Name: "	Alternate respondent selection	NA
Question "Last Name:"	Alternate respondent selection	NA
Question "Email Address:"_x000D_ _x000D_ Watermark: "name@domain.com"	Alternate respondent selection	NA
Question “Mobile Number:” “This person doesn’t have a mobile phone.”	Alternate respondent selection	NA
Question “Landline Number:” “This person doesn’t have a landline phone.”	Alternate respondent selection	NA
Question "Please enter the mailing address. Address Line 1:"	Alternate respondent selection	NA
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"	Alternate respondent selection	NA
Question "City:"	Alternate respondent selection	NA
Question "Please select a state, district, or territory:"_x000D_ _x000D_ Watermark "Select a state"	Alternate respondent selection	NA

Question "ZIP code:" DON'T KNOW	Alternate respondent selection	NA
Question "What is your relationship to {CHILD}?"_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Biological parent_x000D_ 2. Adoptive parent_x000D_ 3. Step parent_x000D_ 4. Foster parent_x000D_ 5. Sibling_x000D_ 6. Grandparent_x000D_ 7. Other relative_x000D_ 8. Other nonrelative_x000D_ 91. Other parent or guardian {(Please specify):/(Please specify on next screen.)}_x000D_	Respondent selection	NA
[other specify for INQ005g]	Respondent selection	NA

Question "What is your name? We ask for first names so that we can ask questions about each person in the survey. First Name:"	Respondent selection	NA
Question "Please enter your last name. Last Name:"	Respondent selection	NA

Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?" ---- 1. Yes 2. No	Child name	NA
Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here. _x000D_ _x000D_ First Name:”	Child name	NA
Question “Middle name:”_x000D_ _x000D_	Child name	NA
Question “Last Name:”	Child name	NA

Question “What is {CHILD}’s gender?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_ 3. Another gender_x000D_	Child gender	P-RQ2, P-RQ5
Question “What is {CHILD}'s date of birth?” Watermark “MM/DD/YYYY” “Don’t know” “Rather not answer”	Child date of birth	P-RQ2, P-RQ5
Question “So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} years old. Is that correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child date of birth	P-RQ2, P-RQ5
Question “How old is {CHILD}?”_x000D_ _x000D_Pre-unit "Years:" Watermark “Enter age”	Child age	P-RQ2, P-RQ5

Question "Now, we'd like to ask you about {CHILD}'s school. To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her/their} current school? {CHILD} being able to go to {his/her/their} current school was ..." ---- 1. A primary factor 2. One of several factors 3. Not a factor	Parent's choice of school for child	P-RQ1, P-RQ3
Question "Which of the following best describes the school that {CHILD} is attending?" InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item." ---- 1. {CHILD} is attending the regularly-assigned school for our home. 2. {CHILD} is attending the regularly-assigned school for our home that is also the school we would choose for {him/her/them}. 3. {CHILD} is attending a school we chose that is not the assigned school for our home. 4. {CHILD} is homeschooled.	Parent's choice of school for child	P-RQ1, P-RQ3
Question "Does {CHILD} attend a school?" ---- 1. Yes 2. No	School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4
Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities." Watermark "Hours per week"	School attendance (for homeschooled children)	P-RQ1, P-RQ3, P-RQ4

Question “Now we have some questions about {CHILD}'s school. Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}’s teachers or {his/her/their} school contacted your household about any behavior problems {he/she/they} {is/are} having, such as:”_x000D_ _x000D_ ----_x000D_ 1. Biting_x000D_ 2. Being aggressive_x000D_ 3. Not following directions_x000D_ 4. Inappropriate behavior for the situation_x000D_ 5. Being overly active_x000D_ 6. Being impulsive or having little or no self-control_x000D_ 7. Being sad or upset_x000D_ 8. Making repetitive or unusual movements or noises (for example, stimming)_x000D_ 9. Avoiding work_x000D_ 10. Another behavior problem_x000D_ 11. None of the above_x000D_	School-initiated contact with parents about behavior problems	P-RQ2, P-RQ3, P-RQ5
Question “Has {CHILD} ever had an in-school or out-of-school suspension?” ---- 1. Yes 2. No	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Question “How many times has {CHILD} been suspended… Prior to kindergarten?" Pre-unit “Times:” Watermark “Times suspended”	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5

Question “How many times has {CHILD} been suspended… In kindergarten?" Pre-unit “Times:” Watermark “Times suspended”	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Question “How many times has {CHILD} been suspended… In first grade?" Pre-unit “Times:” Watermark “Times suspended”	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Question “Has {CHILD} ever been expelled?” ---- 1. Yes 2. No	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Question “When was {CHILD} expelled? Please select all that apply.” 1. Prior to kindergarten 2. In kindergarten 3. In first grade	Child’s experience with in- or out-of-school suspensions or expulsions	P-RQ2, P-RQ3, P-RQ5
Question “Since the beginning of this school year, have you or the other adults in your household done any of the following activities?_x000D_ Please select all that apply.”_x000D_ ----_x000D_ 1. Attended an open house or a back-to-school night_x000D_ 2. Attended a meeting of a PTA, PTO, or Parent-Teacher Organization_x000D_ 3. Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher_x000D_ 4. Attended a school or class event, such as a play, sports event, or science fair_x000D_ 5. Served as a volunteer in {CHILD}’s classroom or elsewhere in the school_x000D_ 6. None of the above_x000D_	Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5

Question "During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?"_x000D_ _x000D_ Pre-unit “Times:”_x000D_ _x000D_ Watermark “Times”	Parent attendance at parent-teacher conferences and meetings, parent participation in school activities	P-RQ2, P-RQ3, P-RQ5
Question “How well has {CHILD}'s school done with each of the following activities during this school year? The school lets you know between report cards how {CHILD} is doing in school.” SaVisible "True" ---- 1. Does this very well 2. Just OK 3. Doesn't do this at all DON'T KNOW	School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
Question “The school helps you understand what children at {CHILD}'s age are like.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW	School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
Question “The school makes you aware of chances to volunteer at the school.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW	School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5

Question “The school provides workshops, materials, or advice about how to help {CHILD} learn at home.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW	School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
Question “The school provides information on community services to help {CHILD} or your family.”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Does this very well_x000D_ 2. Just OK_x000D_ 3. Doesn't do this at all_x000D_ DON'T KNOW	School practices to communicate with parents and encourage involvement	P-RQ2, P-RQ3, P-RQ5
Question “Please answer the questions below about {CHILD}'s school._x000D_ _x000D_ At this school, all students are treated equally.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_	School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Question “This school teaches with materials that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries).”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_	School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Question “This school thinks it is important to show respect for all students’ backgrounds, beliefs, values, and ways of life.”_x000D_ ----_x000D_ 1. Strongly agree_x000D_ 2. Agree_x000D_ 3. Disagree_x000D_ 4. Strongly disagree_x000D_	School practices to provide an equal and culturally responsive environment	P-RQ1, P-RQ2, P-RQ3, P-RQ5

Question “ When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Whether school provides translated materials	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Question “This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school? Please select all that apply.” ---- 1. Inconvenient meeting times 2. No child care keeps your family from going to school meetings or event 3. Family members can't get time off from work 4. Problems with safety going to the school 5. The school does not make your family feel welcome 6. Problems with transportation to the school 7. You don't hear about things going on at school that you might want to be involved in 8. Because you or members of your family speak a language other than English and meetings are conducted only in English 9. Another reason 10. You do not find it hard to participate in activities at {CHILD}’s school	Barriers to involvement with the school	P-RQ1, P-RQ2, P-RQ3, P-RQ5
Question “How satisfied are you with the school {CHILD} attends this year?” ---- 1. Very satisfied 2. Somewhat satisfied 3. Somewhat dissatisfied 4. Very dissatisfied	Parent satisfaction with the school	P-RQ3
Question "How many times was {CHILD} late for school during the past four weeks?” Watermark “Enter # of times”	How many times the child has been late for school	P-RQ2, P-RQ3

Question “How do you feel about the amount of homework {CHILD} is assigned?” ---- 1. The amount is about right. 2. It's too much. 3. It's too little.	Perception of the amount of homework	P-RQ3
Question “During this school year, how often did you or someone else help {CHILD} with {his/her} homework?” SaVisible "True" ---- 1. Never 2. Less than once a week 3. 1 to 2 times a week 4. 3 to 4 times a week 5. 5 or more times a week DON'T KNOW	How often parent or someone else helps the child with homework	P-RQ3, P-RQ5
Question “How often do you check that {CHILD} has completed all of {his/her/their} homework?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Always_x000D_ 5. Not applicable. {CHILD} does not have homework._x000D_	How often parent or someone else checked that the child completed homework	P-RQ3, P-RQ5
Question “Now we have a question about your expectations of {CHILD}’s grades during this school year. Overall, how do you expect {CHILD}'s grades will be?” ---- 1. Excellent 2. Above average 3. Average 4. Below average 5. Failing	Parent report of the child’s grades	P-RQ5

Question “Now I have some questions about {CHILD} and school. How often would you say that {CHILD}… _x000D_ _x000D_ Makes up reasons to stay home from school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_	The child’s school avoidance	P-RQ2, P-RQ3
Question “Seems to dread going to school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_	The child’s school avoidance	P-RQ2, P-RQ3
Question “Becomes upset when it’s time to go to school in the morning?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_	The child’s school avoidance	P-RQ2, P-RQ3
Question “Asks to stay home from school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_	The child’s school avoidance	P-RQ2, P-RQ3
Question “Complains about going to school?”_x000D_ ----_x000D_ 1. Almost never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. A lot_x000D_ 5. Almost always_x000D_	The child’s school avoidance	P-RQ2, P-RQ3

Question “Now we would like to know a bit about {CHILD}’s household to better understand how children’s_x000D_ home experiences may relate to early learning._x000D_ _x000D_ In addition to you and {CHILD}, how many other people or family members live in the household?_x000D_ _x000D_ Watermark "Enter number"_x000D_ _x000D_ [CHILD} and you: 2"_x000D_ _x000D_ Number of other household members age 18 and older:”	Current household roster	P-RQ1, P-RQ2, P-RQ5
Question “Number of other household members age 17 and younger:”_x000D_ _x000D_ Watermark "Enter number"	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question “Total number of household members, including {CHILD} and you: _x000D_ Include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else." InstResp "If the total is correct, please select the Next button. Otherwise, change the numbers of household members who are 18 and older or 17 and younger until the total is correct."	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question "Thank you for providing information about the total number of people living in [CHILD]’s household. Now we are requesting characteristics only about yourself, {CHILD}’s parents or guardians, and partners or spouses of {CHILD}’s parents or guardians who may live in this household. This information will help us ask better questions about {CHILD}’s parental figures later in the survey. In the {table/screens} below, please: • Add your age and gender {to the row/on this screen} with your {initial/first name}. If {CHILD} has any other parents or guardians who live in this household, or if you or another parent or guardian has a partner or spouse that live in {CHILD}'s household even if they are not {CHILD}’s parent or guardian. • Use the “Add a person" button to include their information {in this table/on the screens that follow}. Do not add any other household members who are not parents or guardians. Do not add any other parents or guardians that do not live in this household. When you are finished, select "Next" to move to the next question."	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question "Age"_x000D_ _x000D_ Watermark "Enter age"	Current household roster	P-RQ1, P-RQ2, P-RQ5
Question "Gender"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_ 3. Another gender_x000D_	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question “Please confirm the initials or first names, ages, and genders of yourself, parents/guardians, and spouse/partners in {CHILD}'s household. Is this information correct?”_x000D_ _x000D_ InstResp “If you would like to add household members or change information, please select "No" to go back and make changes.”_x000D_ _x000D_ {LIST OF HOUSEHOLD MEMBERS SHOWING FIRST NAMES, AGES, AND SEXES}_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Current household roster	P-RQ1, P-RQ2, P-RQ5
Question "Do you have a spouse or partner who lives in this household?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Question “Who in the household is your spouse or partner?”_x000D_ _x000D_ InstResp: "Select the {initials/name} of the person who is your spouse/partner. If the {initials are/name is} not listed, select "not on list.””_x000D_ ----_x000D_ 1. {DISPLAY HH MEMBER NAME 1}_x000D_ 2. {DISPLAY HH MEMBER NAME 2}_x000D_ 3. {DISPLAY HH MEMBER NAME 3}_x000D_ 4. {DISPLAY HH MEMBER NAME 4}_x000D_ 5. {DISPLAY HH MEMBER NAME 5}_x000D_ 7. Not on list_x000D_	Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Question "What {are the initials/is the first name} of your spouse or partner?_x000D_ _x000D_ {Initials/First name}:"	Marital status of the primary caretakers	P-RQ1, P-RQ2, P-RQ5

Question "How old is {INITIALS/NAME}?" _x000D_ _x000D_ Pre-unit "Age:"	Current household roster	P-RQ1, P-RQ2, P-RQ5
Question "What is {INITIALS/NAME}’s gender?"_x000D_ _x000D_ "Rather not answer"_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_ 3. Another gender_x000D_	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question "What is {INITIALS/NAME}'s relationship to {CHILD}?" ---- 1. Biological parent 2. Adoptive parent 3. Step parent 4. Foster parent 5. Sibling 6. Grandparent 7. Other relative 8. Other nonrelative 91. Other parent or guardian {(Please specify):/(Please specify on next screen.)}	Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5
[other specify for FSQ130]	Family relationship of key parent figures to the child (e.g., adopted)	P-RQ1, P-RQ2, P-RQ5

Question "What is {your/INITIALS/{NAME}'s} race and/or ethnicity? Select all that apply." 1 American Indian or Alaska Native 2 Asian 3 Black or African American 4 Hispanic or Latino 5 Middle Eastern or North African 6 Native Hawaiian or Pacific Islander 7 White	Race and/or ethnicity of child, parent figures, or respondent and respondent's spouse (if no parent figures)	P-RQ1, P-RQ2, P-RQ5
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} American Indian or Alaska Native. Please provide details below. Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.”	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5

Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} Asian. Provide details below. Select all that apply.” 1 Chinese 2 Asian Indian 3 Filipino 4 Vietnamese 5 Korean 6 Japanese	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "Enter, for example, Pakistani, Hmong, Afghan, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} Black or African American. Provide details below. Select all that apply.” 1 African American 2 Jamaican 3 Haitian 4 Nigerian 5 Ethiopian 6 Somali	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/ {CHILD} is} Hispanic or Latino. Provide details below. Select all that apply.” 1 Mexican 2 Puerto Rican 3 Salvadoran 4 Cuban 5 Dominican 6 Guatemalan	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5

Question "Enter, for example, Colombian, Honduran, Spaniard, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} Middle Eastern or North African. Provide details below. Select all that apply.” 1 Lebanese 2 Iranian 3 Egyptian 4 Syrian 5 Iraqi 6 Israeli	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "Enter, for example, Moroccan, Yemeni, Kurdish, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
“{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} Native Hawaiian or Pacific Islander. Provide details below. Select all that apply.” 1 Native Hawaiian 2 Samoan 3 Chamorro 4 Tongan 5 Fijian 6 Marshallese	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "Enter, for example, Chuukese, Palauan, Tahitian, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5

“{Next, we will collect detailed information for each race or ethnicity selected.} You said that {you are/{CHILD} is} White. Provide details below. Select all that apply.” 1 English 2 German 3 Irish 4 Italian 5 Polish 6 Scottish	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "Enter, for example, French, Swedish, Norwegian, etc."	Race and/or ethnicity of child and respondent	P-RQ1, P-RQ2, P-RQ5
Question "We have just a few more questions about this household’s members._x000D_ _x000D_ How many siblings does {CHILD} have in this household?"_x000D_ _x000D_ Pre-unit “Number of siblings”_x000D_ _x000D_ Watermark “Enter number”	Household structure	P-RQ1, P-RQ2, P-RQ5
How many grandparents does {CHILD} have in this household?_x000D_ _x000D_ Pre-unit “Number of grandparents”_x000D_ _x000D_ Watermark “Enter number”	Household structure	P-RQ1, P-RQ2, P-RQ5
Question: "Since {CHILD} started kindergarten in the fall of 2023, have any parent or guardians of {CHILD} left the household where the {CHILD} lives with you." ---- 1 Yes 2 No	Current household roster	P-RQ1, P-RQ2, P-RQ5

Question: "Why did the person(s) leave the household?" Select all that apply 1 Separation or divorce 2 Living elsewhere for employment related reasons or in the military 3 In jail or in prison 4 Moved on/moved elsewhere 5 Deceased 91 Other	Current household roster	P-RQ1, P-RQ2, P-RQ5
Question "How would you describe your current relationship status?"_x000D_ ----_x000D_ 1. Married_x000D_ 2. Separated_x000D_ 3. Divorced_x000D_ 4. Widowed_x000D_ 5. Never married_x000D_ 6. Civil union/domestic partnership_x000D_ 91. Other {(Please explain):/(Please explain on next screen.)}_x000D_	Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
[other specify for FSQ200]	Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
Question "How would you describe {INITIALS/NAME}'s current relationship status?"_x000D_ ----_x000D_ 1. Married_x000D_ 2. Separated_x000D_ 3. Divorced_x000D_ 4. Widowed_x000D_ 5. Never married_x000D_ 6. Civil union/domestic partnership_x000D_ 91. Other {(Please explain):/(Please explain on next screen.)}_x000D_ DON'T KNOW	Marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5
[other specify for FSQ202]	Other specify for marital status and history of the primary caretakers	P-RQ1, P-RQ2, P-RQ5

Question "Now we would like to ask about {CHILD}'s home environment. In a typical week, how often do you or any other family members read books to {CHILD}? Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by {herself/himself/themself}. Please include reading of books in any language." ---- 1. Not at all 2. Once or twice a week 3. 3 to 6 times a week 4. Every day	Parents' frequency of engaging with books (reading, looking at, etc) with the child	P-RQ2, P-RQ3
Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?" ---- 1. Not at all 2. Once or twice a week 3. 3 to 6 times a week 4. Every day	Frequency of reading activities with the child	P-RQ2, P-RQ3
Question "Generally, how long is {CHILD} read to at each of these times? Please include reading in any language." Pre-unit "Minutes:" Watermark "Enter minutes"	Frequency of reading activities with the child	P-RQ2, P-RQ3
Question "About how many children's books does {CHILD} have at home now, including library books? Please only include books that are for children." Include all children's books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings." Watermark "Enter number of books"	Literacy materials in the home	P-RQ2

Question “In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}?” InstResp "Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore." ---- 1. Yes 2. No	Library use	P-RQ2
Question “Now we have some questions about {CHILD}'s activities at home. In the past week, how often did {CHILD} read to {himself/herself/themselves} or to others outside of school? Please include reading in any language.” ---- 1. Never 2. Once or twice a week 3. 3 to 6 times a week 4. Every day	Reading by the child	P-RQ2
Question “Generally, how long did {CHILD} read to {himself/herself/themself} at each of these times? Please include reading in any language.” Pre-unit “Minutes:” Watermark “Enter minutes”	Reading by the child	P-RQ2

Question “In the past month, how often did you and {CHILD} engage in the following activities? Showed interest in or talked about time using clocks” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Counted down using numbers (10, 9, 8, 7, . . .)” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Counted out money” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2

Question “Memorized math facts (such as 2 + 2 = 4)” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Measured the lengths and widths of things” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Guessed the number of things (such as pennies in a jar)” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Compared the sizes of numbers (such as 5 is more than 4)” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2
Question “Measured ingredients when cooking or baking” ---- 1. Never or almost never 2. Less than once a week 3. Once a week 4. Several times a week 5. Every day or almost every day	Math activities	P-RQ2

Question “Do you have a home computer or other digital device that {CHILD} uses?” ---- 1. Yes 2. No	Availability and use of a home computer/digital device	P-RQ2
Question “On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games? 1. {CHILD} does not play video, computer, or mobile games on weekdays. 2. 1 to 15 minutes 3. 16 to 30 minutes 4. 31 to 45 minutes 5. 46 to 60 minutes 6. 61 minutes to 120 minutes 7. More than 120 minutes (more than 2 hours)	Amount of time the child plays video games	P-RQ2
Question “In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her/them} something, like math or reading skills?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_	How often the child uses a home computer/digital device for educational purposes	P-RQ2

Question “Are there family rules about how many hours {CHILD} may spend on screen time?” 1. Yes 2. No	How often the child uses a home computer/digital device for educational purposes	P-RQ2
Question “In what ways do you limit {CHILD}'s screen time? Please select all that apply.” 1. With a device or app 2. Ask {CHILD} to end screen time 3. Redirect {CHILD} to other activity 4. Take away the device from {CHILD} 91. Other	How often the child uses a home computer/digital device for educational purposes	P-RQ2
Question “Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject? Please select all that apply.” ---- 1. Reading 2. Math 3. Science 4. Foreign language 5. Other 6. None of the above. Child is not tutored on a regular basis, by anyone other than me or a family member.	Tutoring	P-RQ5

Question “Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities? Please select all that apply." _x000D_ ----_x000D_ 1. Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics_x000D_ 2. Dance groups, classes, or lessons_x000D_ 3. Music, for example, piano, instrumental music, or singing lessons_x000D_ 4. Drama groups, classes, or lessons_x000D_ 5. Art groups, classes, or lessons, for example, painting, drawing, sculpture_x000D_ 6. Craft groups, classes, or lessons_x000D_ 7. Language groups, classes, or lessons (to learn English or another language)_x000D_ 8. None of the above_x000D_	Children’s organized activities (sports, music, art, etc.)	P-RQ2
Question “During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Once or twice a week_x000D_ 3. 3 to 6 times a week_x000D_ 4. Every day_x000D_	Outside play and perception of how safe it is for children to play outside	P-RQ2
Question “Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?”_x000D_ ----_x000D_ 1. Not at all safe_x000D_ 2. Somewhat safe_x000D_ 3. Very safe_x000D_	Outside play and perception of how safe it is for children to play outside, neighborhood safety	P-RQ2
Question “In a typical week, on how many days does your family eat any meal together?”_x000D_ _x000D_ _x000D_ Pre-unit “Days:”_x000D_ _x000D_ Watermark "Number of days"	Frequency with which the family eats meals together	P-RQ2

Question “On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?”_x000D_ ----_x000D_ 1. Yes, {CHILD} has a usual bedtime._x000D_ 2. No, {CHILD}'s bedtime varies a lot from night to night._x000D_	Hours of child sleep and whether child has regular bedtime	P-RQ2
Question “On an average school night, how many hours of sleep does {CHILD} get?” 1. Less than 6 hours 2. 6 hours to 7 hours 3. More than 7 hours to 8 hours 4. More than 8 hours to 9 hours 5. More than 9 hours to 10 hours 6. More than 10 hours	Hours of child sleep and whether child has regular bedtime	P-RQ2
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Self-control	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Social interaction	P-RQ2, P-RQ5

Question "Keeps working at something until {he/she/they} {is/are} finished."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Self-control	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Self-control	P-RQ2, P-RQ5
Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways. _x000D_ _x000D_ Shows interest in a variety of things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Self-control	P-RQ2, P-RQ5
Question "Concentrates on a task and ignores distractions."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Self-control	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Question "Helps with chores."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5

Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Question "Is eager to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Question "Is creative in work or in play."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_	Approaches toward learning	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5

Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely	P-RQ2, P-RQ5
Question "Please rate how true each of these statements is for {CHILD}. When practicing an activity, has a hard time keeping {her/his/their} mind on it." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Attention Focusing	P-RQ2, P-RQ5
Question "Will move from one task to another without completing any of them." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Attention Focusing	P-RQ2, P-RQ5

Question "When drawing or coloring in a book, shows strong concentration." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Attention Focusing	P-RQ2, P-RQ5
Question "When building or putting something together, becomes very involved in what {he/she/they} {is/are} doing, and works for long periods of time." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Attention Focusing	P-RQ2, P-RQ5
Question "Please rate how true each of these statements is for {CHILD}. Is easily distracted when listening to a story." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Attention Focusing	P-RQ2, P-RQ5

Question "Please rate how true each of these statements is for {CHILD}. Can wait before entering into new activities if asked to." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5
Question "Plans for new activities or changes in routine to make sure {he/she/they} {has/have} what will be needed." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5
Question "Has trouble sitting still when told to (story time, etc.)." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5
Question "Is good at following instructions." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5

Question "Please rate how true each of these statements is for {CHILD}. Approaches places that {he/she/they} {thinks/think} might be "risky" slowly and cautiously." ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5
Question "Can easily stop an activity when told "no."" ---- 1. Extremely untrue 2. Untrue 3. Somewhat untrue 4. Neither untrue nor true 5. Somewhat true 6. True 7. Extremely true	Inhibitory Control	P-RQ2, P-RQ5

Question “Now we are going to show you some statements. Please select how true each statement is for you. If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with.” ---- 1. Never true 2. Sometimes true 3. Always true	Social support	P-RQ5
Question “If I have an emergency and need cash, family or friends will loan it to me.” ---- 1. Never true 2. Sometimes true 3. Always true	Social support	P-RQ5
Question “If I have troubles or need advice, I have someone I can talk to.” ---- 1. Never true 2. Sometimes true 3. Always true	Social support	P-RQ5
Question “Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers.” “Is {CHILD} now receiving child care on a regular basis including care provided before or after school?” ---- 1. Yes 2. No	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

Question “Is {CHILD} now receiving child care on a regular basis? Please select all that apply.” ---- 1. From a relative (for example, grandparents, siblings, or any relatives other than{you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}. 2. From someone not related to {him/her/them}, within a private home (for example, family or in- home child care providers, regular sitters, or neighbors)? This does not include child care centers. 3. Within a day care center or a before- or after- school program at a school or non-school setting.	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3
Question "How many hours per week in total is {CHILD} in child care on a regular basis, including care provided before or after school?" --- [enter number of hours]	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3
Question "In what setting does {CHILD} spend the most hours?' --- [show the settings that the respondent indicated in CCQ006]	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3
During the school year, how much does your household pay on average per month for {CHILD}’s child care received on a regular basis? Please do not count any money that you may receive from others to help pay for child care and only consider the amount paid for {CHILD}. --- $_ _ _ _ _	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

During the summer (when school is not in session), how much does your household pay on average per month for {CHILD}'s child care received on a regular basis? Please do not count any money that you may receive from others to help pay for child care and only consider the amount paid for {CHILD}. --- $_ _ _ _ _ ___ {CHILD} not in child care on a regular basis during the summer (when school is not in session)	Participation in ECE, by type of arrangement (e.g., relative; non-relative; and center-based)	P-RQ1, P-RQ2, P-RQ3

Question “Now we would like to ask about {CHILD}’s health and well-being._x000D_ _x000D_ How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?”_x000D_ ----_x000D_ 1. Never been to dentist or dental hygienist for dental care_x000D_ 2. Less than 6 months_x000D_ 3. 6 months to less than 1 year_x000D_ 4. 1 year to 2 years_x000D_ 5. More than 2 years_x000D_	Routine health and dental care	P-RQ2
Question “How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?”_x000D_ _x000D_ ----_x000D_ 1. Never had routine health care_x000D_ 2. Less than 6 months_x000D_ 3. 6 months to less than 1 year_x000D_ 4. 1 year to 2 years_x000D_ 5. More than 2 years_x000D_	Routine health and dental care	P-RQ2

Question “Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?” ---- 1. Yes 2. No	Asthma	P-RQ2
Question “Does {CHILD} receive treatment for this condition?” ---- 1. Yes 2. No	Asthma	P-RQ2

Question “Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill? This includes {Medicaid/{or STATE NAME FOR MEDICAID}}.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Health insurance coverage	P-RQ2
Question “In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?”_x000D_ _x000D_ Pre-unit “Days”_x000D_ _x000D_ Watermark “Number of days”	Exercise/physical activities	P-RQ2

Question “Before {CHILD} turned 3, did {he/she/they} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?” InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3).” ---- 1. Yes 2. No	History of receiving early intervention	P-RQ1, P-RQ2

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?" InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3).” ---- 1. Yes 2. No	Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2
Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?" InstResp “An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.” ---- 1. Yes 2. No	History of receiving early intervention	P-RQ1, P-RQ2
Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?" InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.” ---- 1. Yes 2. No	Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2

Question "Has {CHILD} ever received any services through a 504 plan?" InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan." ---- 1. Yes 2. No	History of receiving early intervention	P-RQ1, P-RQ2
Question "Is {CHILD} currently receiving any services through a 504 plan?" InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan." ---- 1. Yes 2. No	Current receipt of services through an IFSP, IEP, or 504 plan	P-RQ1, P-RQ2

Question “Now we have some questions about diagnoses from a professional._x000D_ _x000D_ Has {CHILD} ever been diagnosed by a professional with any of the following? Please select all that apply.”_x000D_ ----_x000D_ 1. Learning disability (including dyslexia, dyscalculia, and dysgraphia)_x000D_ 2. Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)_x000D_ 3. Developmental delay_x000D_ 4. Asperger’s syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder_x000D_ 5. Intellectual or cognitive disability_x000D_ 6. Orthopedic impairment_x000D_ 7. Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia)_x000D_ 8. Traumatic brain injury_x000D_ 9. Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering)_x000D_ 10. None of the above_x000D_ 91. Other diagnosis of a social, emotional, or behavioral issue {(Please specify):/(Please specify on next screen.)}:_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
[other specify for CHQ125]	Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “What type of learning disability does {CHILD} have? Please select all that apply.” ----_x000D_ 1. Dyslexia_x000D_ 2. Dyscalculia_x000D_ 3. Dysgraphia_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}:_x000D_	Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
[other specify for CHQ125a]	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “What type of autism spectrum disorder does {CHILD} have?” ---- 1. Diagnosis not yet determined. 2. Asperger's syndrome 3. Autism 4. Pervasive developmental disorder (PDD) 5. Rett syndrome 6. Childhood disintegrative disorder (CDD) 91. Other {(Please specify):/(Please specify on next screen.)}:	Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
[other specify for CHQ126]	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “What type of emotional disturbance does {CHILD} have? Please select all that apply.” ----_x000D_ 1. Panic disorder_x000D_ 2. Separation anxiety disorder_x000D_ 3. Obsessive compulsive disorder_x000D_ 4. Generalized anxiety disorder_x000D_ 5. Other anxiety disorder_x000D_ 6. Bipolar disorder_x000D_ 7. Depression_x000D_ 8. Oppositional defiant disorder (ODD)_x000D_ 9. Eating disorders_x000D_ 10. Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems)_x000D_ 11. Schizophrenia_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}:_x000D_	Other specfiy for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
[other specify for CHQ127]	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger’s syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?” InstResp "Please answer in years and months."	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “What was the month and year when the diagnosis was made? _x000D_If there was more than one diagnosis, report the earliest.”_x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “For the next question, please base your answer on how {CHILD} compares to other children of the same age. {CHILD} pronounces words, communicates with, and understands others:”_x000D_ _x000D_ ----_x000D_ 1. Better than other children {his/her/their} age_x000D_ 2. As well as other children_x000D_ 3. Slightly less well than other children_x000D_ 4. Much less well than other children_x000D_	Communication problems	P-RQ2, P-RQ5
Question “When {CHILD} was younger, did {he/she/they} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her/their} age?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Communication problems	P-RQ2, P-RQ5

Question “Did or does {CHILD} have any of the following? Please select all that apply.” _x000D_ _x000D_ 1 Problem with talking too loudly 2 Problem with talking too softly 3 A problem chewing 4 A problem swallowing 5 A problem with stuttering 6 A cleft lip and/or palate 7 Abnormalities of the face or head 8 Malformation of the ear 9 None of the above	Communication problems	P-RQ2, P-RQ5

Question “Has {CHILD} ever been evaluated by a professional because of {his/her/their} ability to communicate?” _x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “{Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?”_x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “Did you obtain a diagnosis of a problem from a professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Awaiting evaluation_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “How old was {CHILD} when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?” InstResp "Please answer in years and months."	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed? If there was more than one diagnosis, enter the month and year for the earliest diagnosis.”_x000D_ _x000D_ Pre-unit “Month:” Watermark “Enter the month”_x000D_ _x000D_ “Don’t know”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

Question “Now I want to ask you about {CHILD}’s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?”_x000D_ _x000D_ SaVisible "True"_x000D_ ----_x000D_ 1. Yes, seeing things up close_x000D_ 2. Yes, seeing things in the distance_x000D_ 3. Yes, both_x000D_ 4. No_x000D_ DON'T KNOW	Vision and hearing problems	P-RQ2, P-RQ5
Question “Has {CHILD}'s vision ever been evaluated by an eye care professional?” ---- 1. Yes 2. No DON'T KNOW	Vision and hearing problems	P-RQ2, P-RQ5
Question “Was a school nurse the only professional who evaluated {CHILD}'s vision?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Vision and hearing problems	P-RQ2, P-RQ5
Question “Did you obtain a diagnosis of a vision-related problem from an eye care professional?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Awaiting evaluation_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “What was the diagnosis? Please select all that apply.” ----_x000D_ 1. Nearsightedness (Myopia)_x000D_ 2. Farsightedness (Hyperopia)_x000D_ 3. Color blindness or deficiency_x000D_ 4. Astigmatism_x000D_ 5. Crossed or wandering eye (Strabismus)_x000D_ 6. Amblyopia or “lazy eye”_x000D_ 7. Retinopathy_x000D_ 8. Blindness_x000D_ 9. Condition requiring glasses – Specific condition unspecified_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}:_x000D_	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5

[other specify for CHQ301]	Other specify for diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “How old was {CHILD} when the first diagnosis of a problem was made?” InstResp "Please answer in years and months."	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “What was the month and year the diagnosis was made? If there was more than one diagnosis, report the earliest.”_x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter the year”	Diagnoses of disabilities and health conditions	P-RQ2, P-RQ5
Question “Has {CHILD} been prescribed glasses or contact lenses to improve {his/her/their} vision?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5

Question “How often does {CHILD} wear glasses or contact lenses?”_x000D_ ----_x000D_ 1. All of the time_x000D_ 2. Most of the time_x000D_ 3. Sometimes_x000D_ 4. Rarely_x000D_ 5. Never_x000D_ 6. Child does not have glasses or contacts_x000D_	Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Question “Do {CHILD}’s glasses or contacts help {him/her/them} see things up close, see things in the distance, or both?”_x000D_ ----_x000D_ 1. See things up close_x000D_ 2. See things in the distance_x000D_ 3. Both_x000D_	Glasses, hearing aids, cochlear implants	P-RQ2, P-RQ5
Question “Would you say {CHILD}'s health is ...”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Very good_x000D_ 3. Good_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_	General health status	P-RQ2, P-RQ5
Question “During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?”_x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Question “Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?”_x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Question “For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs. Please select all that apply.” ---- 1. Speech or language therapy 2. Occupational therapy 3. Physical therapy 4. Creative arts therapy 5. V ision services 6. Hearing services 7. Social work services 8. Psychological services 9. Home visits 10. Parent support or training 11. Special class with other children some or all of whom also had special needs 12. Private tutoring or school for learning problems 13. Instruction in Braille 14. Instruction in sign language, Cued Speech, ASL, total communication (TOCO) 91. Any other service {(Please specify):/(Please specify on next screen.)}	Disability status	P-RQ1, P-RQ2, P-RQ5
[other specify for CHQ345]	Disability status	P-RQ1, P-RQ2, P-RQ5
Question “How old was {CHILD} when {this service/the earliest of these services} began?” InstResp "Please answer in years and months."	Disability status	P-RQ1, P-RQ2, P-RQ5

Question “What was the month and year when {{CHILD} first received {{NAME OF SINGLE SERVICE}/{this service}/{the first of these services began}}? _x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter the month”	Disability status	P-RQ1, P-RQ2, P-RQ5
Question “Is {CHILD} still receiving {this service/any of these services}?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Question “What was the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}?” _x000D_ _x000D_ Pre-unit “Month:”_x000D_ _x000D_ Watermark “Enter month”	Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Pre-unit “Year:”_x000D_ _x000D_ Watermark “Enter year”	Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Question “During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she/they} participate in a special education program?” ---- 1. Yes 2. No	Services for disabilities	P-RQ1, P-RQ2, P-RQ5
Question “Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?”_x000D_ ----_x000D_ 1. Completely satisfied_x000D_ 2. Very satisfied_x000D_ 3. Fairly satisfied_x000D_ 4. Somewhat dissatisfied_x000D_ 5. Very dissatisfied_x000D_	Services for disabilities	P-RQ1, P-RQ2, P-RQ5

Question “Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names? In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.” ---- 1. Yes 2. No	Peer victimization	P-RQ3
Question “How often has this happened? In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters.” ---- 1. Rarely 2. Sometimes 3. Often 4. Very often	Peer victimization	P-RQ3
Question “During this school year, have other children ever told lies or untrue stories about {CHILD}?” ---- 1. Yes 2. No	Peer victimization	P-RQ3
Question “How often has this happened?” ---- 1. Rarely 2. Sometimes 3. Often 4. Very often	Peer victimization	P-RQ3

Question “During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?” ---- 1. Yes 2. No	Peer victimization	P-RQ3
Question “How often has this happened?” ---- 1. Rarely 2. Sometimes 3. Often 4. Very often	Peer victimization	P-RQ3
Question “During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?” ---- 1. Yes 2. No	Peer victimization	P-RQ3
Question “How often has this happened?” ---- 1. Rarely 2. Sometimes 3. Often 4. Very often	Peer victimization	P-RQ3

Question “Now, we would like to ask you about your health. In general, would you say that your health is...”_x000D_ ----_x000D_ 1. Excellent_x000D_ 2. Very good_x000D_ 3. Good_x000D_ 4. Fair, or_x000D_ 5. Poor?_x000D_	Respondent’s general health status	P-RQ5
Question “During the past 12 months, would you say that you experienced...?” ---- 1. A lot of stress 2. A moderate amount of stress 3. Relatively little stress 4. Almost no stress at all	Overall life stress	P-RQ5
Question “These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2024. {I/We} worried whether {my/our} food would run out before {I/we} got money to buy more.” ---- 1. Often true 2. Sometimes true 3. Never true	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “The food that {I/we} bought just didn’t last, and {I/we} didn’t have money to get more.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5

Question “{I/We} couldn’t afford to eat balanced meals.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, did you lose weight because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “Please select whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2024, for {{CHILD}/children living in the household who are under 18 years old}. {I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food.” ---- 1. Often true 2. Sometimes true 3. Never true	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”_x000D_ ----_x000D_ 1. Often true_x000D_ 2. Sometimes true_x000D_ 3. Never true_x000D_	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, that is, since last {CURRENT MONTH}, 2024, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?” ---- 1. Yes 2. No	Ability to purchase food sufficient for family needs	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Question “In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “How often did this happen?”_x000D_ ----_x000D_ 1. Almost every month_x000D_ 2. Some months, but not every month_x000D_ 3. In only 1 or 2 months_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5
Question “In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Frequency that adults and children in the household do not have sufficient food	P-RQ2, P-RQ3, P-RQ5

Question “Now we have some question about {CHILD}'s parents. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer. Does {CHILD} have any biological or adoptive parents who are not currently living in your household? Please include parents who are deceased.” ---- 1. Yes 2. No	Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
Question ‘Which biological or adoptive parent(s) are not currently living in your household? Please include parents who are deceased. Please select all that apply.” ---- 1. Biological female parent 2. Biological male parent 3. Biological parent of another gender 4. Adoptive female parent 5. Adoptive male parent 6. adoptive parent of another gender	Whether child has biological or adoptive parents who are not currently living in the household	P-RQ1, P-RQ2, P-RQ3
{We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}.} {We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} Is {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender} currently living? SaVisible "True" ---- 1. Yes 2. No 3. The {biological/adoptive} {female parent/male parent/parent of another gender} is unknown DON'T KNOW	Biological and adoptive parents’ vital status	P-RQ1, P-RQ2, P-RQ3

Question “How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender}?”_x000D_ ----_x000D_ 1. Less than one month_x000D_ 2. More than a month but less than a year_x000D_ 3. More than a year_x000D_ 4. No contact since birth_x000D_ 5. {Biological/Adoptive} {male parent/female parent/parent of another gender} is deceased_x000D_ 6. {CHILD} has had no contact with {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender} since adoption_x000D_ 7. {{CHILD} does not have an adoptive{male parent/female parent/parent of another gender}}_x000D_ 8. CHILD}’s {biological/adoptive} {male parent/female parent/parent of another gender} is not known or was only a donor_x000D_	Time since last contact (either in person or by telephone, email, text, etc.) with biological/adoptive parents no longer living in household	P-RQ1, P-RQ2, P-RQ3

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}_x000D_ _x000D_ What is the highest grade or year of school or degree that {you/{NAME}/{CHILD}’s {biological/adoptive} {female parent/male parent/parent of another gender}} {have/has} completed?"_x000D_ ----_x000D_ 0. Never went to school_x000D_ 1. 1st grade_x000D_ 2. 2nd grade_x000D_ 3. 3rd grade_x000D_ 4. 4th grade_x000D_ 5. 5th grade_x000D_ 6. 6th grade_x000D_ 7. 7th grade_x000D_ 8. 8th grade_x000D_ 9. 9th grade_x000D_ 10. 10th grade_x000D_ 11. 11th grade_x000D_ 12. 12th grade but no diploma_x000D_ 13. High school equivalent/GED_x000D_ 14. High school diploma_x000D_ 15. Vocational or technical program after high school but no vocational/technical diploma_x000D_ 16. Vocational or technical program after high school, diploma_x000D_ 17. Some college but no degree_x000D_ 18. Associate's degree_x000D_ 19. Bachelor's degree_x000D_ 20. Graduate or professional school but no degree_x000D_ 21. Master's degree (MA, MS)_x000D_ 22. Doctorate degree (Ph.D, Ed.D)_x000D_ 23. Professional degree after bachelor's degree	Diplomas or degrees parent has obtained	P-RQ1, P-RQ2

Question “{Are you/Is {INITIALS/NAME}/Is {CHILD}’s {biological/adoptive} {female parent/male parent/parent of another gender}} currently attending or enrolled in any courses from a school, college, or university?” ---- 1. Yes 2. No	Parents’ current school attendance	P-RQ1, P-RQ2
Question “{Are you/Is {NAME}}/Is {CHILD}’s {biological/adoptive} {female parent/male parent/parent of another gender}} currently taking courses full time or part time?”_x000D_ ----_x000D_ 1. Full-time_x000D_ 2. Part-time_x000D_	Parents’ current school attendance	P-RQ1, P-RQ2
Question “Which best describes {your/{INITIALS/NAME}’s} current employment situation? {Are you/Is {INITIALS/NAME}}… CODES 1. Working 35 or more hours per week, counting all jobs 2. Working less than 35 hours per week, counting all jobs 3. Actively looking for work 4. Not in the labor force	Parents’ current employment	P-RQ1, P-RQ2

Question “{What is {your/{INITIALS/NAME}’s} current/In {your/{INITIALS/NAME}’s} most recent job, what was {your/{INITIALS/NAME}’s}} job title (for example, 4th-grade teacher, apprentice plumber)? _x000D_ _x000D_ If {you/{INITIALS/NAME}} {have/has/had} more than one job, describe the one at which {you/{INITIALS/NAME}} {work/works/worked} the most hours._x000D_ _x000D_ Start by typing the job title and select the closest match from the options returned. If you are unable to find a close match for {your/{INITIALS/NAME}’s} job title, click “Job title not listed.””_x000D_ _x000D_ “Job title not listed.”	Occupation and industry	P-RQ1, P-RQ2

Question “{Your/{INITIALS/NAME}’s} job title could be classified into more than one category. _x000D_ _x000D_ Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}’s} job._x000D_ _x000D_ Specific Area:” Watermark : "Select one"	Occupation and industry	P-RQ1, P-RQ2
Question “Please help us categorize {your/{INITIALS/NAME}’s} {current/most recent} job using the dropdown boxes displayed. Scrolling down each dropdown, click to select the category that best describes your occupation area and classification." _x000D_ General Area:” Watermark : "Select one"	Occupation and industry	P-RQ1, P-RQ2
Question “{Your/{INITIALS/NAME}’s} job title could be classified into more than one category. _x000D_ _x000D_ Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}’s} job._x000D_ _x000D_ Specific Area:” Watermark : "Select one"	Occupation and industry	P-RQ1, P-RQ2
Question “Detailed Occupation Classification:” Watermark : "Select one"	Occupation and industry	P-RQ1, P-RQ2
Question “What {are/were} {your/{INITIALS/NAME}}’s job duties {as a/an {JOB TITLE FROM EMQ125}} (for example, instruct and evaluate students and create lesson plans; assemble and install pipe sections and review building plans for work details)?”	Occupation and industry	P-RQ1, P-RQ2

Question “At any point since the start of the pandemic, please indicate whether or not {you/{INITIALS/NAME}} had to do any of the following as a result of the coronavirus pandemic. Please select all that apply.” ----_x000D_ 1. Work more than desired_x000D_ 2. Work less than desired_x000D_ 3. Take a job outside regular line of work_x000D_ 4. Take a less desirable job_x000D_ 5. Put off enrolling for additional education_x000D_ 6. Look for additional education or training_x000D_ 7. None of the above	Work history	P-RQ1, P-RQ2

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?_x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Active duty military service	P-RQ1, P-RQ2
Question “Does {CHILD} usually receive a complete school lunch provided by the school?” ---- 1. Yes 2. No	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Question “Are these lunches free or reduced price?” ---- 1. Free 2. Reduced price 3. Neither	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Question “During the last five days {CHILD} was in school, how many school lunches did {he/she/they} receive?” Pre-unit “Lunches:” Watermark “Number of lunches”	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5

Question “Does {CHILD} usually receive a breakfast provided by the school?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Question “Are these breakfasts free or reduced price?” ---- 1. Free 2. Reduced price 3. Neither	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Question “During the last five days {CHILD} was in school, how many school breakfasts did {he/she/they} receive?”_x000D_ _x000D_ Pre-unit “Breakfasts:”_x000D_ _x000D_ Watermark “Number of breakfasts”	Participation in Federal School Lunch or Breakfast Program	P-RQ2, P-RQ5
Question “In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?”_x000D_ ----_x000D_ 1. $5,000 or less_x000D_ 2. $5,001 to $10,000_x000D_ 3. $10,001 to $15,000_x000D_ 4. $15,001 to $20,000_x000D_ 5. $20,001 to $25,000_x000D_ 6. $25,001 to $30,000_x000D_ 7. $30,001 to $35,000_x000D_ 8. $35,001 to $40,000_x000D_ 9. $40,001 to $45,000_x000D_ 10. $45,001 to $50,000_x000D_ 11. $50,001 to $55,000_x000D_ 12. $55,001 to $60,000_x000D_ 13. $60,001 to $65,000_x000D_ 14. $65,001 to $70,000_x000D_ 15. $70,001 to $75,000_x000D_ 16. $75,001 to $100,000_x000D_ 17. $100,001 to $200,000_x000D_ 18. $200,001 to $300,000_x000D_ 19. $300,001 or more_x000D_	Total family income for the year	P-RQ1, P-RQ2, P-RQ5

Question “What was your total household income last year, to the nearest thousand?”_x000D_ _x000D_ Pre-unit “Total income:”_x000D_ _x000D_ Watermark “Enter number”	Total family income for the year	P-RQ1, P-RQ2, P-RQ5
Question “Did you use a voucher provided by the government to attend this school?” SaVisible "True" ---- 1. Yes 2. No DON'T KNOW	Use of a government voucher to attend school	P-RQ3, P-RQ4
Question “Since {CHILD} was born, have you had to move from your home because you couldn’t afford it?” ---- 1. Yes 2. No	Whether the family has had to leave their home because they could not afford it	P-RQ2, P-RQ5
Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?” InstResp “Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more.” Watermark “Number of places”	Number of places lived	P-RQ2, P-RQ5

Question "Is there a relative or friend, who does not live in this household, who will always know where you are if you move? We will only contact this person if we cannot locate you for the next survey." 1. Yes 2. No	Telephone number	NA
Question “What is the contact information for that person?_x000D_ _x000D_ First Name:”	Contact persons to locate the parent	NA
Question “Last Name:”	Contact persons to locate the parent	NA

Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"	Contact persons to locate the parent	NA
Question "Mobile Number:”_x000D_ _x000D_ “This person doesn't have a mobile phone.”	Contact persons to locate the parent	NA
Question "Landline Number:"_x000D_ _x000D_ “This person doesn't have a landline phone.”	Contact persons to locate the parent	NA
Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"	Contact persons to locate the parent	NA
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"	Contact persons to locate the parent	NA
Question "City:"	Contact persons to locate the parent	NA
Question "Please select a state, district, or territory:" _x000D_ Watermark “Select a state”	Contact persons to locate the parent	NA
Question "ZIP code:" DON'T KNOW	Contact persons to locate the parent	NA
Question "What is this person’s relationship to you?"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_	Contact persons to locate the parent	NA
Question “Besides {{FIRST NAME}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?”_x000D_ _x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Contact persons to locate the parent	NA

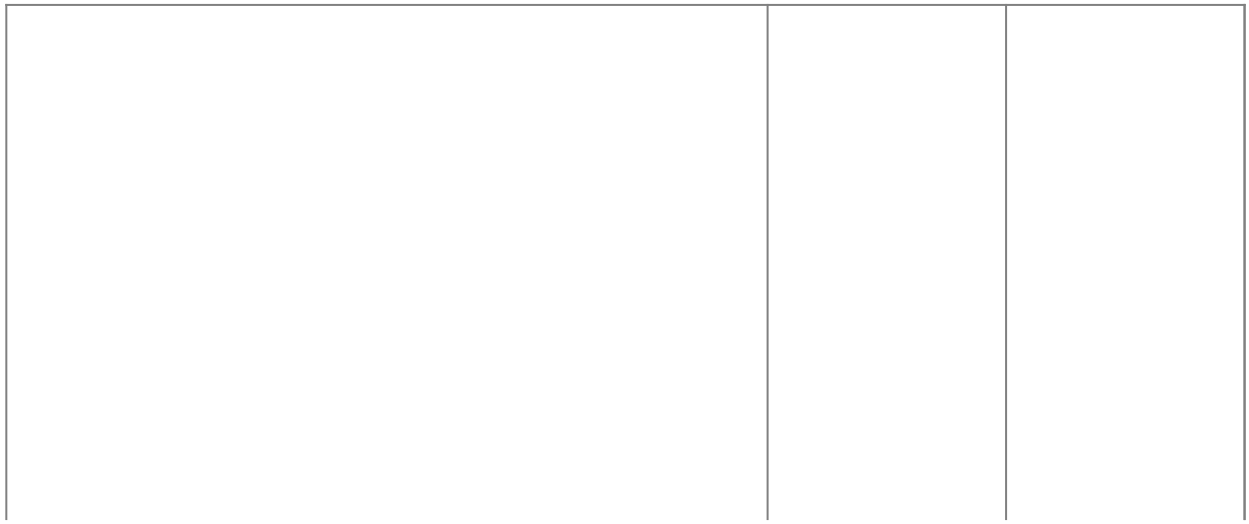
Question “What is the contact information for that person?_x000D_ _x000D_ First Name: "	Contact persons to locate the parent	NA
Question "Last Name:"	Contact persons to locate the parent	NA
Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"	Contact persons to locate the parent	NA
Question "Mobile Number:”_x000D_ _x000D_ “This person doesn't have a mobile phone.”	Contact persons to locate the parent	NA
Question "Landline Number:"_x000D_ _x000D_ “This person doesn't have a landline phone.”	Contact persons to locate the parent	NA
Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"	Contact persons to locate the parent	NA
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"	Contact persons to locate the parent	NA
Question "City:"	Contact persons to locate the parent	NA
Question "Please select a state, district, or territory:" _x000D_ Watermark “Select a state”	Contact persons to locate the parent	NA
Question "ZIP code:" DON'T KNOW	Contact persons to locate the parent	NA
Question "What is this person’s relationship to you?"_x000D_ ----_x000D_ 1. Relative_x000D_ 2. Person at your job_x000D_ 3. Neighbor_x000D_ 4. Friend_x000D_ 5. Other_x000D_	Contact persons to locate the parent	NA

Question “What is the contact information for {CHILD}'s {biological female parent/ {or} biological male parent/{or} biological parent of another gender/ {or} adoptive female parent / {or} adoptive male parent/{or} adoptive parent of another gender}? _x000D_ _x000D_ First Name:"_x000D_ _x000D_ "I already provided this contact information." _x000D_ _x000D_ "Don't know"_x000D_ _x000D_ "Rather not answer"	Contact persons to locate the parent	NA
Question "Last Name:"	Contact persons to locate the parent	NA
Question "Email Address:"_x000D_ _x000D_ Watermark "name@domain.com"	Contact persons to locate the parent	NA

Question "Mobile Number:”_x000D_ _x000D_ “This person doesn't have a mobile phone.”	Contact persons to locate the parent	NA
Question "Landline Number:"_x000D_ _x000D_ “This person doesn't have a landline phone.”	Contact persons to locate the parent	NA
Question "Please enter the mailing address:"_x000D_ _x000D_ Address Line 1:"	Contact persons to locate the parent	NA
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"	Contact persons to locate the parent	NA
Question "City:"	Contact persons to locate the parent	NA
Question "Please select a state, district, or territory:" _x000D_ Watermark “Select a state”	Contact persons to locate the parent	NA
Question "ZIP code:" DON'T KNOW	Contact persons to locate the parent	NA
Question "Please confirm this person’s relationship to {CHILD} by selecting a choice below."_x000D_ ----_x000D_ 1. {Biological female parent}_x000D_ 2. {Biological male parent}_x000D_ 3. {Biological parent of another gender}_x000D_ 4. {Adoptive female parent}_x000D_ 5. {Adoptive male parent}_x000D_ 6. {Adoptive parent of another gender}_x000D_ 7. Other_x000D_	Contact persons to locate the parent	NA

Question “Are you, or is someone else, planning to move to a new home with {CHILD} in the coming year?" ---- 1. Yes 2. No	Contact persons to locate the parent	NA
Question "Please enter what {CHILD}’s new address will be. Address Line 1: "	Contact persons to locate the parent	NA
Question "Address Line 2:"_x000D_ _x000D_ Watermark “Apartment number"	Contact persons to locate the parent	NA
Question "City:"	Contact persons to locate the parent	NA
Question "Please select a state, district, or territory:" _x000D_ Watermark “Select a state”	Contact persons to locate the parent	NA
Question "ZIP code:" DON'T KNOW	Contact persons to locate the parent	NA
Question “In the 2025-26 school year, what school will {CHILD} attend?” SaVisible “True” ---- 1. The same school that {CHILD} attends now 2. A new school 3. {CHILD} will be homeschooled INSTEAD of attending a school DON'T KNOW	Contact persons to locate the parent	NA

Question “Will {CHILD} go to a public or private school during the 2024-25 school year?” SaVisible “True” ---- 1. Public 2. Private DON'T KNOW	Contact persons to locate the parent	NA
Question "Please enter the full name of the school that {CHILD} will attend."	Contact persons to locate the parent	NA
Question "Where is the school located?_x000D_ _x000D_ City: "	Contact persons to locate the parent	NA
Question "Please select a state, district, or territory:" _x000D_ Watermark “Select a state”	Contact persons to locate the parent	NA
Question "ZIP Code:" DON'T KNOW	Contact persons to locate the parent	NA
Question "What is the county for the school?"_x000D_ _x000D_ Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don’t find a match, select “Not on list.”_x000D_ _x000D_ County: "_x000D_ _x000D_ “Not on list.” _x000D_ _x000D_ "Don't know"	Contact persons to locate the parent	NA
Question “County"_x000D_ _x000D_ Watermark “Enter county"	Contact persons to locate the parent	NA
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure.”	Thank you before contacting alternate respondent	NA
Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."	Thank you to respondent	NA



Added	Dropped	Changed	Rationale for additions, drops, or changes
		Yes	Revised to be consistent with spring kindergarten national.
	Yes		For spring first grade, we are recompleting this information instead of preloading.

		Yes	Introduced transition text to the item stem to smooth the transition to the question.
		Yes	Revised to be consistent with spring kindergarten national.
Yes			Add to be consistent with spring K national and obtain contact information for the alternate respondent.
Yes			Add to be consistent with spring K national and obtain contact information for the alternate respondent.
		Yes	There is no preloading, so changed this to drop the fill and simply state "enter."
		Yes	Revised to be consistent with spring kindergarten national.

		Yes	Revised to be consistent with spring kindergarten national.
Yes			Revised to be consistent with spring kindergarten national.
Yes			Restructured INQ to follow spring k national.

	Yes		Revised INQ to be consistent with spring K national. Not preloading this kind of information for national.
		Yes	Revised to be consistent with spring kindergarten national.

	Yes		In spring first grade we do not need to ask consent. Consent was obtained in kindergarten.
	Yes		In spring first grade we do not need to ask consent. Consent was obtained in kindergarten.
	Yes		In spring first grade we do not need to ask consent. Consent was obtained in kindergarten.
		Yes	Revised to be consistent with spring kindergarten national.
	Yes		Not displaying preloaded gender information, but will use it to skip the question about gender if we already obtained gender information from the parent in a previous round.

		Yes	Revised to be the same as spring kindergarten national. To be more inclusive, added a third option for gender.
	Yes		Not displaying preloaded date of birth information, but will use it to skip the question about date of birth if we already obtained date of birth from the parent in a previous round.
		Yes	Revised to be consistent with spring kindergarten national.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.

	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.
	Yes		Collecting this information through field management system. Do not need to collect as part of the survey.

		Yes	Incorporated the interview instructions into the item text.
		Yes	Revised to add a third option for gender (revised fill to be him/her/them).

		Yes	Added response options 7 through 10.
	Yes		Not fielding the "other, specify" within the national study. Used in the field test to improve the item and not necessary to field again in national study.
		Yes	This was not asked in kindergarten, therefore revise to be "ever had."
		Yes	Incorporated the interview instructions into the item text.

Yes			Reworked question to ask about specific grades.
Yes			Reworked question to ask about specific grades.
		Yes	Reworked question to ask about specific grades.
		Yes	Reworked question to ask about specific grades.

		Yes	Combined field test items PIQ415 and 470 into PIQ415.
	Yes		Combined field test items PIQ415 and 470 into PIQ415.

		Yes	Revised to include a "not applicable" category.

		Yes	Revised to include transition text.
	Yes		Restructured FSQ in spring K national. Following the spring K national set up for the section.

	Yes		Restructured FSQ in spring K national. Following the spring K national set up for the section.
	Yes		Restructured FSQ in spring K national. Following the spring K national set up for the section.
Yes			Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.
Yes			Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.

Yes			Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.
	Yes		Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.
	Yes		Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.

Yes			Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.
	Yes		Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.

	Yes		Restructured FSQ in spring K national, therefore made appropriate changes to spring 1 national.
		Yes	Revised to be the same as spring kindergarten national. To be more inclusive, added a third option for gender.

		Yes	Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
		Yes	Revised to be the same as spring K, changing instructions on how to complete the household member information.
		Yes	Revised to be the same as spring K, changing instructions on how to complete the household member information.

		Yes	Revised to be the same as spring kindergarten national.
		Yes	Revised to be the same as spring kindergarten national, including a third option for gender.
	Yes		Revised to be the same as spring K, changing instructions on how to complete the household member information.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.

		Yes	Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information and making the relationship to child options gender neutral.
Yes			Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.

	Yes		Restructured FSQ in spring K. Following the spring K set up for the section.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
	Yes		Revised to be the same as spring kindergarten national, changing instructions on how to complete the household member information.
	Yes		Item deleted to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
	Yes		Item deleted to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
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Yes			Item added to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
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Yes			Item added to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
Yes			Revised to be the same as spring kindergarten national, collecting race and ethnicity information the same way.
Yes			Revised to be the same as spring kindergarten national, collecting race and ethnicity information the same way.
Yes			Added to collect information on household changes/departures.

Yes			Added to collect information on household changes/departures.
		Yes	Revised to be the same as spring K, collecting relationship status the same way.
Yes			Revised to be the same as spring K, collecting relationship status the same way.
Yes			Revised to be the same as spring K, collecting relationship status the same way.

		Yes	Revised to include interview instruction in question text.

	Yes		Dropped to prioritize total number of books and not break out by language.
		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).
		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).

	Yes		Based on field test responses, shortened this list of items to not field the itmes that collect information on games, puzzles, and blocks.
	Yes		Based on field test responses, shortened this list of items to not field the itmes that collect information on games, puzzles, and blocks.

	Yes		Based on field test responses, shortened this list of items to not field the itmes that collect information on games, puzzles, and blocks.
	Yes		Based on field test responses, shortened this list of items to not field the itmes that collect information on games, puzzles, and blocks.
		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).
	Yes		Incorporated into HEQ274a.
		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).

Yes			Added to spring 1, from spring K, to collect information about technology and screen time over time as children age across the elementary school years.
Yes			Added to spring 1, from spring K, to collect information about technology and screen time over time as children age across the elementary school years.
		Yes	Revised to collect information about tutoring by different subject areas, combining field test HEQ280 and HEQ287.
	Yes		Revised to collect information about tutoring by different subject areas, combining field test HEQ280 and HEQ287.
	Yes		Revised to collect information about tutoring by different subject areas, combining field test HEQ280 and HEQ287.

		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).
		Yes	Revised to include more instructions in the question stem (also to be consistent with spring K national).

	Yes		Dropped. Focusing collection on at least one meal (HEQ520) instead of a specific meal.
		Yes	Revised response options to make them more clear and mutually exclusive.
	Yes		Incorporated into HEQ600a.

		Yes	To be more inclusive, allowed for a third option for gender.

	Yes		Based on field test responses, within a factor analysis SSQ020f does not load with the other items in the SSQ020 scale. Therefore dropping SSQ020f.

		Yes	The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.
		Yes	To be more inclusive, allowed for a third option for gender. The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.
		Yes	The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.
		Yes	The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.

		Yes	To be more inclusive, allowed for a third option for gender. The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.
		Yes	The constructs attention focusing (SSQ020) and inhibitory control (SSQ025) are part of the same item set. Revised response options to be consistent with the entire item set, the same as SSQ020.
	Yes		Dropped from kindergarten national. Also, dropping from first grade. Some concerns over parent as a reliable reporter of this construct (opportunity to objectively observe their child around others). Also, need to reduce the overall length of the parent survey.
	Yes		Dropped from kindergarten national. Also, dropping from first grade. Some concerns over parent as a reliable reporter of this construct (opportunity to objectively observe their child around others). Also, need to reduce the overall length of the parent survey.

	Yes		Dropped from kindergarten national. Also, dropping from first grade. Some concerns over parent as a reliable reporter of this construct (opportunity to objectively observe their child around others). Also, need to reduce the overall length of the parent survey.
	Yes		Dropped from kindergarten national. Also, dropping from first grade. Some concerns over parent as a reliable reporter of this construct (opportunity to objectively observe their child around others). Also, need to reduce the overall length of the parent survey.
	Yes		Dropped from kindergarten national. Also, dropping from first grade. Some concerns over parent as a reliable reporter of this construct (opportunity to objectively observe their child around others). Also, need to reduce the overall length of the parent survey.
	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.

	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
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	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
	Yes		These items may be viewed as sensitive in a Department of Education study. Also, did not show good reliability in the field test.
	Yes		Could be seen as sensitive or outside the scope of a study focused on the educational experiences of children.

		Yes	Added transition text to the section.

Yes			Simplified the early care and education section to focus on receiving care, setting(s),number of hours, and cost of care in a more straightforward question series then before (the prior series looped through types of care).
Yes			Simplified the early care and education section to focus on receiving care, setting(s),number of hours, and cost of care in a more straightforward question series then before (the prior series looped through types of care).
Yes			Simplified the early care and education section to focus on receiving care, setting(s),number of hours, and cost of care in a more straightforward question series then before (the prior series looped through types of care).
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	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
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	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
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	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).

	Yes		Simplified the early care and education section to focus on receiving care, setting(s), and number of hours in a more straightforward question series then before (the prior series looped through types of care).
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.

	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about social desirability bias.
	Yes		Dropped due to concerns about items being sensitive and prioritizing other constructs.

	Yes		Dropped due to concerns about items being sensitive and prioritizing other constructs.
	Yes		Dropped due to concerns about items being sensitive and prioritizing other constructs.
		Yes	Revised to include interview instruction in question text.
	Yes		NIDCD (the cosponsoring agency on hearing) agreed that these do not need to be asked again until third grade.
	Yes		NIDCD (the cosponsoring agency on hearing) agreed that these do not need to be asked again until third grade.

	Yes		NIDCD (the cosponsoring agency on hearing) agreed that these do not need to be asked again until third grade.
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	Yes		NIDCD (the cosponsoring agency on hearing) agreed that these do not need to be asked again until third grade.

		Yes	Revised to include interview instruction in question text.
	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.

	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.
	Yes		Dropped, parents are poor reporters of this information.

	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.

	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.

	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.
	Yes		Similar to approach in kindergarten, combining this basic information into CHQ125.

		Yes	Revised to add category 10 (revised to be like spring K national).
		Yes	Revised to be presented in the same was as spring kindergarten national.

		Yes	Added a response option for "Diagnosis not yet determined."
		Yes	Revised to be presented in the same way as spring kindergarten national.

		Yes	Revised to include CHQ130a and CHQ130b.
	Yes		Combined into CHQ130.

	Yes		Combined into CHQ130.
		Yes	Revised to be presented in the same way as spring kindergarten national.
	Yes		Dropped, medication items are a lower priority.

	Yes		Dropped, medication items are a lower priority.
	Yes		Dropped, medication items are a lower priority.
		Yes	Revised to be presented like spring K national.
		Yes	To be more inclusive, allowed for a third option for gender.

		Yes	Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.
	Yes		Revised to be presented like spring K national by combining all of CHQ206 into one select all that apply.

		Yes	Revised to be presented like spring K national.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
		Yes	Reformatted presentation of information to combine all parts of CHQ250 into one question.
	Yes		Reformatted presentation of information to combine all parts of CHQ250 into one question.
	Yes		Reformatted presentation of information to combine all parts of CHQ250 into one question.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.
	Yes		Collected in spring K national and will again in spring 3. Therefore, not collecting in spring 1.

		Yes	Revised to display a don't know option.
Yes			Added to be consistent with how this was asked in spring K national.
		Yes	Revised to be presented the same way as spring K national.

		Yes	Revised to combine CHQ305 into one question.
	Yes		Revised to combine CHQ305 into one question.
	Yes		Revised to combine CHQ305 into one question.
		Yes	Revised to be presented the same way as spring K national.
		Yes	To be more inclusive, allowed for a third option for gender.

	Yes		Dropped to be consistent with how vision was collected in spring K national.
		Yes	To be more inclusive, allowed for a third option for gender.
		Yes	Revised to be presented the same way as spring K national.

		Yes	Revised to be presented the same way as spring K national.
Yes			Added to be consistent with how this was asked in spring K national.
Yes			Added to be consistent with how this was asked in spring K national.
Yes			Added to be consistent with how this was asked in spring K national. Combined into one screen as with CHQ130 and 305 (other similar questions)

Yes			Added to be consistent with how this was asked in spring K national.
		Yes	Revised to allow for singular service and plural services.
		Yes	Revised to be presented the same way as spring K national.
		Yes	To be more inclusive, allowed for a third option for gender.

		Yes	Revised to be presented the same way as spring K national (moving text into the question stem).
		Yes	Revised to be presented the same way as spring K national (moving text into the question stem).
		Yes	Revised to be presented the same way as spring K national (moving text into help text).
		Yes	Revised to be presented the same way as spring K national (moving text into help text).

		Yes	Revised to be presented the same way as spring K national (moving text into help text).
		Yes	Revised to be presented the same way as spring K national (moving text into help text).
		Yes	Revised to be presented the same way as spring K national (moving text into help text).
		Yes	Revised to be presented the same way as spring K national (moving text into help text).

		Yes	Revised to eliminate redundancy of response options appearing in question text and on screen as the response options.
	Yes		Dropped as calling out COVID-19 is not as relevant.
		Yes	Revised time reference.

		Yes	Revised time reference.

	Yes		Dropped as calling out COVID-19 is not as relevant.
	Yes		Dropped as calling out COVID-19 is not as relevant.

		Yes	Revised to be presented the same as spring K national (incorporate text into question stem).
		Yes	Revised to be presented the same as spring K national (incorporate text into question stem).
		Yes	Revised to be presented the same as spring K national (incorporate text into question stem).

	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.

	Yes		Dropped to focus on other constructs over the historical household information.
	Yes		Dropped to focus on other constructs over the historical household information.
		Yes	Revised to be presented the same as spring K national (incorporate text into question stem).

	Yes		Dropped to focus on other constructs over the nonresident family member information.
		Yes	To be more inclusive, allowed for a third option for gender.

		Yes	To be more inclusive, allowed for a third option for gender.
		Yes	To be more inclusive, allowed for a third option for gender.
Yes			Added to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.

	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.

	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
	Yes		Dropped to ask employment the same as spring K national.
Yes			Added to ask occupation the same as spring K national.

Yes			Added to ask occupation the same as spring K national.
Yes			Added to ask occupation the same as spring K national.
Yes			Added to ask occupation the same as spring K national.
Yes			Added to ask occupation the same as spring K national.
Yes			Added to ask occupation the same as spring K national.
	Yes		Dropped to ask occupation the same as spring K national.

	Yes		Dropped to ask occupation the same as spring K national.
	Yes		Dropped to ask occupation the same as spring K national.
Yes			Added to ask work history the same as spring K national.
	Yes		Revising to be in keeping with how these were asked in kindergarten, combining into a single question EMQ215.

		Yes	Revised based on feedback from cosponsor USDA to simplify.
		Yes	Revised based on feedback from cosponsor USDA to allow for a response of "neither."
Yes			Added based on feedback from cosponsor USDA to collect inforamtion on the number of lunches.
	Yes		Revised based on feedback from cosponsor USDA to make the breakfast questions in parallel to the lunch questions. Also, parents may not be the best reporter of whether this is offered by the school. The school administrator survey collects inforamtion about this program within the school.

Yes			Added based on feedback from cosponsor USDA.
		Yes	Revised based on feedback from cosponsor, revised response options to combine WPQ215 and WPQ216.
	Yes		Revised based on feedback from cosponsor USDA to combine this into WPQ215.
		Yes	To be more inclusive, allowed for a third option for gender.
		Yes	Revised to be like spring K national (added category 19).

		Yes	Revised to be "this school" instead of using child's pronouns.
	Yes		Dropped to focus on CMQ010.

	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
	Yes		Dropped to focus on CMQ010.
Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.

Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
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	Yes		Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
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Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
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	Yes		Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
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	Yes		Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.
	Yes		Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.

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Yes			Revised CMQ series (resulting in additions, drops, and revisions) to be consistent with CMQ series in spring K national.

	Yes		Construct of interest but not a priority for first grade, may ask in third grade.

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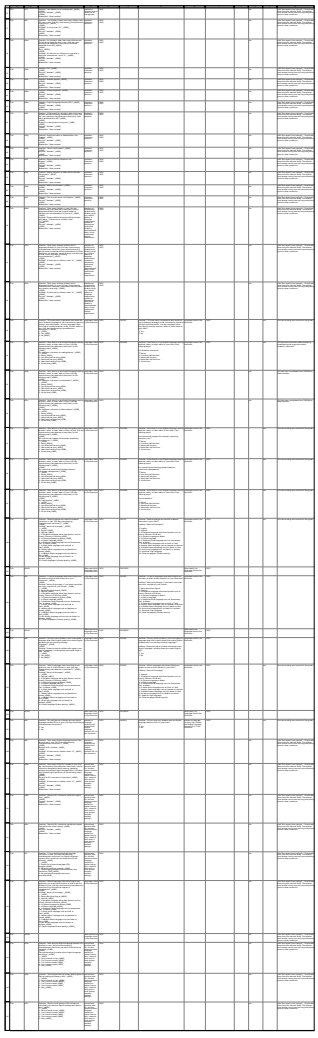

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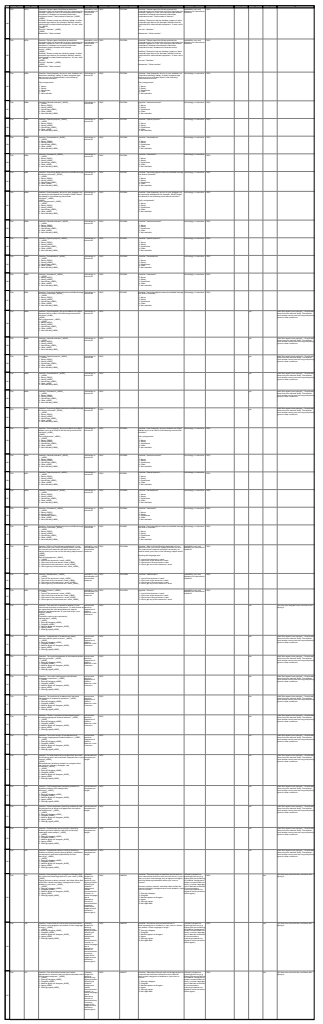

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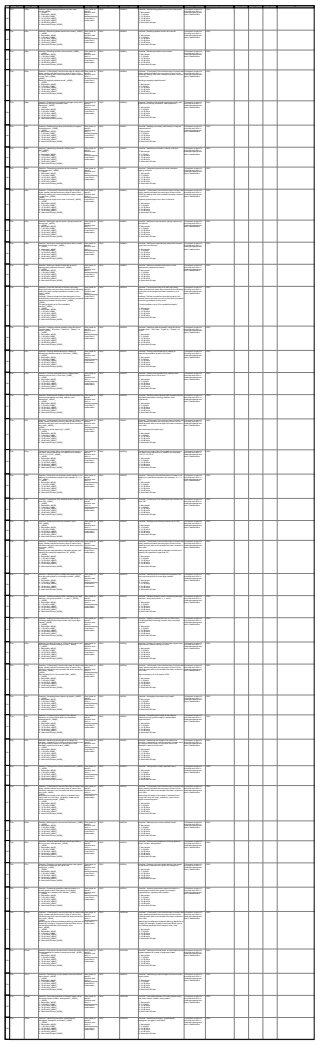

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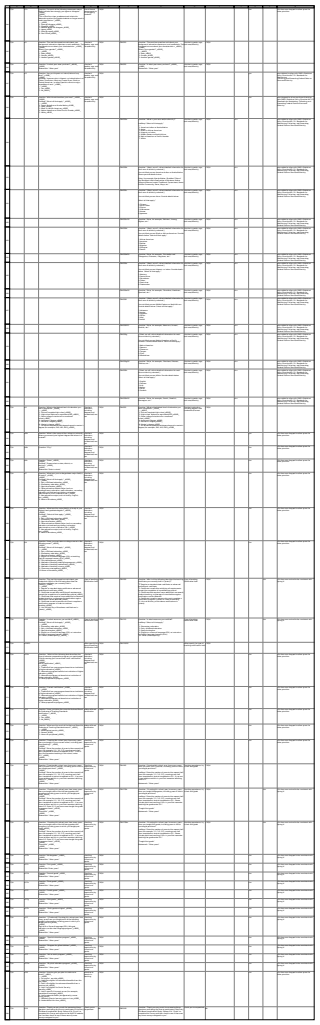

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
INC	ARC000	Question "Thank you for launching the ECLS survey about {CHILD}! _x000D_ _x000D_ Here are some tips to keep in mind when completing the survey: _x000D_ • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ • Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. _x000D_ • If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return to the survey, you will be taken where you left off._x000D_ • To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon._x000D_ • You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the "Next" button below to start the survey."	Introduction	NA	INC000	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."	Introduction	NA				
ARC	ARC001a	Question "First, we would like for you to rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}. If you are not {CHILD}'s primary teacher in any of these areas, you may want to consult with the person most familiar with {CHILD}'s progress in the area when completing the scales._x000D_ _x000D_ •This is NOT a test and should NOT be administered directly to the child. _x000D_ _x000D_ •Examples are meant to help you think of the range of situations in which the child may demonstrate the identified skills and behaviors. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. The examples do, however, indicate a level of proficiency a child should have reached in order to receive the highest ratings. Some of these examples describe a very high level of performance (beyond typical students) in order to evaluate achievement levels of the highest performing students._x000D_ _x000D_ •Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering. _x000D_ _x000D_ Please press the Next button to continue."	Introduction	NA	ARC001a	Question "Please rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}. If you are not the primary teacher in any of these areas, you may want to consult with the person most familiar with {CHILD}'s progress in the area when completing the scales. •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."	Introduction	NA			Yes	Text was shortened and simplified to ease respondent burden.
ARC	ARC001b	Question "The following five-point scale is used for each of the questions. It reflects the degree to which a child has acquired and demonstrated the targeted skills, knowledge, and behaviors. Please review the definitions before navigating to the next page. These definitions are also available next to each question via clicking the blue "i" icon. _x000D_ _x000D_ Not yet = Child has not yet demonstrated skill, knowledge, or behavior._x000D_ _x000D_ Beginning = Child is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently._x000D_ _x000D_ In progress = Child demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence._x000D_ _x000D_ Intermediate = Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient._x000D_ _x000D_ Proficient = Child demonstrates skill, knowledge, or behavior competently and consistently._x000D_ _x000D_ Not applicable or Skill not yet taught = Skill, knowledge, or behavior has not been introduced in classroom setting._x000D_ _x000D_ If {CHILD} has limited English proficiency or is an English language learner, answer with {his/her} native language in mind if {he/she} does not yet demonstrate skills in English but does demonstrate them in {his/her} native language._x000D_	Introduction	NA	ARC001b	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.	Introduction	NA			YES	Text was shortened and simplified to ease respondent burden.
ARC	ARC005a	Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}:_x000D_ _x000D_ Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion." _x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."_x000D_ -----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010a	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." ----- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005b	Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns." _x000D_ -----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010b	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." ----- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005c	Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran"). "_x000D_ -----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						YES		Dropped to reduce respondent burden and to correspond to Fall K. The ARC is fielded both fall kindergarten and spring kindergarten. To keep consistent with a "time 1 - time 2" approach, recommend not fielding in spring kindergarten as this was not fielded in fall kindergarten.
ARC	ARC005d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}:_x000D_ _x000D_ Uses morphemes to figure out the meanings of words – for example, knows that "–s" means "more than 1" as in "trucks"; "–er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay."" _x000D_ -----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010c	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."" ----- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	"Continued" formatting was adjusted for readability.

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC005e	Question "Uses morphemes to decode new words – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less."" _x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. The ARC is fielded both fall kindergarten and spring kindergarten. To keep consistent with a "time 1 – time 2" approach, recommend not fielding in spring kindergarten as this was not fielded in fall kindergarten.
ARC	ARC005f	Question "Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010d	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?" ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005g	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 {this/her} own life."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010e	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 {this/her} own life." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005h	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Easily and quickly names all upper- and lower-case letters of the alphabet." _x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010f	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	"Continued" formatting was adjusted for readability.
ARC	ARC005i	Question "Predicts what will happen next in stories by using the pictures and storyline for clues."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010g	Question "Predicts what will happen next in stories by using the pictures and storyline for clues." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005j	Question "Reads simple books independently – for example, reads books with a repetitive language pattern."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010h	Question "Reads simple books independently – for example, reads books with a repetitive language pattern." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005k	Question "Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt") for the word "heart," to convey words or ideas."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010i	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005l	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Composes simple stories – for example, by writing about a personal experience in a journal."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010j	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	"Continued" formatting was adjusted for readability.
ARC	ARC005m	Question "Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010k	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005n	Question "Demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence." x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010l	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC005o	Question "Finds meaningful units in words such as prefixes, suffixes, and base words."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC010m	Question "Finds meaningful units in words such as prefixes, suffixes, and base words." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010a	Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Uses {his/her} senses to explore and observe – for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added."_x000D_ ---- _x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015a	Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Uses {his/her/their} senses to explore and observe – for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	The pronoun "their" was added as the fill for when gender is missing to improve readability. This matches the change made in spring K.

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC010b	Question "Forms explanations based on observations and explorations – for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015b	Question "Forms explanations based on observations and explorations – for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010c	Question "Classifies and compares living and non-living things in different ways – for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015c	Question "Classifies and compares living and non-living things in different ways – for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl."" ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Directly compares two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describes the difference – for example, directly compares the heights of two children and describes one child as taller/shorter."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Directly compares two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describes the difference – for example, directly compares the heights of two children and describes one child as taller/shorter." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	"Continued" formatting was adjusted for readability.
ARC	ARC010e	Question "Makes logical predictions when pursuing scientific investigations – for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015e	Question "Makes logical predictions when pursuing scientific investigations – for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink)." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010f	Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015f	Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	"Continued" formatting was adjusted for readability.
ARC	ARC010h	Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015h	Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC010i	Question "Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC015i	Question "Shows an understanding of cause and effect – for example, knows if {he pushes/she pushes/they push} a ball harder, it will go faster." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	The pronoun "their" was added as the fill for when gender is missing to improve readability. This matches the change made in spring K.
ARC	ARC015a	Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Counts forward beginning from a given number within the known sequence, instead of having to begin at 1 – for example, child starts with 5 objects and is given 2 more and child counts "6, 7" instead of "1, 2, 3, 4, 5, 6, 7" to get the answer of 7."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020a	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015b	Question "Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020b	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015c	Question "Shows an understanding of the relationship between quantities – for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020c	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC015d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}…_x000D_ _x000D_ Demonstrates consistent understanding of one-to-one correspondence – for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object." _x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020d	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Continued formatting was adjusted for readability.
ARC	ARC015e	Question "For any number from 1 to 9, finds the number that makes 10 when added to the given number (for example, by using objects or drawings) and records the answer with a drawing or equation (for example, 3 + _ = 10 and 4 + _ = 10)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020e	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)." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015f	Question "Uses place value to compose and decompose numbers from 11 to 19 into tens and ones (for example, by using objects or drawings) and records each composition or decomposition by a drawing or equation (for example, 18 = 10 + 8)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020f	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)." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}…_x000D_ _x000D_ Solves problems involving numbers using concrete objects – for example, "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?""_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020g	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?"" ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Continued formatting was adjusted for readability.
ARC	ARC015h	Question "Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020h	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." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015i	Question "Measures length to the nearest whole number using common objects – for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020i	Question "Measures length to the nearest whole number using common objects – for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC015j	Question "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC020j	Question "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105a	Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}…_x000D_ _x000D_ Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion."_x000D_ _x000D_ InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110a	Question "First, please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}…_x000D_ _x000D_ Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion."_x000D_ InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item." ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105b	Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110b	Question "Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105c	Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						YES		Dropped to reduce respondent burden and to correspond to Fall K.

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC105d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Uses morphemes to figure out the meanings of words – for example, knows that "–s" means "more than 1" as in "trucks"; "–er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay."" _x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110c	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."" ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105e	Question "Uses morphemes to decode new words – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
ARC	ARC105f	Question "Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110d	Question "Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Understands and interprets a story or other text read to {him/her} – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110e	Question "Understands and interprets a story or other text read to {him/her} – for example, by writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ARC	ARC105h	Question "Reads first-grade books independently with comprehension – for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110f	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. {CHILD}... Reads first-grade books independently with comprehension – for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells a story after reading it." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ARC	ARC105i	Question "Reads first-grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110g	Question "Reads first-grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105j	Question "Demonstrates beginning writing skills – for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation")."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110h	Question "Demonstrates beginning writing skills – for example, writes sentences to express ideas while correctly spelling many short words like "hop" or "bed," and, if necessary, attempts approximate phonetic spelling for more difficult words (for example, "vakashun" for "vacation."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105k	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Composes a story with a clear beginning, middle, and end." _x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110i	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY. {CHILD}... Composes a story with a clear beginning, middle, and end." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105l	Question "Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110j	Question "Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105m	Question "Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110k	Question "Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC105n	Question "Finds meaningful units in words such as prefixes, suffixes, and base words."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC110l	Question "Finds meaningful units in words such as prefixes, suffixes, and base words."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Language and literacy skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC110a	Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Uses {his/her} senses to explore and observe – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115a	Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Uses {his/her/their} senses to explore and observe – for example, observes how a push or pull can change the way an object is moving, or observes and describes properties of rocks, soil, and water, or uses tools (such as hand lenses, thermometers, rulers) to gather information about objects." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	The pronoun "their" was added as the fill for when gender is missing to improve readability. This matches the change made in spring K.
ARC	ARC110b	Question "Forms explanations based on observations and explorations – for example, explains the best growing conditions for a plant after investigating with light and water."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115b	Question "Forms explanations based on observations and explorations – for example, explains the best growing conditions for a plant after investigating with light and water."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC110c	Question "Classifies and compares living and non-living things in different ways – for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115c	Question "Classifies and compares living and non-living things in different ways – for example, classifies vegetables that grow above or below the ground, or measures objects and classifies them by size or weight." x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC110d	Question "Makes logical predictions when pursuing scientific investigations – for example, predicts whether or not objects are magnetic based on the materials they are made of."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Makes logical predictions when pursuing scientific investigations – for example, predicts whether or not objects are magnetic based on the materials they are made of." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ARC	ARC110e	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Communicates scientific information – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115e	Question "Communicates scientific information – for example, records data from measurement tools (for example, clocks, thermometers, etc.), or constructs bar graphs." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ARC	ARC110f	Question "Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115f	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}... Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ARC	ARC110g	Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115g	Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC110h	Question "Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC115h	Question "Shows an understanding of cause and effect – for example, knows if {he pushes/she pushes/they push} a ball harder, it will go faster." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	The pronoun "their" was added as the fill for when gender is missing to improve readability. This matches the change made in spring K.
ARC	ARC115a	Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Applies properties of operations as strategies to add and subtract – for example, if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition); to add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). (Child does not need to use the formal terms for these properties.)"_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120a	Question "Now, please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Applies properties of operations as strategies to add and subtract – for example, if 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition); to add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). (Child does not need to use the formal terms for these properties.)" x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115b	Question "Fluently adds and subtracts within 10."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120b	Question "Fluently adds and subtracts within 10."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115c	Question "Fluently adds and subtracts within 20 using a variety of mental strategies – for example, making 10 (for example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); using the relationship between addition and subtraction (for example, knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (for example, adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120c	Question "Fluently adds and subtracts within 20 using a variety of mental strategies – for example, making 10 (for example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); using the relationship between addition and subtraction (for example, knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (for example, adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ARC	ARC115d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. {CHILD}... Demonstrates an understanding of place value – for example, by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115e	Question "Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form – for example, reads or writes "537" as "five hundred thirty seven," writes "one hundred six" as "106," and writes that 289 = 200 + 80 + 9."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120e	Question "Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form – for example, reads or writes "537" as "five hundred thirty seven," writes "one hundred six" as "106," and writes that 289 = 200 + 80 + 9."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115f	Question "Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total – for example, 4 + __ = 9, 12 + 7 = __, 15 - __ = 4, and 10 – 3 = __."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120f	Question "Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total – for example, 4 + __ = 9, 12 + 7 = __, 15 - __ = 4, and 10 – 3 = __."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. _x000D_ _x000D_ {CHILD}..._x000D_ _x000D_ Surveys, collects, and organizes data into simple graphs – for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING. {CHILD}... Surveys, collects, and organizes data into simple graphs – for example, by making tally marks to represent the number of children who want to play jump rope at recess, or making a picture, bar, line, or circle graph to show the different kinds of fruit children bring to school and the quantity of each type." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115h	Question "Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120h	Question "Makes reasonable estimates of quantities – for example, looking at a group of objects and deciding if it is more than 10, about 50, or less than 100."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115i	Question "Measures length to the nearest whole number using common measurement instruments – for example, a ruler, yardstick, meterstick, or tape measure."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120i	Question "Measures length to the nearest whole number using common measurement instruments – for example, a ruler, yardstick, meterstick, or tape measure." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ARC	ARC115j	Question "Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ARC120j	Question "Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size)."_x000D_ ----_x000D_ 1. Not yet_x000D_ 2. Beginning_x000D_ 3. In progress_x000D_ 4. Intermediate_x000D_ 5. Proficient_x000D_ 6. Not applicable or Skill not yet taught_x000D_	Mathematical thinking skills and knowledge	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC005	Question "For this set of questions, select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Recalls and communicates personal experiences {he/she} has had to peers in a logical way."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC010	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." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC010	Question "Answers questions that are not just an explicit recall of facts but that require some higher-level thinking."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC015	Question "Is a good listener in conversations with peers."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC020	Question "Uses a varied vocabulary in spoken language."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC020	Question "Uses a varied vocabulary in spoken language." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC025	Question "Responds to questions in a thoughtful way that makes sense."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC030	Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Uses grammatically correct sentences when speaking."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ELC	ELC035	Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC030	Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard." ----- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC040	Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC045	Question "Asks on-topic questions that are relevant to the discussion in the classroom." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC050	Question "Uses complex sentences with two or more clauses of various types (for example, independent, dependent) in spoken language, rather than using only simple, short sentences with a subject and a verb." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC055	Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Is a good listener in conversations with adults."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC060	Question "Instructs peers in tasks which need to be done in a certain order." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC065	Question "Uses academic language learned in the classroom when speaking." x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC040	Question "Uses academic language learned in the classroom when speaking." ----- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC070	Question "Uses language effectively to initiate appropriate interactions with other children."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC050	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." ----- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			YES	"Continued" formatting was adjusted for readability. Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
ELC	ELC075	Question "Tries repeatedly to communicate information which has not been understood."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC060	Question "Tries repeatedly to communicate information which has not been understood." ----- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC080	Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D Uses evidence from a text or word problem to support {his/her} answer."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC085	Question "Uses morphemes to figure out the meanings of words – for example, knows that "–s" means "more than 1" as in "trucks"; "–er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay.""_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC090	Question "Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC095	Question "Asks questions about information which is unclear to {him/her}."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC070	Question "Asks questions about information which is unclear to {him/her}." ----- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC100	Question "Shows understanding of spoken instructions and daily conversations."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC105	Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Tries out new words (for example, heard in stories or from teacher) when speaking."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
ELC	ELC110	Question "Uses language effectively to initiate appropriate interactions with adults."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC080	Question "Uses language effectively to initiate appropriate interactions with adults." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC115	Question "Relates and communicates personal experiences in a logical way or "in a way that makes sense.""_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC090	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."" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			YES	Because the number of early language items were reduce in Fall K, the items were grouped into grids differently to more evenly distribute items across grids. "Continued" text is used with the first item in the second and subsequent grids. Continued text was added here because this item is the first in a grid.
ELC	ELC120	Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC100	Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC125	Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC110	Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC130	Question "{(Continued) }Please select how often {CHILD} exhibits the following early English language skills in school. Your best guess is fine._x000D_ _x000D_ Uses morphemes to decode new words – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less.""_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC135	Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC120	Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
ELC	ELC140	Question "Actively contributes within a classroom discussion."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC145	Question "Finds meaningful units in words such as prefixes, suffixes, and base words."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K. Dropped from fall kindergarten because of the overlap with ARC. Same decision for spring kindergarten. ARC was the prefered format (proficiency).
ELC	ELC200	Question "Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?"_x000D_ x000D_ _x000D_ InstResp "Select only one."_x000D_ ----_x000D_ 1. Scribbling_x000D_ 2. Drawing a picture_x000D_ 3. Can copy {his/her} name_x000D_ 4. Can copy sentences from the board_x000D_ 5. Write {his/her} name without copying_x000D_ 6. Can write most letters when asked to write the letter_x000D_ 7. Write initial sounds for many words_x000D_ 8. Write simple 2-4 letter words with invented spelling_x000D_ 9. Write multi-syllabic words with invented spelling with most sounds represented_x000D_ 10. Compose and write a full sentence with invented spelling with most sounds represented_x000D_ 11. Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC200	Question "Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?" InstResp "Select only one." ---- 1. Scribbling 2. Drawing a picture 3. Can copy {his/her} name 4. Can copy sentences from the board 5. Write {his/her} name without copying 6. Can write most letters when asked to write the letter 7. Write initial sounds for many words 8. Write simple 2-4 letter words with invented spelling 9. Write multi-syllabic words with invented spelling with most sounds represented 10. Compose and write a complete sentence with invented spelling with most sounds represented 11. Compose and write 2 or more consecutive complete sentences with invented spelling with most sounds represented 12. Compose and write 5 or more consecutive complete sentences with invented spelling with most sounds represented 13. Compose and write a paragraph (5 complete sentences) about a topic with invented spelling with most sounds represented 14. Compose and write a paragraph (5 complete sentences) about a topic with proper spelling, grammar, and punctuation 15. Compose and write 2 paragraphs (5 complete sentences each) about a topic with proper spelling, grammar, and punctuation	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	The option "other (please specify)" was removed because it was no longer needed. Other specify was used in the field test to determine if other response options were needed. Additional response options were added in Fall K based on findings from the field test. Other specify was removed in Fall K, and Spring K was updated to match Fall K.
ELC	ELC205	Question "How much does {CHILD} enjoy writing?"_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. A little bit_x000D_ 3. Somewhat_x000D_ 4. Quite a bit_x000D_ 5. Very much_x000D_	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	ELC210	Question "How much does {CHILD} enjoy writing?" ---- 1. Not at all 2. A little bit 3. Somewhat 4. Quite a bit 5. Very much	Child's functional use of language in the classroom	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC001	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC010	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC002	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC020	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC003	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC030	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC004	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC040	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC005	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC050	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC006	Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described._x000D_ _x000D_ Keeps belongings organized."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC060	Question "Keeps belongings organized."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. "Continued" text was adjusted so that it was with the first item on each grid where needed.
SSC	SSC007	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
SSC	SSC008	Question "Shows eagerness to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC070	Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described._x000D_ _x000D_ Shows eagerness to learn new things."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. "Continued" text was adjusted so that it was with the first item on each grid where needed.

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
SSC	SSC009	Question "Works independently."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC080	Question "Works independently."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC010	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC090	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC011	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC100	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC012	Question "Easily adapts to changes in routines."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC110	Question "Easily adapts to changes in routines."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC013	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC120	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC014	Question "Persists in completing tasks."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC130	Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described._x000D_ _x000D_ Persists in completing tasks."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
SSC	SSC015	Question "{(Continued) }Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described._x000D_ _x000D_ Pays attention well."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC140	Question "Pays attention well."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8			Yes	Because some items in the section were dropped to reduce respondent burden, the items in each grid were adjusted to more evenly distribute the text on each page. The "Continued" text was adjusted so that it was with the first item on each grid where needed.
SSC	SSC016	Question "Follows classroom rules."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC150	Question "Follows classroom rules."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Sometimes_x000D_ 3. Often_x000D_ 4. Very often_x000D_ 5. No opportunity to observe_x000D_	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC017	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
SSC	SSC018	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
SSC	SSC019	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
SSC	SSC020	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC160	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC021	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC170	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SSC	SSC022	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SSC180	Item wording is redacted due to copyright	Social skills and approaches to learning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
BRC	BRC001	Question "Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described._x000D_ _x000D_ Observes rules and follows directions without requiring repeated reminders."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC002	Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC003	Question "Completes tasks successfully."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC004	Question "Attempts new challenging tasks."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC005	Question "Concentrates when working on a task; is not easily distracted by surrounding activities."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC006	Question "{(Continued) }Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described._x000D_ _x000D_ Responds to instructions and then begins an appropriate task without being reminded."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC007	Question "Takes time to do {his/her} best on a task."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC008	Question "Finds and organizes materials and works in an appropriate place when activities are initiated."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
BRC	BRC009	Question "Sees own errors in a task and corrects them."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
BRC	BRC010	Question "Returns to unfinished tasks after interruption."_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Frequently/Usually_x000D_ 5. Always_x000D_	Classroom behavioral regulation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8						Yes		Dropped to reduce respondent burden and to correspond to Fall K.
CBC	CBC001	Question "For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ When practicing an activity, has a hard time keeping {her/his} mind on it."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC010	Question "For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ When practicing an activity, has a hard time keeping {her/his} mind on it."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC002	Question "Will move from one task to another without completing any of them."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC020	Question "Will move from one task to another without completing any of them."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC003	Question "When drawing or coloring in a book, shows strong concentration."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC030	Question "When drawing or coloring in a book, shows strong concentration."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC004	Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC040	Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC005	Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ Is easily distracted when listening to a story."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC050	Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ Is easily distracted when listening to a story."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC006	Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC060	Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Attention focusing	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC007	Question "Can wait before entering into new activities if {he/she} is asked to."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC070	Question "Can wait before entering into new activities if {he/she} is asked to."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC008	Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC080	Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC009	Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ Has trouble sitting still when {he/she} is told to (story time, etc.)."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC090	Question "{(Continued) }For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of {CHILD}'s reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen {CHILD} in that situation, then select "not applicable."_x000D_ _x000D_ Has trouble sitting still when {he/she} is told to (story time, etc.)."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC010	Question "Is good at following instructions."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC100	Question "Is good at following instructions."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
CBC	CBC011	Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC110	Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
CBC	CBC012	Question "Can easily stop an activity when {he/she} is told "no.""_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	CBC120	Question "Can easily stop an activity when {he/she} is told "no.""_x000D_ ----_x000D_ 1. Extremely untrue_x000D_ 2. Quite untrue_x000D_ 3. Slightly untrue_x000D_ 4. Neither true nor untrue_x000D_ 5. Slightly true_x000D_ 6. Quite true_x000D_ 7. Extremely true_x000D_ 8. Not applicable_x000D_	Inhibitory control	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
STC	STC001	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC002	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC003	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC004	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC005	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC006	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC007	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC008	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC009	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC010	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC011	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC012	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC013	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC014	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
STC	STC015	Item wording is redacted due to copyright	Teacher-child relationship	T-RQ7						Yes		Dropped to reduce respondent burden.
SLC	SLC001	Question "Please indicate how often each of these items applies to {CHILD}. _x000D_ _x000D_ Likes to come to school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC010	Question "Please indicate how often each of these items applies to {CHILD}. _x000D_ _x000D_ Likes to come to school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC002	Question "Dislikes school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC020	Question "Dislikes school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC003	Question "Has fun at school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC030	Question "Has fun at school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC004	Question "Likes being in school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC040	[Spring K wording when only 1 item is fielded: Question "Please indicate how often this applies to {CHILD}. Likes being in school."] [Wording if all 7 items are fielded: Question "Likes being in school."_x000D_] ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC005	Question "{{Continued} }Please indicate how often each of these items applies to {CHILD}. _x000D_ _x000D_ Seems unhappy in school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC050	Question "{{Continued} }Please indicate how often each of these items applies to {CHILD}. _x000D_ _x000D_ Seems unhappy in school."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC006	Question "Enjoys most classroom activities."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC060	Question "Enjoys most classroom activities."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SLC	SLC007	Question "Groans or complains about suggested activities."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SLC070	Question "Groans or complains about suggested activities."_x000D_ ----_x000D_ 1. Doesn't apply Seldom displays this behavior_x000D_ 2. Sometimes applies Occasionally displays this behavior_x000D_ 3. Certainly applies Often displays this behavior_x000D_	Child behaviors relevant to school liking and avoidance	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC001	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC010	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC002	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC020	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC003	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC030	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC004	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC040	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC005	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC050	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC006	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC060	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC007	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC070	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC008	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC080	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC009	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC090	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
SPC	SPC010	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8	SPC100	Item wording is redacted due to copyright	Strategic planning	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8				
PRC	PRC001	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC010	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC002	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC020	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC003	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC030	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC004	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC040	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC005	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC050	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC006	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC060	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC007	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC070	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC008	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC080	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PRC	PRC009	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PRC090	Item wording is redacted due to copyright	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC005a	Question "During this school year, how often have other students ..._x000D_ _x000D_ Teased, made fun of, or called {CHILD} names?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC005a	Question "During this school year, how often have other students ..._x000D_ _x000D_ Teased, made fun of, or called {CHILD} names?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
PVC	PVC005b	Question "Told lies or untrue stories about {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC005b	Question "Told lies or untrue stories about {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC005c	Question "Pushed, shoved, slapped, hit, or kicked {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC005c	Question "Pushed, shoved, slapped, hit, or kicked {CHILD}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC005d	Question "Intentionally excluded or left {CHILD} out from playing with them?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC005d	Question "Intentionally excluded or left {CHILD} out from playing with them?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC010a	Question "During this school year, how often has {CHILD} ..._x000D_ _x000D_ Teased, made fun of, or called other students names?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC010a	Question "During this school year, how often has {CHILD} ..._x000D_ _x000D_ Teased, made fun of, or called other students names?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC010b	Question "Told lies or untrue stories about other students?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC010b	Question "Told lies or untrue stories about other students?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC010c	Question "Pushed, shoved, slapped, hit, or kicked other students?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC010c	Question "Pushed, shoved, slapped, hit, or kicked other students?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
PVC	PVC010d	Question "Intentionally excluded or left other students out from playing with {him/her}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	PVC010d	Question "Intentionally excluded or left other students out from playing with {him/her}?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Very often_x000D_	Peer relationships	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC001 This is below grade path only.	Question "In which grade is {CHILD} enrolled?"_x000D_ _x000D_ InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." _x000D_ ----_x000D_ 1. Kindergarten (Full-day program)_x000D_ 2. Kindergarten (Part-day program)_x000D_ 3. First grade or higher_x000D_ 4. This is an ungraded classroom_x000D_	Current grade level	T-RQ1, T-RQ2	SIC015	NOTE: Below grade only. Question "In which grade is {CHILD} enrolled?" InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." ---- 1. Kindergarten (Full-day program) 2. Kindergarten (Part-day program) 3. First grade 4. Second grade 5. The child is ungraded/in an ungraded classroom.	Current grade level	T-RQ1, T-RQ2			YES	1. Response categories were changed due to comparability concerns. The response category "first grade or higher" was separated into two categories: First grade and Second grade. This creates a separate category for "first grade" to match the category used in ECLS-K:2011 and allows for clear grade designations. In first grade of ECLS-K:2011, a similar question allows for response categories that were 2 grade levels higher than the expected grade. That was sufficient to cover the possibilities. 2. The option "This is an ungraded classroom" was changed so that wording was at the child-level rather than about the classroom. 3. "(or pre-first grade)" was changed to "(or pre-first) grade" in the second to last sentence in the instruction to respondent so that it would match the presentation in the first sentence of the instruction to respondent.
SIC	This Below grade path only		Kindergarten transition	T-RQ1, T-RQ2	SIC017	NOTE: Below grade only. Question "Which best describes the type of kindergarten in which {CHILD} is enrolled? InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." ---- 1. Regular kindergarten 2. Transitional kindergarten 3. Transitional first (or pre-first) grade 4. Kindergarten equivalent but is ungraded or has multiple grades	Kindergarten transition	T-RQ1, T-RQ2	Yes			Added to further refine the type of kindergarten class the child is enrolled in.
SIC	SIC002 This is below grade path only.	Question "Is the 2022-23 school year {CHILD}'s...?"_x000D_ _x000D_ InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." _x000D_ ----_x000D_ 1. First year in kindergarten_x000D_ 2. Second year in kindergarten_x000D_ 3. Third year or more in kindergarten_x000D_	Child's retention status	T-RQ1, T-RQ2	SIC020	NOTE: Below grade only. Question "Is the 2024-25 school year {CHILD}'s ...?"_x000D_ InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." ----_x000D_ 1. First year in kindergarten_x000D_ 2. Second year in kindergarten_x000D_ 3. Third year or more in kindergarten_x000D_	Child's retention status	T-RQ1, T-RQ2			Yes	1. School year was updated to 2024-2025 to correspond to the planned school year. 2. "(or pre-first grade)" was changed to "(or pre-first) grade" in the second to last sentence in the instruction to respondent so that it would match the presentation in the first sentence of the instruction to respondent.
SIC	SIC002a This (Row C) is 1st item in On Grade Path	Question "In which grade is {CHILD} enrolled?"_x000D_ _x000D_ InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first grade) is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." _x000D_ ----_x000D_ 1. Kindergarten (Full-day program)_x000D_ 2. Kindergarten (Part-day program)_x000D_ 3. First grade_x000D_ 4. Second grade_x000D_ 5. Third grade or higher_x000D_ 6. This is an ungraded classroom_x000D_	Current grade level	T-RQ1, T-RQ2	SIC022	NOTE: On (or above) grade only. Question "In which grade is {CHILD} enrolled?" InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades. A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten. Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade." ---- 1. Kindergarten (Full-day program) 2. Kindergarten (Part-day program) 3. First grade 4. Second grade 5. Third grade or higher 6. The child is ungraded/in an ungraded classroom.	Current grade level	T-RQ1, T-RQ2			Yes	1. The option "This is an ungraded classroom" was changed so that wording was at the child-level rather than about the classroom. The same change was made in spring K so this changes aligns spring 1 with spring K. 2. "(or pre-first grade)" was changed to "(or pre-first) grade" in the second to last sentence in the instruction to respondent so that it would match the presentation in the first sentence of the instruction to respondent.
SIC	SIC003	Question "How long has {CHILD} been in your classroom this school year?"_x000D_ ----_x000D_ 1. Entire school year_x000D_ 2. More than one semester but less than the entire school year_x000D_ 3. More than one quarter but less than one semester_x000D_ 4. Less than one quarter of the school year_x000D_	Length of time child has been enrolled in the classroom	T-RQ4, T-RQ7	SIC025	Question "How long has {CHILD} been in your classroom this school year?"_x000D_ ----_x000D_ 1. Entire school year_x000D_ 2. More than one semester but less than the entire school year_x000D_ 3. More than one quarter but less than one semester_x000D_ 4. Less than one quarter of the school year_x000D_	Length of time child has been enrolled in the classroom	T-RQ4, T-RQ7				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
SIC	SIC004	Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?" ---- 1. Never 2. Seldom 3. Usually 4. Always	Testing accommodations and participation	T-RQ2	SIC030	Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"_x000D_ ----_x000D_ 1. Never_x000D_ 2. Seldom_x000D_ 3. Usually_x000D_ 4. Always_x000D_	Testing accommodations and participation	T-RQ2				
SIC	SIC027	Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"_x0000_ ----_x000D_ 1. I do not use instructional groups for reading_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9	SIC040	Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"_x000D_ ----_x000D_ 1. I do not use instructional groups for reading_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9			Yes	Item was reordered to correspond to Fall K order and for priority.
SIC	SIC028	Question "In which reading instructional group is {CHILD} currently placed?"_x000D_ _x000D_ InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9	SIC050	Question "In which reading instructional group is {CHILD} currently placed?"_x000D_ _x000D_ InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9			Yes	Item was reordered to correspond to Fall K order and for priority.
SIC	SIC029	Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"_x0000_ ----_x000D_ 1. I do not use instructional groups for mathematics_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9	SIC060	Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"_x000D_ ----_x000D_ 1. I do not use instructional groups for mathematics_x000D_ 2. Two_x000D_ 3. Three_x000D_ 4. Four_x000D_ 5. Five or more_x000D_	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ9			Yes	Item was reordered to correspond to Fall K order and for priority.
SIC	SIC030	Question "In which mathematics instructional group is {CHILD} currently placed?"_x000D_ _x000D_ InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9	SIC070	Question "In which mathematics instructional group is {CHILD} currently placed?"_x000D_ _x000D_ InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."	Child's instructional group placement in reading and math	T-RQ1, T-RQ2, T-RQ3, T-RQ8, T-RQ9			Yes	Item was reordered to correspond to Fall K order and for priority.
SIC	SIC035	Question "Are you {CHILD}'s primary teacher in the following subject areas?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Reading/Language Arts_x000D_ 2. Mathematics_x000D_ 3. Science_x000D_ 4. Social Studies_x000D_	Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3	SIC080	Question "Are you {CHILD}'s primary teacher in the following subject areas?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Reading/Language Arts_x000D_ 2. Mathematics_x000D_ 3. Science_x000D_ 4. Social Studies_x000D_	Teacher's subject-area teaching assignment for child	T-RQ1, T-RQ2, T-RQ3			Yes	Item was reordered to correspond to Fall K order.
SIC	SIC005	Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"_x000D_ ----_x000D_ 1. No absences_x000D_ 2. 1 to 4 absences_x000D_ 3. 5 to 7 absences_x000D_ 4. 8 to 10 absences_x000D_ 5. 11 to 19 absences_x000D_ 6. 20 or more absences_x000D_	Number of school absences	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,	SIC100	Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"_x000D_ ----_x000D_ 1. No absences_x000D_ 2. 1 to 4 absences_x000D_ 3. 5 to 7 absences_x000D_ 4. 8 to 10 absences_x000D_ 5. 11 to 19 absences_x000D_ 6. 20 to 35 absences_x000D_ 7. 36 to 80 absences_x000D_ 8. 81 to 89 absences_x000D_ 9. 90 or more absences_x000D_	Number of school absences	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7,			Yes	Item wording was changed to align with spring K. The response category "20 or more absenses" was broken in 4 different categories to improve discrimination. This change was made for spring K. Spring 1 needs to align to Spring K.
SIC	SIC006	Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"_x000D_ _x000D_ InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable_x000D_	Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9	SIC110	Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"_x000D_ _x000D_ InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable_x000D_	Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9				
SIC	SIC007	Question "Why has {CHILD} fallen behind in school work?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A health problem_x000D_ 2. A disciplinary problem_x000D_ 3. Lack of effort_x000D_ 4. Disorganized_x000D_ 5. Lacks prerequisite skills_x000D_ 6. Frequent absences_x000D_ 7. Emotional problems_x000D_ 8. Family problems_x000D_ 91. Some other reason {(Please specify):/(Please specify on next screen.)}_x000D_	Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9	SIC120	Question "Why has {CHILD} fallen behind in school work?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. A health problem_x000D_ 2. A disciplinary problem_x000D_ 3. Lack of effort_x000D_ 4. Disorganized_x000D_ 5. Lacks prerequisite skills_x000D_ 6. Frequent absences_x000D_ 7. Emotional problems_x000D_ 8. Family problems_x000D_ 9. Homelessness_x000D_ 91. Some other reason {(Please specify):/(Please specify on next screen.)}_x000D_	Child's academic difficulties	T-RQ3, T-RQ8, T-RQ9			Yes	Item wording was changed to align with spring K. A response category was added for "Homelessness". Based on researcher feedback, we created a separate category for homelessness because it may be more of a systemic issue and because it's otherwise unclear where it is reported (e.g., "family problems," "other reason"). The "Please specify" text for other specify items was changed throughout the survey to use separate language for web presentation and mobile presentation, given display limitations for mobile presentation.
SIC	SIC007OS		Other specify for child's academic difficulties	T-RQ3, T-RQ8, T-RQ9	SIC120OS		Other specify for child's academic difficulties	T-RQ3, T-RQ8, T-RQ9				
SIC	SIC008	Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"	Referral of child out of classroom for behavior	T-RQ1, T-RQ2, T-RQ4, T-RQ9	SIC130	Question "As of today's date, how many times have you referred {CHILD} outside of the classroom for discipline as a result of misbehavior?"	Referral of child out of classroom for behavior	T-RQ1, T-RQ2, T-RQ4, T-RQ9				
SIC	SIC010	Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Individual tutoring remedial program in reading/language arts_x000D_ 2. Individual tutoring remedial program in mathematics_x000D_ 3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts_x000D_ 4. Pull-out (that is, out of classroom) small group remedial program in mathematics_x000D_ 5. Gifted and talented program in reading/language arts_x000D_ 6. Gifted and talented program in mathematics_x000D_ 7. None of the above_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC140	Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Individual tutoring remedial program in reading/language arts_x000D_ 2. Individual tutoring remedial program in mathematics_x000D_ 3. Pull-out (that is, out of classroom) small group remedial program in reading/language arts_x000D_ 4. Pull-out (that is, out of classroom) small group remedial program in mathematics_x000D_ 5. Gifted and talented program in reading/language arts_x000D_ 6. Gifted and talented program in mathematics_x000D_ 7. None of the above_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC011a	Question "During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?_x000D_ _x000D_ Instruction or services before school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9	SIC150a	Question "During this school year, has {CHILD} received instruction and/or related services in your school at any of the following times outside of the regular school day?_x000D_ _x000D_ Instruction or services before school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9				
SIC	SIC011b	Question "Instruction or services after school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9	SIC150b	Question "Instruction or services after school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9				
SIC	SIC011c	Question "Instruction or services on weekends"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9	SIC150c	Question "Instruction or services on weekends"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not offered_x000D_ 4. Don't know_x000D_	Receipt of special services	T-RQ3, T-RQ9				
			Kindergarten transition	T-RQ3								
			Kindergarten transition	T-RQ3								
			Kindergarten transition	T-RQ3								
			Kindergarten transition	T-RQ3			Kindergarten transition	T-RQ3				
			Kindergarten transition	T-RQ3								
SIC	SIC012	Question "Is English {CHILD}'s native language?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Don't know_x000D_	Child's ELL status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9	SIC200	Question "Is English {CHILD}'s native language?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Don't know_x000D_	Child's ELL status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9				
SIC	SIC013	Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Receipt of special services	T-TQ1, T-RQ3, T-RQ9	SIC210	Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Receipt of special services	T-TQ1, T-RQ3, T-RQ9				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
SIC	SIC014	Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?" x000D_ ----_x000D_ 1. Program that focuses on developing students' literacy in two languages_x000D_ 2. Program that focuses on developing students' literacy solely in English_x000D_ 3. No specialized language program is provided to this child_x000D_ 91. Other program {(Please specify):/(Please specify on next screen.)}_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC220	Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?" ---- 1. Program that focuses on developing students' literacy in two languages 2. Program that focuses on developing students' literacy solely in English 3. No specialized language program is provided to this child. 91. Other program {(Please specify):/(Please specify on next screen.)}	Receipt of special services	T-RQ1, T-RQ3, T-RQ9			YES	The "Please specify" text for other specify items was changed throughout the survey to use separate language for web presentation and mobile presentation, given display limitations for mobile presentation.
SIC	SIC014OS		Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC220OS		Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC016a	Question "How often does {CHILD} usually receive specialized language instruction of the following program types?_x000D_ _x000D_ Program that focuses on developing students' literacy in two languages"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC230a	Question "How often does {CHILD} usually receive specialized language instruction of the following program types?_x000D_ _x000D_ Program that focuses on developing students' literacy in two languages"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC016b	Question "Program that focuses on developing students' literacy solely in English"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC230b	Question "Program that focuses on developing students' literacy solely in English"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC016c	Question "{Other program you specified: {SIC014OS}/Other program}"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC230c	Question "{Other program you specified: {SIC220OS}/Other program}"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than once a week_x000D_ 3. 1 day a week_x000D_ 4. 2 days a week_x000D_ 5. 3 days a week_x000D_ 6. 4 days a week_x000D_ 7. 5 days a week or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC017a	Question "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?_x000D_ _x000D_ Program that focuses on developing students' literacy in two languages"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC240a	Question "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?_x000D_ _x000D_ Program that focuses on developing students' literacy in two languages"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC017b	Question "Program that focuses on developing students' literacy solely in English"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC240b	Question "Program that focuses on developing students' literacy solely in English"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC017c	Question "{Other program you specified: {SIC014OS}/Other program}"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC240c	Question "{Other program you specified: {SIC220OS}/Other program}"_x000D_ ----_x000D_ 1. Not applicable/Never_x000D_ 2. Less than ½ hour_x000D_ 3. ½ hour to less than 1 hour_x000D_ 4. 1 to less than 1 ½ hours_x000D_ 5. 1 ½ to less than 2 hours_x000D_ 6. 2 to less than 2 ½ hours_x000D_ 7. 2 ½ to less than 3 hours_x000D_ 8. 3 hours or more_x000D_	Receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC018	Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?"_x000D_ ----_x000D_ 1. None of the time_x000D_ 2. Less than half of the time_x000D_ 3. Half of the time_x000D_ 4. More than half of the time_x000D_ 5. Almost all the time_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9	SIC250	Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?"_x000D_ ----_x000D_ 1. None of the time_x000D_ 2. Less than half of the time_x000D_ 3. Half of the time_x000D_ 4. More than half of the time_x000D_ 5. Almost all the time_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9				
SIC	SIC019	Question "Does {CHILD} have an IEP/IFSP?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child's IEP/IFSP status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9	SIC260	Question "Does {CHILD} have an IEP/IFSP?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child's IEP/IFSP status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9			Yes	Typos in the help text were corrected. "Individual Family Service Place" was changed to "Individualized Family Service Plan".
SIC	SIC020	Question "Does {CHILD} have a 504 plan?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child's Section 504 plan status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9	SIC270	Question "Does {CHILD} have a 504 plan?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child's Section 504 plan status	T-RQ2, T-RQ3, T-RQ4, T-RQ8, T-RQ9				
SIC	SIC021	Question "Does {CHILD} receive instruction in any of the following types of programs in your school?"_x000D_ _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Speech-language therapy for children with speech or language disorders/impairments_x000D_ 2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting_x000D_ 3. None of the above_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9	SIC280	Question "Does {CHILD} receive instruction in any of the following types of programs in your school?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Speech-language therapy for children with speech or language disorders/impairments_x000D_ 2. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting_x000D_ 3. None of the above_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9				
SIC	SIC022	Question "During this school year, has {CHILD} received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)?" _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Social work services_x000D_ 2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)_x000D_ 3. Behavior management program_x000D_ 4. Service coordination/case management services_x000D_ 5. Training/counseling for their family and/or caregivers_x000D_ 6. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9	SIC290	Question "During this school year, has {CHILD} received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)? _x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Social work services_x000D_ 2. Mental health services (for example, personal/group counseling, therapy, or psychiatric care)_x000D_ 3. Behavior management program_x000D_ 4. Service coordination/case management services_x000D_ 5. Training/counseling for their family and/or caregivers_x000D_ 6. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Receipt of special services	T-RQ1, T-RQ2, T-RQ3, T-RQ9			YES	The "Please specify" text for other specify items was changed throughout the survey to use separate language for web presentation and mobile presentation, given display limitations for mobile presentation.
SIC	SIC022OS		Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9	SIC290OS		Other specify for receipt of special services	T-RQ1, T-RQ3, T-RQ9				
SIC	SIC023	Question "Does {CHILD} receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Don't know_x000D_ 4. Child does not participate in the school's testing or assessment program_x000D_ 5. There is no testing or assessment program at this grade level_x000D_	Testing accommodations and participation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9	SIC300	Question "Does {CHILD} receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program?"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Don't know_x000D_ 4. Child does not participate in the school's testing or assessment program_x000D_ 5. There is no testing or assessment program at this grade level._x000D_	Testing accommodations and participation	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ9				

Section	S1 FT Item #	S1 FT Item Wording - redacted	S1 FT Construct	S1 FT Research Questio	S1 National Item #	S1 National Item Wording - redacted	S1 National Construct	S1 National Research Question	Added	Dropped	Changed	Rationale for additions, drops, or changes
SIC	SIC024	Question "During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"_x000D_ ----_x000D_ 1. A lot less active than most_x000D_ 2. A little less active than most_x000D_ 3. About the same as most_x000D_ 4. A little more active than most_x000D_ 5. A lot more active than most_x000D_	Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9	SIC310a	Question "During structured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"_x000D_ ----_x000D_ 1. A lot less active than most_x000D_ 2. A little less active than most_x000D_ 3. About the same as most_x000D_ 4. A little more active than most_x000D_ 5. A lot more active than most_x000D_	Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9				
SIC	SIC025	Question "During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"_x000D_ ----_x000D_ 1. A lot less active than most_x000D_ 2. A little less active than most_x000D_ 3. About the same as most_x000D_ 4. A little more active than most_x000D_ 5. A lot more active than most_x000D_	Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9	SIC310b	Question "During unstructured play time, how does {CHILD} compare with other children in the class in terms of physical activity?"_x000D_ ----_x000D_ 1. A lot less active than most_x000D_ 2. A little less active than most_x000D_ 3. About the same as most_x000D_ 4. A little more active than most_x000D_ 5. A lot more active than most_x000D_	Child's activity level (e.g., during structured and unstructured play)	T-RQ2, T-RQ3, T-RQ8, T-RQ9				
SIC	SIC026a	Question "Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?_x000D_ _x000D_ _x000D_ Reading"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320a	Question "Overall, how would you rate {CHILD}'s academic skills in each of the following areas, based on curriculum standards for {his/her} current grade level?_x000D_ _x000D_ _x000D_ Reading"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC026b	Question "Writing"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320b	Question "Writing"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC026c	Question "Oral language"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320c	Question "Oral language"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC026d	Question "Math"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320d	Question "Math"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC026e	Question "Science"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320e	Question "Science"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC026f	Question "Social studies"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9	SIC320f	Question "Social studies"_x000D_ ----_x000D_ 1. Below grade level_x000D_ 2. About on grade level_x000D_ 3. Above grade level_x000D_	Overall rating of academic skills in reading, writing, oral language, math, science, and social studies	T-RQ1, T-RQ2, T-RQ3, T-RQ4, T-RQ7, T-RQ8, T-RQ9				
SIC	SIC031a	Question "During this school year, have {CHILD}'s parents/guardians participated in the following activities? _x000D_ _x000D_ Attended regularly-scheduled conferences at your school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9	SIC330a	Question "During this school year, have {CHILD}'s parents/guardians attended regularly-scheduled conferences at your school?" ---- 1. Yes 2. No 3. Not applicable/Not offered	Parents' involvement in children's schools and education	T-RQ6, T-RQ9			Yes	Item wording was adjusted from grid presentation to single item presentation.
SIC	SIC031b	Question "Attended parent/teacher informal meetings that you initiated to talk about {CHILD}'s progress"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9						Yes		This item was dropped for spring 1 to reduce respondent burden.
SIC	SIC031c	Question "Returned your telephone calls or emails"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9						Yes		This item was dropped for spring 1 to reduce respondent burden.
SIC	SIC031d	Question "Initiated contact with you"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9						Yes		This item was dropped for spring 1 to reduce respondent burden.
SIC	SIC031e	Question "Volunteered to help you in your classroom or school"_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_ 3. Not applicable/Not offered_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9						Yes		This item was dropped for spring 1 to reduce respondent burden.
SIC	SIC032	Question "How involved at the school would you say {CHILD}'s parents/guardians are?"_x000D_ ----_x000D_ 1. Not involved at all_x000D_ 2. Somewhat involved_x000D_ 3. Very involved_x000D_ 4. Overly involved_x000D_ 5. Don't know_x000D_	Parents' involvement in children's schools and education	T-RQ6, T-RQ9						Yes		This item was dropped for spring 1 to reduce respondent burden.
SIC	SIC034	Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?"_x000D_ _x000D_ InstResp "Select all that apply."_x000D_ ----_x000D_ 1. Behavior problems the child was having in school_x000D_ 2. Any problems the child was having with school work_x000D_ 3. Anything the child was doing particularly well in or better in at school_x000D_ 4. None of the above_x000D_	Parent-teacher communication	T-RQ6, T-RQ9	SIC350	Question "During this school year, besides regular teacher conferences, have you communicated with {CHILD}'s parents/guardians for any of the following purposes?" InstResp "Select all that apply." ---- 1. Behavior problems the child was having in school 2. Any problems the child was having with school work 3. Anything the child was doing particularly well in or better in at school 4. None of the above	Parent-teacher communication	T-RQ6, T-RQ9				
SIC					SIC360	NEW SIC360. "Question "How responsive were {CHILD}'s parents/guardians when you communicated with them about the child's behavior or school work?" 1. Not responsive at all 2. Somewhat responsive 3. Very responsive	Parent-teacher communication	T-RQ6, T-RQ9	Yes			A new question on parent-teacher communication was added to replace the items that were dropped to reduced respondent burden.
SIC	SIC036	Question "Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed._x000D_ _x000D_ NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission._x000D_ • Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted with permission. All rights reserved; Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson. Adapted with permission. All rights reserved._x000D_ • School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission._x000D_ • Learning-to-Learn Scales © 2019 by Edumetric and Clinical Science. All rights reserved. Adapted and used with permission. McDermott, P. A. (2018). Learning-To-Learn Scales. Philadelphia: University of Pennsylvania and Edumetric and Clinical Science._x000D_ • Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission."	Thank you to respondent	NA	SIC600	Question "Thank you for answering the questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed._x000D_ _x000D_ NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission._x000D_ • Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted with permission. All rights reserved; Social Skills Improvement System (SSIS). Copyright © 2008, NCS Pearson. Adapted with permission. All rights reserved. • 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. • School Liking and Avoidance Questionnaire. Adapted from Ladd and Price, 1987 and Ladd, 1990. Used with permission. • 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. • Child Behavior Scale © 2010 Gary W. Ladd. Adapted and used with permission.	Thank you to respondent	NA			Yes	This was updated to reflect what copyrighted items were chosen for the spring 1 survey.

Section	FT Item #	FT Item Wording
SPA	0	Question “Thank you for launching the ECLS survey! _x000D_ _x000D_ Here are some tips to keep in mind when completing the survey: _x000D_ • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ • Use the “Next” and “Back” buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. _x000D_ • If you need to stop the survey before finishing and return at a later time, please select “Save and Exit.” When you return to the survey, you will be taken where you left off._x000D_ • To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i” icon._x000D_ • You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the “Next” button below to start the survey.”
SPA	1	Question “The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?”_x000D_ ----_x000D_ 1. Special education teacher_x000D_ 2. Special education teacher consultant_x000D_ 3. General education teacher_x000D_ 4. Special education classroom aide_x000D_ 5. Speech-language pathologist_x000D_ 6. Physical therapist_x000D_ 7. Physical therapy assistant or aide_x000D_ 8. Occupational therapist_x000D_ 9. Occupational therapy assistant or aide_x000D_ 10. School psychologist_x000D_ 11. School counselor_x000D_ 12. School social worker_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_

SPA	1OS	
SPA	2	Question “How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?”_x000D_ ----_x000D_ 1. Regular full-time teacher or service provider_x000D_ 2. Regular part-time teacher or service provider_x000D_ 3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)_x000D_ 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)_x000D_ 5. Teacher aide_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_
SPA	2OS	
SPA	3a	Question “In what grade levels are the students you {teach/serve}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Pre-kindergarten_x000D_ 2. Transitional kindergarten_x000D_ 3. Kindergarten_x000D_ 4. Transitional first grade_x000D_ 5. First grade_x000D_ 6. Second grade_x000D_ 7. Third grade_x000D_ 8. Fourth grade_x000D_ 9. Fifth grade or higher_x000D_

SPA	3b	Question “As of today's date, how many children with and without IEPs do you {teach/serve}?_x000D_ _x000D_ With IEPs”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	3c	Question “Without IEPs”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4a	Question “As of today's date, how many children with IEPs that you {teach/serve} are the following ages? _x000D_ _x000D_ 3 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4b	Question “4 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4c	Question “5 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4d	Question “6 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

SPA	4e	Question “7 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4f	Question “8 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4g	Question “9 years old or older”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	4h	Question “You entered that you {teach/serve} a total of {NUMBER} children with IEPs. Is this correct?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPA	5a	Question “How many of the children with IEPs that you {teach/serve} belong to each of the following racial/ethnic groups?_x000D_ _x000D_ Hispanic or Latino/Latina of any race”_x000D_ _x000D_ InstResp “Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race.”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	5b	Question “American Indian or Alaska Native, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

SPA	5c	Question “Asian, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	5d	Question “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	5e	Question “Native Hawaiian or Other Pacific Islander, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	5f	Question “White, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	5g	Question “Two or more races, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	6a	Question “As of today's date, how many boys and girls with IEPs do you {teach/serve}? _x000D_ _x000D_ Number of boys”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	6b	Question “Number of girls”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”

SPA	6c	Question "Number of another gender"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"
SPA	6d	Question "Number of unknown gender"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"
SPA	7	Question “How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	8	Question “During the school year, how many children with IEPs have you worked with or provided services for, on average, each week?”_x000D_ _x000D_ InstResp “Include children you work with directly, as well as children for whom you consult with other general education teachers and/or special education teachers or service providers.”_x000D_ ----_x000D_ 1. None_x000D_ 2. 1-10_x000D_ 3. 11-20_x000D_ 4. 21-40_x000D_ 5. More than 40_x000D_

SPA	9	Question “During this school year, where have you worked with children with IEPs?” InstResp “Include only children who attend this school. Select all that apply.” ---- 1. In a general education classroom 2. In a special education classroom 3. In a non-classroom space (for example, office, therapy room, small work space, mobile van, etc.) 4. In a location outside the school setting (for example, a private clinic or a child’s home, including virtual or video-based instruction) 91. Other {(Please specify):/(Please specify on next screen.)}
SPA	9OS	
SPA	10	Question “For how many students with IEPs do you serve as case manager?” ---- 1. None 2. 1-10 3. 11-20 4. 21-40 5. More than 40
SPA	11	Question “Please indicate the extent to which you agree or disagree with the following statement. _x000D_ _x000D_ I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve}).”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	12	Question “The next few questions are about students’ behavior. How often does disruptive student behavior interfere with your instruction or services?”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Seldom_x000D_ 3. Usually_x000D_ 4. Always_x000D_
SPA	13	Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_ ----_x000D_ 1. Less than ½ hour_x000D_ 2. ½ hour to less than 1 hour_x000D_ 3. 1 to less than 1 ½ hours_x000D_ 4. 1 ½ to less than 2 hours_x000D_ 5. 2 to less than 2 ½ hours_x000D_ 6. 2 ½ hours to less than 3 hours_x000D_ 7. 3 hours or more_x000D_
SPA	14a	Question “The next set of questions relates to your instructional activities and resources. How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching/service delivery?_x000D_ _x000D_ {Classroom routines/Routines} are consistently implemented.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	14b	Question “Expectations of students are clearly communicated in positive terms.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	14c	Question “You gain the attention of all students before beginning a lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	14d	Question “You solicit both group and individual responses to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	14e	Question “You provide all students with individual opportunities to respond to questions.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	14f	Question “There is a system for documenting and rewarding appropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	14g	Question “You use a range of consequences to discourage inappropriate student behavior.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	15a	Question “How strongly do you agree or disagree that you teach the following social and emotional competencies to the students you {teach/serve}?_x000D_ _x000D_ Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	15b	Question “Self-management (teaching students to regulate emotions and manage daily stressors)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	15c	Question “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	15d	Question “Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	15e	Question “Responsible decision making (teaching students to identify and analyze problems, understand consequences, and take responsibility for their decisions)”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	16a	Question “How strongly do you agree or disagree that you utilize the following practices?_x000D_ _x000D_ Display pictures, posters, artwork, and other décor that reflect diverse cultures and ethnic backgrounds”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	16b	Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	16c	Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	16d	Question “Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them with students”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	17	Question “The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?” ---- 1. Yes 2. No
SPA	18	Question “In the past 12 months, how many hours did you spend on these professional development activities?”_x000D_ ----_x000D_ 1. 4 hours or less_x000D_ 2. 5-8 hours_x000D_ 3. 9-12 hours_x000D_ 4. 13-16 hours_x000D_ 5. 17-20 hours_x000D_ 6. 21-24 hours_x000D_ 7. 25-28 hours_x000D_ 8. 29-32 hours_x000D_ 9. 33 hours or more_x000D_

SPA	19	Question “Overall, how helpful were these activities to you?”_x000D_ ----_x000D_ 1. Very unhelpful_x000D_ 2. Unhelpful_x000D_ 3. Neither unhelpful nor helpful_x000D_ 4. Helpful_x000D_ 5. Very helpful_x000D_
SPA	20	Question “To what extent was the professional development you received in the past 12 months relevant to your role {teaching/serving} students with disabilities?”_x000D_ ----_x000D_ 1. Not relevant_x000D_ 2. Somewhat relevant_x000D_ 3. Relevant_x000D_ 4. Very relevant_x000D_
SPA		
SPA	21	Question “In the current school year, do you work closely with a master or mentor teacher who was assigned to you by your school or district?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPA	22	Question “How frequently do you work with your assigned master or mentor teacher?”_x000D_ ----_x000D_ 1. At least once a week_x000D_ 2. Once or twice a month_x000D_ 3. A few times a year_x000D_ 4. Once or never_x000D_

SPA	23a	Question “Overall, to what extent did your assigned master or mentor teacher improve your skills in the following areas?_x000D_ _x000D_ Providing large group instruction”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	23b	Question “Providing small group or one-on-one instruction or therapy”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	23c	Question “Managing students’ behavior”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	23d	Question “Completing paperwork (either in a digital/computer-based system or in hard copy)”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	23e	Question “Conducting student assessments”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_

SPA	23f	Question “Finding needed human or material resources”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	23g	Question “Communicating with parents”_x000D_ ----_x000D_ 1. Not applicable/Not part of my work responsibility_x000D_ 2. Not at all_x000D_ 3. To a small extent_x000D_ 4. To a moderate extent_x000D_ 5. To a great extent_x000D_
SPA	24a	Question “The next few questions pertain to your feelings about your school. Please indicate the extent to which you agree with each of the following statements about your school. _x000D_ _x000D_ The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	24b	Question “Many of the children I teach are not capable of learning the material I am supposed to teach them.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24c	Question “I feel accepted and respected as a colleague by most staff members.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24d	Question “Teachers in this school are continually learning and seeking new ideas.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24e	Question “Routine administrative duties and paperwork interfere with my job of teaching.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	24f	Question “Parents are supportive of school staff.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24g	Question “{(Continued) }Please indicate the extent to which you agree with each of the following statements about your school._x000D_ _x000D_ There is a great deal of cooperative effort among the staff members.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24h	Question “In this school, staff members are recognized for a job well done.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24i	Question “The academic standards at this school are too low.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	24j	Question “There is broad agreement among the entire school faculty about the central mission of the school.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24k	Question “The school administrator sets priorities, makes plans, and sees that they are carried out.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	24l	Question “The school administration's behavior toward the staff is supportive and encouraging.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	27a	Question “Please indicate the extent to which you agree or disagree with each of the following statements on working with children. _x000D_ _x000D_ I really enjoy my present job.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	27b	Question “I am certain I am making a difference in the lives of the children I work with.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	27c	Question “If I could start over, I would choose this again as my career.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25a	Question “The next few questions pertain to your beliefs about {teaching/serving} your students. To what extent do you agree with each of the following statements? _x000D_ _x000D_ If I try really hard, I can get through even to the most difficult or unmotivated students.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25b	Question “If some students in my class are not doing well, I feel that I should change my approach to the subject.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	25c	Question “By trying a different teaching method, I can significantly affect a student’s achievement.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25d	Question “There is really very little I can do to ensure that most of my students achieve at a high level.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25e	Question “I work to create lessons so my students will enjoy learning and become independent thinkers.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25f	Question “I feel sometimes it is a waste of my time to try to do my best as a teacher.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	25g	Question “The attitudes and habits students bring to my class greatly reduce their chances for academic success.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	25h	Question “My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_
SPA	26a	Question “To what extent do you agree or disagree with each of the following statements as it applies to your instruction? The amount a student can learn is primarily related to family background.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable
SPA	26b	Question “If a student did not remember information I gave in a previous lesson, I would know how to increase the student’s retention in the next lesson.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	26c	Question “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_

SPA	T1	Question “The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to {teach/serve} students with IEPs?”_x000D_ ----_x000D_ 1. I get all the resources I need._x000D_ 2. I get most of the resources I need._x000D_ 3. I get some of the resources I need._x000D_ 4. I don't get any of the resources I need._x000D_
SPA	T2a	Question “In general, how adequate is each of the following for your students with IEPs?_x000D_ _x000D_ Digital tablets (such as an iPad)”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SPA	T2b	Question “Visual display technology (for example, Smart Board)” ---- 1. I don’t use these with my students. 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate
SPA	T2c	Question “Computers with internet access (laptop or desktop)”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_

SPA	T2d	Question “Licensed computer software packages”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SPA	T2e	Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)"_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_
SPA	T3	Question “Which statements are true of how the following technology is used as a learning tool by students you {teach/serve} with IEPs in your classroom?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Encourage students to use personal cell phones and/or tablets_x000D_ 2. Require students to use personal cell phones and/or tablets_x000D_ 3. Encourage students to use school-provided tablets or other digital devices_x000D_ 4. Require students to use school-provided tablets or other digital devices_x000D_ 5. Encourage students to use school computers_x000D_ 6. Require students to use school computers_x000D_ 7. None of the above_x000D_

SPA	T4a	Question “Please report the number of computers and other electronic devices that are available to your students with IEPs every day._x000D_ _x000D_ Total number of devices without internet access”_x000D_ _x000D_ InstResp “Please include any desktop, laptop, digital tablet, or similar electronic devices, whether they remain in the room or are brought in daily. If none, enter “0.””_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	T4b	Question “Total number of devices with internet access”_x000D_ _x000D_ InstResp “Please include any desktop, laptop, digital tablet, or similar electronic devices, whether they remain in the room or are brought in daily. If none, enter “0.””_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”
SPA	T6a	Question “How frequently do you or your students use computers (desktop or laptop) in the following instructional activities? Daily assignments” ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Not applicable to my role
SPA	T6b	Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

SPA	T6c	Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T6d	Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T6e	Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T6f	Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T7a	Question “How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities? _x000D_ _x000D_ Daily assignments”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

SPA	T7b	Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T7c	Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T7d	Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T7e	Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T7f	Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

SPA	T8a	Question “How frequently do your students use digital cameras (still or video) in the following instructional activities?_x000D_ _x000D_ Daily assignments”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T8b	Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T8c	Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T8d	Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T9a	Question “How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?_x000D_ _x000D_ Daily assignments”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

SPA	T9b	Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T9c	Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T9d	Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T9e	Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_
SPA	T9f	Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_

SPA	28	Question “The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics._x000D_ _x000D_ What is your gender?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_ 3. Another gender_x000D_
SPA	29	Question “In what year were you born?” _x000D_ _x000D_ Watermark “Enter year”
SPA	30	Question “Are you Hispanic or Latino/Latina of any race?”_x000D_ _x000D_ InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPA	31	Question “Which best describes your race?” _x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. American Indian or Alaska Native_x000D_ 2. Asian_x000D_ 3. Black or African American_x000D_ 4. Native Hawaiian or Other Pacific Islander_x000D_ 5. White_x000D_

SPA	32	Question “What is the highest level of education you have completed?” ---- 1. Did not complete high school 2. High school diploma or equivalent/GED 3. Some college or technical or vocational school 4. Associate’s degree 5. Bachelor’s degree 6. Master’s degree 7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)
SPA	33a	Question “What is the name of the college or university where you earned your highest degree and where is it located?”_x000D_ _x000D_ Pre-Unit "Name:"_x000D_ _x000D_ _x000D_ “The college or university where I earned my highest degree was outside the United States."
SPA	33b	Question "City:"
SPA	33c	Question "State:"_x000D_ _x000D_ InstResp “Please select a state, district, or territory.”_x000D_ _x000D_ Watermark "Select a state"

SPA	34	Question “What was your undergraduate major field(s) of study?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Early childhood education_x000D_ 2. Elementary education_x000D_ 3. Special education_x000D_ 4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_ 5. Non-education major (such as history, English, etc.)_x000D_ 6. None of the above_x000D_
SPA	35	Question “What was the major field(s) of study of your highest level graduate degree?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Early childhood education_x000D_ 2. Elementary education_x000D_ 3. Special education_x000D_ 4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)_x000D_ 5. Non-education major (such as history, English, etc.)_x000D_ 6. None of the above_x000D_
SPA	36	Question “Have you ever taken a college course in the following areas?"_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Early childhood education_x000D_ 2. Elementary education_x000D_ 3. Special education_x000D_ 4. English as a Second Language (ESL) or teaching English language learners (ELL)_x000D_ 5. Child development_x000D_ 6. Methods of teaching reading or language arts_x000D_ 7. Methods of teaching mathematics_x000D_ 8. Methods of teaching science_x000D_ 9. Classroom management_x000D_ 10. None of the above_x000D_

SPA	37	Question “{Now I have some questions about specific topics that may have been addressed in your coursework.} Did any of your {college/college or graduate school} courses address issues related to the following?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Response to Intervention_x000D_ 2. Early Intervening Services_x000D_ 3. None of the above_x000D_
SPA	38	Question “The next few questions ask about your credentials. Which of the following describes the teaching certificate, license, or permit you currently hold in {state}?”_x000D_ ----_x000D_ 1. Regular or standard state certificate or advanced professional certificate_x000D_ 2. Certificate, license, or permit issued after satisfying all requirements except the completion of a probationary period_x000D_ 3. Certificate, license, or permit that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_ 4. Certificate, license, or permit issued to persons who must complete a certification program in order to continue teaching_x000D_ 5. I do not hold any of the above certificates, licenses, or permits in {state}._x000D_
SPA	39	Question “{The next few questions ask about your credentials.} Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?” InstResp “Select all that apply. Do not include academic degrees, such as a Bachelor’s degree, Master’s degree, or Ph.D.” ---- 1. Disability-specific credential 2. Special education credential (for more than one disability category) 3. Early childhood special education credential 4. General education credential 5. Speech-language pathology license or credential 6. Do not have a credential, license, or certificate 91. Other professional license, credential or endorsement {(Please specify):/(Please specify on next screen.)}

SPA	39OS	
SPA	40a	Question “Which of the following best describes the type of preparation program you participated in while earning your current certificate, license, or permit?”_x000D_ ----_x000D_ 1. Traditional four-year undergraduate program based at an institution of higher education_x000D_ 2. Traditional graduate program at an institution of higher education_x000D_ 3. Alternative program based at an institution of higher education_x000D_ 4. Alternative program not based at an institution of higher education_x000D_ 5. Other preparation program_x000D_
SPA		
SPA	40b	Question “If your current credential (certificate, license, or permit) is different from your initial credential, which of the following best describes the type of preparation program you participated in while earning your initial credential?” ---- 1. Traditional four-year undergraduate program based at an institution of higher education 2. Traditional graduate program at an institution of higher education 3. Alternative program based at an institution of higher education 4. Alternative program not based at an institution of higher education 5. Other preparation program 6. Does not apply - my current credential is the same as my initial credential

SPA	41	Question “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPA	42	Question “What was the result of your National Board for Professional Teaching Standards exam?”_x000D_ ----_x000D_ 1. Awaiting test results_x000D_ 2. Passed_x000D_ 3. Have not yet passed_x000D_
SPA	43	Question “The next few questions pertain to your years of experience. _x000D_ _x000D_ Counting this school year, how many years have you worked in your current school, including part time?” _x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.””_x000D_ _x000D_ Watermark “Enter years”
SPA	44	Question “{The next few questions pertain to your years of experience.} Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?”_x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.””_x000D_ _x000D_ Watermark “Enter years”
SPA	45	Question “Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.”_x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.””_x000D_ _x000D_ Watermark “Enter years”

SPA	46	Question "How long do you plan to continue to teach or work with children receiving special education or related services?"_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_
SPA	47	Question “Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click “Finish” to complete this survey and then check to see if there are any more surveys assigned to you.”

FT Construct	FT Research Question	S1 National Item #
Introduction	NA	IND000
Teacher or service provider's position or assignment	SE-RQ1	TCD010

Other specify text for teacher or service provider's position or assignment	SE-RQ1	TCD010 OS
Teacher or service provider's position or assignment	SE-RQ1	TCD020
Other specify text for teacher or service provider's position or assignment	SE-RQ1	TCD020os
Teachers' position or assignment	SE-RQ1	TCD025

Teacher or service provider's caseload	SE-RQ1	TCD030a
Teacher or service provider's caseload	SE-RQ1	TCD030b
Teacher or service provider's caseload	SE-RQ1	TCD040a
Teacher or service provider's caseload	SE-RQ1	TCD040b
Teacher or service provider's caseload	SE-RQ1	TCD040c
Teacher or service provider's caseload	SE-RQ1	TCD040d

Teacher or service provider's caseload	SE-RQ1	TCD040e
Teacher or service provider's caseload	SE-RQ1	TCD040f
Teacher or service provider's caseload	SE-RQ1	TCD040g
Teacher or service provider's caseload	SE-RQ1	TCD040h
Teacher or service provider's caseload	SE-RQ1	TCD050a
Teacher or service provider's caseload	SE-RQ1	TCD050b

Teacher or service provider's caseload	SE-RQ1	TCD050c
Teacher or service provider's caseload	SE-RQ1	TCD050d
Teacher or service provider's caseload	SE-RQ1	TCD050e
Teacher or service provider's caseload	SE-RQ1	TCD050f
Teacher or service provider's caseload	SE-RQ1	TCD050g
		TCD050h
Teacher or service provider's caseload	SE-RQ1	TCD060a
Teacher or service provider's caseload	SE-RQ1	TCD060b

Teacher or service provider's caseload	SE-RQ1	TCD060c
Teacher or service provider's caseload	SE-RQ1	TCD060d
		TCD060e
Teacher or service provider's caseload	SE-RQ1	TCD070
Teacher or service provider's caseload	SE-RQ1	TCD080

Location of services and inclusion	SE-RQ3 and SE-RQ5	TCD090
Other specify text for location of services and inclusion	SE-RQ3 and SE-RQ5	
Teacher or service provider's caseload	SE-RQ1	TCD100
Teacher or service provider's caseload	SE-RQ1	TCD110

Teaching methods and materials	SE-RQ7	
Teaching methods and materials	SE-RQ7	TCD120
Teaching methods and materials	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	

Teaching methods and materials	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	
Teaching methods and materials	SE-RQ3 and SE-RQ7	

Teaching methods and materials	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	

Instructional practices and resources	SE-RQ3 and SE-RQ7	
Instructional practices and resources	SE-RQ3 and SE-RQ7	
Teaching methods and materials	SE-RQ3 and SE-RQ7	TCD130a
Teaching methods and materials	SE-RQ3 and SE-RQ7	TCD130b

Teaching methods and materials	SE-RQ3 and SE-RQ7	TCD130c
Teaching methods and materials	SE-RQ3 and SE-RQ7	
Teachers' education	SE-RQ6	PDD010a
Teacher or service provider's education	SE-RQ6	PDD010b

Teacher or service provider's education	SE-RQ6	PDD010c
Teacher or service provider's education	SE-RQ6	PDD020
Teacher or service provider's education	SE-RQ6	PDD030
Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	

Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	

Teacher or service provider's education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	

Job satisfaction and self-efficacy	SE-RQ6	CSD010a
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	

Job satisfaction and self-efficacy	SE-RQ6	CSD010b
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	CSD010c

Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	CSD020a

Job satisfaction and self-efficacy	SE-RQ6	CSD020b
Job satisfaction and self-efficacy	SE-RQ6	CSD020c
Job satisfaction and self-efficiacy	SE-RQ6	CSD030a
Job satisfaction and self-efficiacy	SE-RQ6	

Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	CSD030b
Job satisfaction and self-efficacy	SE-RQ6	CSD030c
Job satisfaction and self-efficacy	SE-RQ6	CSD030d

Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	
Job satisfaction and self-efficacy	SE-RQ6	CSD030e
Job satisfaction and self-efficiacy	SE-RQ6	CSD030f

Job satisfaction and self-efficacy	SE-RQ6	CSD030g
Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD010

Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD020
		IRD020os
Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD030

Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD040
		IRD040os

Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD050
		IRD050os
Instructional practices and resources	SE-RQ3 and SE-RQ7	IRD060
		IRD060os

Instructional and technology resources	SE-RQ7	TRD010
Instructional and technology resources	SE-RQ7	TRD020a
Instructional and technology resources	SE-RQ7	TRD020b
Instructional and technology resources	SE-RQ7	TRD020c

Instructional and technology resources	SE-RQ7	TRD020d
Instructional and technology resources	SE-RQ7	TRD020e
Instructional and technology resources	SE-RQ7	

Instructional resources	SE-RQ7	
Instructional and technology resources	SE-RQ7	
Instructional and technology resources	SE-RQ7	TRD030a
Instructional resources	SE-RQ7	TRD030b

Instructional and technology resources	SE-RQ7	TRD030c
Instructional and technology resources	SE-RQ7	TRD030d
Instructional and technology resources	SE-RQ7	TRD030e
Instructional and technology resources	SE-RQ7	TRD030f
Instructional and technology resources	SE-RQ7	TRD040a

Instructional and technology resources	SE-RQ7	TRD040b
Instructional and technology resources	SE-RQ7	TRD040c
Instructional and technology resources	SE-RQ7	TRD040d
Instructional and technology resources	SE-RQ7	TRD040e
Instructional and technology resources	SE-RQ7	TRD040f

Instructional and technology resources	SE-RQ7	
Instructional and technology resources	SE-RQ7	
Instructional and technology resources	SE-RQ7	
Instructional and technology resources	SE-RQ7	
Instructional resources	SE-RQ5	TRD050a

Instructional and technology resources	SE-RQ7	TRD050b
Instructional and technology resources	SE-RQ7	TRD050c
Instructional and technology resources	SE-RQ7	TRD050d
Instructional and technology resources	SE-RQ7	TRD050e
Instructional and technology resources	SE-RQ7	TRD050f

Teacher or service provider's gender	SE-RQ6	EBD010
Teacher or service providers' age	SE-RQ6	EBD020
Teacher or service provider's race/ethnicity	SE-RQ6	
Teachers' demographics	SE-RQ6	EBD040a

		EBD040b
		EBD040c
		EBD040cOS
		EBD040d
		EBD040dOS

		EBD040e
		EBD040eOS
		EBD040f
		EBD040fOS
		EBD040g
		EBD040gOS

		EBD040h
		EBD040hOS
Teacher or service provider's education	SE-RQ6	EBD050
Teacher or service provider's education	SE-RQ6	
Teachers' education	SE-RQ6	
Teacher or service provider's education	SE-RQ6	

Teacher or service provider's education	SE-RQ6	EBD060
Teacher or service provider's education	SE-RQ6	EBD070
Teacher or service provider's education	SE-RQ6	EBD080

Teacher or service provider's education	SE-RQ6	EBD090
Teacher or service provider's education	SE-RQ6	EBD100
Teacher or service provider's education	SE-RQ6	EBD110

Othe specify for teacher or service provider's education	SE-RQ6	EBD110os
Teacher or service provider's education	SE-RQ6	EBD120a
Teacher or service provider's education	SE-RQ6	EBD120b
Teacher or service provider's education	SE-RQ6	EBD120c

Teacher or service provider's education	SE-RQ6	EBD130a
Teacher or service provider's education	SE-RQ6	EBD130b
Teacher or service provider's years of experience	SE-RQ6	EBD140
Teacher or service provider's years of experience	SE-RQ6	EBD150
Teacher or service provider's years of experience	SE-RQ6	EBD160

Job satisfaction and self-efficiacy	SE-RQ6	EBD170
Thank you to respondent	NA	TYD900

S1 National Item Wording	S1 National Construct
Question “Thank you for launching the ECLS survey! _x000D_ _x000D_ Here are some tips to keep in mind when completing the survey: _x000D_ • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ • Use the “Next” and “Back” buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. _x000D_ • If you need to stop the survey before finishing and return at a later time, please select “Save and Exit.” When you return to the survey, you will be taken where you left off._x000D_ • To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i” icon._x000D_ • You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the “Next” button below to start the survey.”	Introduction
Question “The first several questions pertain to your roles and responsibilities. Which of the following best describes your current position in this school?” ---- 1. Special education teacher 2. Special education teacher consultant 3. General education teacher 4. Special education classroom aide 5. Speech-language pathologist 6. Physical therapist 7. Physical therapy assistant or aide 8. Occupational therapist 9. Occupational therapy assistant or aide 10. School psychologist 11. School counselor 12. School social worker 91. Other {(Please specify):/(Please specify on next screen.)}	Teacher or service provider's position or assignment

	Other specify text for teacher or service provider's position or assignment
Question “How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?”_x000D_ ----_x000D_ 1. Regular full-time teacher or service provider_x000D_ 2. Regular part-time teacher or service provider_x000D_ 3. Itinerant teacher or service provider (i.e., your assignment requires you to provide instruction or related services at more than one school)_x000D_ 4. Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long-term basis, but you are still considered a substitute)_x000D_ 5. Teacher aide_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Teacher or service provider's position or assignment
	Other specify text for teacher or service provider's position or assignment
Question “In what grade levels are the students you {teach/serve}?” InstResp “Select all that apply.” ---- 1. Pre-kindergarten 2. Transitional kindergarten 3. Kindergarten 4. Transitional first grade 5. First grade 6. Second grade 7. Third grade 8. Fourth grade 9. Fifth grade or higher	Teacher or service provider's position or assignment

Question “As of today's date, how many children with and without IEPs do you {teach/serve}?_x000D_ _x000D_ With IEPs”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Without IEPs”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “As of today's date, how many children with IEPs that you {teach/serve} are the following ages? _x000D_ _x000D_ 3 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “4 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “5 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “6 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload

Question “7 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “8 years old”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “9 years old or older”_x000D_ _x000D_ InstResp "Your best guess is fine."_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Based on your responses across age categories, the total number of children with IEPs that you {teach/serve} is {NUMBER}. Is this correct?” ---- 1. Yes 2. No	Teacher or service provider's caseload
Question “How many of the children with IEPs that you {teach/serve} belong to each of the following racial/ethnic groups?_x000D_ _x000D_ Hispanic or Latino/Latina of any race”_x000D_ _x000D_ InstResp “Please count each child only once. Hispanic children should only be counted in the Hispanic or Latino/Latina category regardless of race.”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “American Indian or Alaska Native, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload

Question “Asian, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Black or African American, non-Hispanic”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Native Hawaiian or Other Pacific Islander, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “White, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Two or more races, non-Hispanic” _x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Based on your responses across race/ethnicity categories, the total number of children with IEPs that you {teach/serve} is {NUMBER}. Is this correct?” ---- 1. Yes 2. No	Teacher or service provider's caseload
Question “As of today's date, how many boys and girls with IEPs do you {teach/serve}? _x000D_ _x000D_ Number of boys”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “Number of girls”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload

Question "Number of another gender"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload
Question "Number of unknown gender"_x000D_ _x000D_ Pre-unit "Number:"_x000D_ _x000D_ Watermark "Enter number"	Teacher or service provider's caseload
Question “Based on your responses across gender categories, the total number of children with IEPs that you {teach/serve} is {NUMBER}. Is this correct?” ---- 1. Yes 2. No	Teacher or service provider's caseload
Question “How many of the students with IEPs that you {teach/serve} are English language learners (ELLs)?”_x000D_ _x000D_ Pre-unit “Number:”_x000D_ _x000D_ Watermark “Enter number”	Teacher or service provider's caseload
Question “During the school year, how many children with IEPs have you worked with or provided services for, on average, each week?” InstResp “Include children you work with directly, as well as children for whom you consult with other general education teachers and/or special education teachers or service providers.” ---- 1. None 2. 1 - 2 3. 3 - 5 4. 6 - 10 5. 11 - 20 6. 21 - 40 7. More than 40	Teacher or service provider's caseload

Question “During this school year, where have you worked with children with IEPs?” InstResp “Include only children who attend this school. Select all that apply.” ---- 1. In a general education classroom 2. In a special education classroom 3. In a non-classroom space at the school (for example, resource room, office, therapy room, small work space, mobile van) 4. In a location outside the school setting (for example, a private clinic or a child’s home, including virtual or video-based instruction) 5. None of the above	Location of services and inclusion
Question “For how many students with IEPs do you serve as case manager?” ---- 1. None 2. 1 - 2 3. 3 - 5 4. 6 - 10 5. 11 - 20 6. 21 - 40 7. More than 40	Teacher or service provider's caseload
Question “Please indicate the extent to which you agree or disagree with the following statement. _x000D_ _x000D_ I am satisfied with my class size or caseload (that is, the total number of students you {teach/serve}).”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_	Teacher or service provider's caseload

Question “How much time per day would you estimate that you spend handling disruptive student behavior?”_x000D_ ----_x000D_ 1. Less than ½ hour_x000D_ 2. ½ hour to less than 1 hour_x000D_ 3. 1 to less than 1 ½ hours_x000D_ 4. 1 ½ to less than 2 hours_x000D_ 5. 2 to less than 2 ½ hours_x000D_ 6. 2 ½ hours to less than 3 hours_x000D_ 7. 3 hours or more_x000D_	Teaching methods and materials

Question “How strongly do you agree or disagree with the following statements about your class? Pictures, posters, artwork, and other décor reflect the cultures and ethnic backgrounds of each student in your class.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable	Teaching methods and materials
Question “All notices and communications to families/caregivers of students in your class are written in their language of origin.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable	Teaching methods and materials

Question “Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable	Teaching methods and materials
Question “The next questions ask about professional development. In the past 12 months, did you participate in any professional development activities pertaining to the use of evidence-based practices for {teaching/serving} students with disabilities?” ---- 1. Yes 2. No	Teachers' education
Question “In the past 12 months, how many hours did you spend on these professional development activities?” ---- 1. 4 hours or less 2. 5-8 hours 3. 9-12 hours 4. 13-16 hours 5. 17-20 hours 6. 21-24 hours 7. 25-28 hours 8. 29-32 hours 9. 33-39 hours 10. 40 hours or more	Teacher or service provider's education

Question “Overall, how helpful were these activities to you?”_x000D_ ----_x000D_ 1. Very unhelpful_x000D_ 2. Unhelpful_x000D_ 3. Neither unhelpful nor helpful_x000D_ 4. Helpful_x000D_ 5. Very helpful_x000D_	Teacher or service provider's education
Question “To what extent was the professional development you received in the past 12 months relevant to your role {teaching/serving} students with disabilities?”_x000D_ ----_x000D_ 1. Not relevant_x000D_ 2. Somewhat relevant_x000D_ 3. Relevant_x000D_ 4. Very relevant_x000D_	Teacher or service provider's education
Question “In which of the following staff development and training activities have you participated during the current academic year?” InstResp “Select all that apply.” ---- 1. Worked with a master or mentor teacher assigned to you by your school or district 2. Workshops involving study groups or small-group problem solving 3. Direct instruction from an outside consultant on a specific topic 4. Peer observation and feedback 5. Visits to, or observations of, other schools 6. Release time for attending professional conferences 7. Enrollment in college or university courses related to	Teacher or service provider's education

Question: “The next few questions pertain to your feelings about the school. Please indicate the extent to which you agree with each of the following statements. InstResp: By 'the' school, we mean the school in which you receive the survey Many of the children I teach are not capable of learning the material I am supposed to teach them.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy

Question “Parents are supportive of school staff.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “The academic standards at this school are too low.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy

Question “Please indicate the extent to which you agree or disagree with each of the following statements on working with children. I really enjoy my present job.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy

Question “I am certain I am making a difference in the lives of the children I work with.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “If I could start over, I would choose this again as my career.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “The next few questions pertain to your beliefs about {teaching/serving} your students. To what extent do you agree with each of the following statements? If I try really hard, I can get through even to the most difficult or unmotivated students.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficiacy

Question “There is really very little I can do to ensure that most of my students achieve at a high level.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “I work to create lessons so my students will enjoy learning and become independent thinkers.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “I feel sometimes it is a waste of my time to try to do my best as a teacher.” ---- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy

Question “The amount a student can learn is primarily related to family background.” --- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficacy
Question “If a student did not remember information I gave in a previous lesson, I would know how to increase the student’s retention in the next lesson.” --- 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Job satisfaction and self-efficiacy

Question “If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect the student quickly.”_x000D_ ----_x000D_ 1. Strongly disagree_x000D_ 2. Disagree_x000D_ 3. Neither disagree nor agree_x000D_ 4. Agree_x000D_ 5. Strongly agree_x000D_ 6. Not applicable_x000D_	Job satisfaction and self-efficacy
Question “The next few questions relate to practices and programs staff in your school may use to support outcomes for students with disabilities. Do staff at your school typically do any of the following to ensure quality IEPs?” InstrResp: Select all that apply 1. Facilitate school staff attendance and participation in IEP meetings 2. Facilitate attendance and participation of staff from agencies outside the district in IEP meetings 3. Monitor the development of appropriately ambitious goals, as documented in an IEP 4. Monitor the services and supports specified in the IEP 5. Periodic review of completed IEPs 6. Facilitate student attendance and participation in IEP meetings 7. Include the student’s general education teacher(s) on the IEP team 8. Meet with students prior to the IEP meeting to discuss how they can participate in the meeting 9. Meet with students to discuss strengths, interests, preferences, or any concerns the student may have to inform IEP development 10. Meet with students to discuss their progress, goals, current functioning, or academic performance to inform IEP development 11. Discuss student satisfaction with goals and supports in previous IEP 12. Discuss student progress, current functioning, or academic performance with parents/guardians to inform IEP development 13. Facilitate parent/guardian attendance and	Instructional practices and resources

Question “What information does your school collect to assess the quality of IEPs for students with disabilities?" InstrResp: Select all that apply 1. Records of IEP meeting attendees to ensure there is appropriate representation of all key parties 2. Formal assessment of the quality of some or all IEPs based on a checklist or rubric 3. Formal assessment of goals in some or all IEPs to ensure they are appropriately ambitious 4. Interviews or surveys of teachers about IEP goals and supports 5. Interviews or surveys of students about IEP goals and supports 6. Interviews or surveys of parents/guardians about IEP goals and supports 7. Academic outcomes of students with an IEP to monitor alignment with IEP goals and supports 8. Disciplinary records of students to ensure IEP includes relevant supports 9. None of the above 91. Other {(Please specify):/(Please specify on next screen.)}	Instructional practices and resources
	Other specify text for Instructional practices and resources
Question "In which of the following areas are teachers at your school provided support to help them ensure students with disabilities have access to the general education curriculum?" InstResp: Support might include, for example, training, ongoing individualized support (such as coaching), group support (such as departmental meetings), or release time to attend professional development InstResp: Select all that apply 1. To adapt curriculum with appropriate complexity and breadth, including incorporation of Universal Design Learning principles 2. To provide accommodations 3. To manage student behavior 4. None of the above	Instructional practices and resources

Question "Does your school use any of the following methods to support the participation of students with disabilities in the same nonacademic extracurricular activities as students without disabilities?" InstResp: Select all that apply 1. Provide individualized accommodations to students with disabilities 2. Provide professional development to personnel supervising nonacademic activities 3. Offer a specific disability awareness program 4. Provide assistive technology to help students participate in activities 5. Assign students without disabilities to be “buddies" to students with disabilities 6. Prompt and reinforce students without disabilities to initiate and maintain interactions with students with disabilities 7. Structure activities that require interaction between students with and without disabilities 8. Provide or assist students in getting the necessary transportation to these activities 9. None of the above 91. Other {(Please specify):/(Please specify on next screen.)}	Instructional practices and resources
	Other specify text for Instructional practices

Question "Which of the following strategies, programs, or curricula does your school use to support the positive behavioral development, social-emotional skills, or mental health concerns of students with disabilities?" InstResp: Select all that apply 1. Early childhood mental health specialists to work with children needing individualized support 2. Early warning indicator systems 3. Trauma-informed curriculum 4. Multi-tiered Systems of Support (MTSS) 5. Schoolwide Positive Behavioral Intervention and Supports 6. Applied Behavior Analysis (ABA), including Pivotal Response Training (PRT) and discrete trials 7. Functional Behavior Assessment (FBA) and Behavioral Intervention Plans (BIPS) 8. Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training modules 9. Pyramid Model for Supporting Social Emotional Competence 10. Calm Classroom 11. First Step to Success 12. Incredible Years 13. Lions Quest 14. Mandt System 15. Positive Action 16. Promoting Alternative Thinking Strategies (PATHS) 17. Second Step 18. Tools of the Mind 19. Nonviolent Crisis Intervention Training 91. Other {(Please specify):/(Please specify on next screen.)}	Instructional practices and resources
	Other specify text for Instructional practices
Question "What types of outcome data does your school examine for students with disabilities?" InstResp: Select all that apply 1. Assessment scores 2. Attendance 3. Course progress or completion 4. Disciplinary actions 5. Grades 6. Functional performance/adaptive behavior 7. Social-emotional skills development/behavior 91. Other {(Please specify):/(Please specify on next screen.)}	Instructional practices and resources
	Other specify text for Instructional practices

Question “The next set of questions pertains to the availability and use of instructional resources and technology. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to {teach/serve} students with IEPs?”_x000D_ ----_x000D_ 1. I get all the resources I need._x000D_ 2. I get most of the resources I need._x000D_ 3. I get some of the resources I need._x000D_ 4. I don't get any of the resources I need._x000D_	Instructional and technology resources
Question “In general, how adequate is each of the following for your students with IEPs?_x000D_ _x000D_ Digital tablets (such as an iPad)”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_	Instructional and technology resources
Question “Visual display technology (for example, SMART Board®)” ---- 1. I don’t use these with my students. 2. Never adequate 3. Often not adequate 4. Sometimes not adequate 5. Always adequate	Instructional and technology resources
Question “Computers with internet access (laptop or desktop)”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_	Instructional and technology resources

Question “Licensed computer software packages”_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_	Instructional and technology resources
Question "Paid digital subscriptions (for example, subscriptions to online apps, platforms, and/or programs)"_x000D_ ----_x000D_ 1. I don’t use these with my students._x000D_ 2. Never adequate_x000D_ 3. Often not adequate_x000D_ 4. Sometimes not adequate_x000D_ 5. Always adequate_x000D_	Instructional and technology resources

Question “How frequently do you or your students use computers (desktops, laptops, or other computer-type devices such as Chromebooks) in the following instructional activities? Daily assignments” ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Not applicable to my role	Instructional and technology resources
Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional resources

Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “How frequently do you or your students use an interactive whiteboard (for example, SMART Board®, Activboard) in the following instructional activities? Daily assignments” ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Not applicable to my role	Instructional and technology resources

Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources

Question “How frequently do your students use digital tablets (such as an iPad) in the following instructional activities?_x000D_ _x000D_ Daily assignments”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources

Question “Internet research”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Special projects”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Presentations”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Homework”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources
Question “Accessing digital resources available through the district (intranet)”_x000D_ ----_x000D_ 1. Never_x000D_ 2. Rarely_x000D_ 3. Sometimes_x000D_ 4. Often_x000D_ 5. Not applicable to my role_x000D_	Instructional and technology resources

Question “The next few questions ask about your background, education experience, and credentials. The first questions are about your characteristics._x000D_ _x000D_ What is your gender?”_x000D_ ----_x000D_ 1. Male_x000D_ 2. Female_x000D_ 3. Another gender_x000D_	Teacher or service provider's gender
Question “In what year were you born?” _x000D_ _x000D_ Watermark “Enter year”	Teacher or service providers' age
Question “What is your race and/or ethnicity?” InstResp “Select all that apply.” ---- 1 American Indian or Alaska Native 2 Asian 3 Black or African American 4 Hispanic or Latino 5 Middle Eastern or North African 6 Native Hawaiian or Pacific Islander 7 White	Teachers' demographics

Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are American Indian or Alaska Native. Please provide details below. Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.”	Teachers' demographics
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are Asian. Provide details below. Select all that apply.” 1 Chinese 2 Asian Indian 3 Filipino 4Vietnamese 5 Korean 6 Japanese	Teachers' demographics
Question "Enter, for example, Pakistani, Hmong, Afghan, etc."	Teachers' demographics
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are Black or African American. Provide details below. Select all that apply.” 1 African American 2 Jamaican 3 Haitian 4 Nigerian 5 Ethiopian 6 Somali	Teachers' demographics
Question "Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc."	Teachers' demographics

Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are Hispanic or Latino. Provide details below. Select all that apply.” 1 Mexican 2 Puerto Rican 3 Salvadoran 4 Cuban 5 Dominican 6 Guatemalan	Teachers' demographics
Question "Enter, for example, Colombian, Honduran, Spaniard, etc."	Teachers' demographics
Question “{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are Middle Eastern or North African. Provide details below. Select all that apply.” 1 Lebanese 2 Iranian 3 Egyptian 4 Syrian 5 Iraqi 6 Israeli	Teachers' demographics
Question "Enter, for example, Moroccan, Yemeni, Kurdish, etc."	Teachers' demographics
“{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are Native Hawaiian or Pacific Islander. Provide details below. Select all that apply.” 1 Native Hawaiian 2 Samoan 3 Chamorro 4Tongan 5 Fijian 6 Marshallese	Teachers' demographics
Question "Enter, for example, Chuukese, Palauan, Tahitian, etc."	Teachers' demographics

“{Next, we will collect detailed information for each race or ethnicity selected.} You said that you are White. Provide details below. Select all that apply.” 1 English 2 German 3 Irish 4 Italian 5 Polish 6 Scottish	Teachers' demographics
Question "Enter, for example, French, Swedish, Norwegian, etc."	Teachers' demographics
Question “What is the highest level of education you have completed?” ---- 1. Did not complete high school 2. High school diploma or equivalent/GED 3. Some college or technical or vocational school 4. Associate’s degree 5. Bachelor’s degree 6. Master’s degree 7. An advanced professional degree beyond a master’s degree (for example, PhD, MD, Ed.D)	Teacher or service provider's education

Question “What was your undergraduate major field(s) of study?” InstResp “Select all that apply.” ---- 1. Early childhood education 2. Elementary education 3. Special education 4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.) 5. Other major (such as history, English, etc.) 6. None of the above	Teacher or service provider's education
Question “What was the major field(s) of study of your highest level graduate degree?" InstResp “Select all that apply.” ---- 1. Early childhood education 2. Elementary education 3. Special education 4. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.) 5. Other major (such as history, English, etc.) 6. None of the above	Teacher or service provider's education
Question “Have you ever taken a college course in the following areas?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Early childhood education_x000D_ 2. Elementary education_x000D_ 3. Special education_x000D_ 4. English as a Second Language (ESL) or teaching English language learners (ELL)_x000D_ 5. Child development_x000D_ 6. Methods of teaching reading or language arts_x000D_ 7. Methods of teaching mathematics_x000D_ 8. Methods of teaching science_x000D_ 9. Classroom management_x000D_ 10. None of the above_x000D_	Teacher or service provider's education

Question “Did any of your {college/college or graduate school} courses address issues related to the following?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS)_x000D_ 2. Coordinated Early Intervening Services (CEIS)_x000D_ 3. None of the above_x000D_	Teacher or service provider's education
Question “The next few questions ask about your credentials. Which of the following describes the teaching certificate, license, or permit you currently hold in {state}?”_x000D_ ----_x000D_ 1. Regular or standard state certificate or advanced professional certificate_x000D_ 2. Certificate, license, or permit issued after satisfying all requirements except the completion of a probationary period_x000D_ 3. Certificate, license, or permit that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained_x000D_ 4. Certificate, license, or permit issued to persons who must complete a certification program in order to continue teaching_x000D_ 5. I do not hold any of the above certificates, licenses, or permits in {state}._x000D_	Teacher or service provider's education
Question “{The next few questions ask about your credentials.} Which of the following credentials, licenses, or certificates do you have for working with children with disabilities?” InstResp “Select all that apply. Do not include academic degrees, such as a Bachelor’s degree, Master’s degree, or PhD.” ---- 1. Disability-specific credential 2. Special education credential (for more than one disability category) 3. Early childhood special education credential 4. General education credential 5. Speech-language pathology license or credential 6. Do not have a credential, license, or certificate 91. Other professional license, credential or endorsement {(Please specify):/(Please specify on next screen.)}	Teacher or service provider's education

	Othe specify for teacher or service provider's education
Question “Which of the following best describes the type of preparation program you participated in while earning your current certificate, license, or permit?”_x000D_ ----_x000D_ 1. Traditional four-year undergraduate program based at an institution of higher education_x000D_ 2. Traditional graduate program at an institution of higher education_x000D_ 3. Alternative program based at an institution of higher education_x000D_ 4. Alternative program not based at an institution of higher education_x000D_ 5. Other preparation program_x000D_	Teacher or service provider's education
Question “Is your current certification the same as your initial certification?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Teacher or service provider's education
Question “Which of the following best describes the type of preparation program you participated in while earning your initial certification?"_x000D_ ----_x000D_ 1. Traditional four-year undergraduate program based at an institution of higher education_x000D_ 2. Traditional graduate program at an institution of higher education_x000D_ 3. Alternative program based at an institution of higher education_x000D_ 4. Alternative program not based at an institution of higher education_x000D_ 5. Other preparation program_x000D_	Teacher or service provider's education

Question “Have you taken the exam for National Board for Professional Teaching Standards certification?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Teacher or service provider's education
Question “What was the result of your National Board for Professional Teaching Standards exam?”_x000D_ ----_x000D_ 1. Awaiting test results_x000D_ 2. Passed_x000D_ 3. Have not yet passed_x000D_	Teacher or service provider's education
Question “The next few questions pertain to your years of experience. _x000D_ _x000D_ Counting this school year, how many years have you worked in your current school, including part time?” _x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.””_x000D_ _x000D_ Watermark “Enter years”	Teacher or service provider's years of experience
Question “Counting this school year, how many total years have you been working with children receiving special education or related services in any school, including years in which you worked part time?”_x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter "1.””_x000D_ _x000D_ Watermark “Enter years”	Teacher or service provider's years of experience
Question “Counting this school year, how many total years have you been working with children in any school, including years in which you worked part time? This would include other assignments such as teaching in a regular classroom or otherwise providing services to children.”_x000D_ _x000D_ InstResp “Enter the number of years to the nearest full school year. If this is your first year, enter “1.””_x000D_ _x000D_ Watermark “Enter years”	Teacher or service provider's years of experience

Question "How long do you plan to continue to teach or work with children receiving special education or related services?"_x000D_ ----_x000D_ 1. As long as I am able_x000D_ 2. Until I am eligible for retirement benefits from this job_x000D_ 3. Until I am eligible for retirement benefits from a previous job_x000D_ 4. Until I am eligible for Social Security benefits_x000D_ 5. Until a specific life event occurs (for example, parenthood, marriage)_x000D_ 6. Until a more desirable job opportunity comes along_x000D_ 7. Definitely plan to leave as soon as I can_x000D_ 8. Undecided at this time_x000D_	Job satisfaction and self-efficiacy
Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you.”	Thank you to respondent

S1 National Research Question	Added	Dropped	Changed
NA			
SE-RQ1			

SE-RQ1			
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SE-RQ1			Yes

SE-RQ1 and SE-RQ5			Yes
		Yes	
SE-RQ1			Yes
SE-RQ1 and RQ6			

		Yes	
SE-RQ7			
		Yes	
		Yes	

		Yes	
		Yes	
		Yes	
		Yes	

		Yes	
		Yes	
		Yes	
		Yes	

		Yes	
		Yes	
SE-RQ7and SE-RQ8			Yes
SE-RQ7 and SE-RQ8			Yes

SE-RQ7and SE-RQ8			Yes
		Yes	
SE-RQ6			
SE-RQ6			Yes

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SE-RQ6	Yes		
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SE-RQ6			Yes
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SE-RQ6			
SE-RQ1 and SE-RQ7	Yes		

SE-RQ1 and SE-RQ7	Yes		
SE-RQ1 and SE-RQ7			
SE-RQ1, RQ5, and SE-RQ7	Yes		

SE-RQ1, RQ5, and SE-RQ7	Yes		
SE-RQ1, RQ5, and SE-RQ7			

SE-RQ1 and SE-RQ7	Yes		
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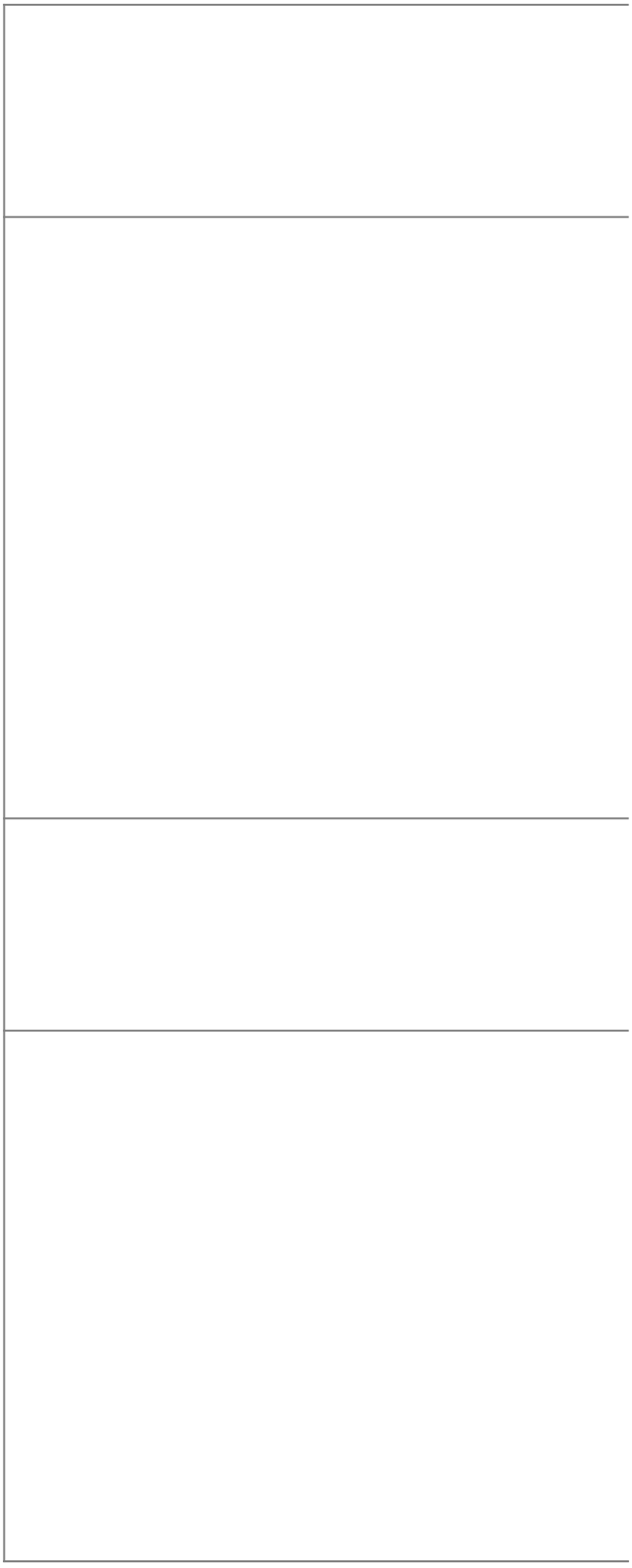
Rationale for additions, drops, or changes



Revised the item wording to more clearly link to the related items.

New item to provide an additional data validation check related to student race and/or ethnicity.

New item to provide an additional data validation check related to student gender.
Revised response options to capture more precise data. Item aligned with National Kindergarten survey.

Added relevant examples into response options for added clarity and replaced Other Specify option with None of the Above option. Item aligned with National Kindergarten survey.
Dropped item due to redundancy for the respondent. Decision to drop aligned to National Kindergarten survey.
Revised response options to capture more precise data. Item aligned with National Kindergarten survey.

Dropped item due to redundancy for the respondent. Decision to drop aligned to National Kindergarten survey.
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Revised item wording for clarity.
Revised item wording for clarity.

Revised item wording for clarity.
Dropped item due to lack of relevance for NCES. Decision to drop aligned to National Kindergarten survey.
Revised response options to capture more precise data. Item aligned with National Kindergarten survey.

Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.

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Added transition text for clarity. Item aligned with National Kindergarten survey.
Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
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Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Removed unnecessary transition text. Item aligned to National Kindergarten survey.

New item added to capture content of high interest to NCES.

New item added to capture content of high interest to NCES.

New item added to capture content of high interest to NCES.

New item added to capture content of high interest to NCES.

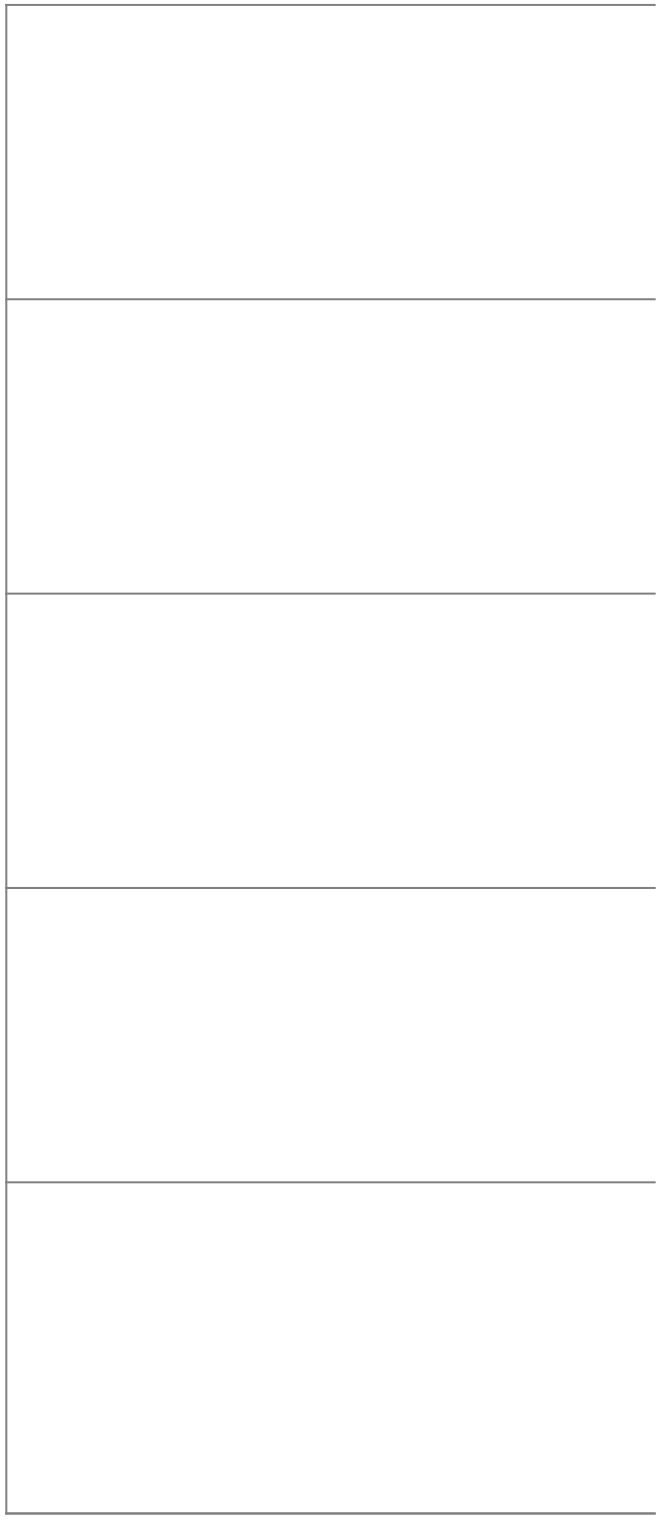
New item added to capture content of high interest to NCES.

New item added to capture content of high interest to NCES.

Added trademark symbol to item.

Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.	

Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Revised item examples for clarity. Item aligned to National Kindergarten survey.



Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
Dropped item to consolidate content and reduce respondent burden. Decision to drop aligned to National Kindergarten survey.
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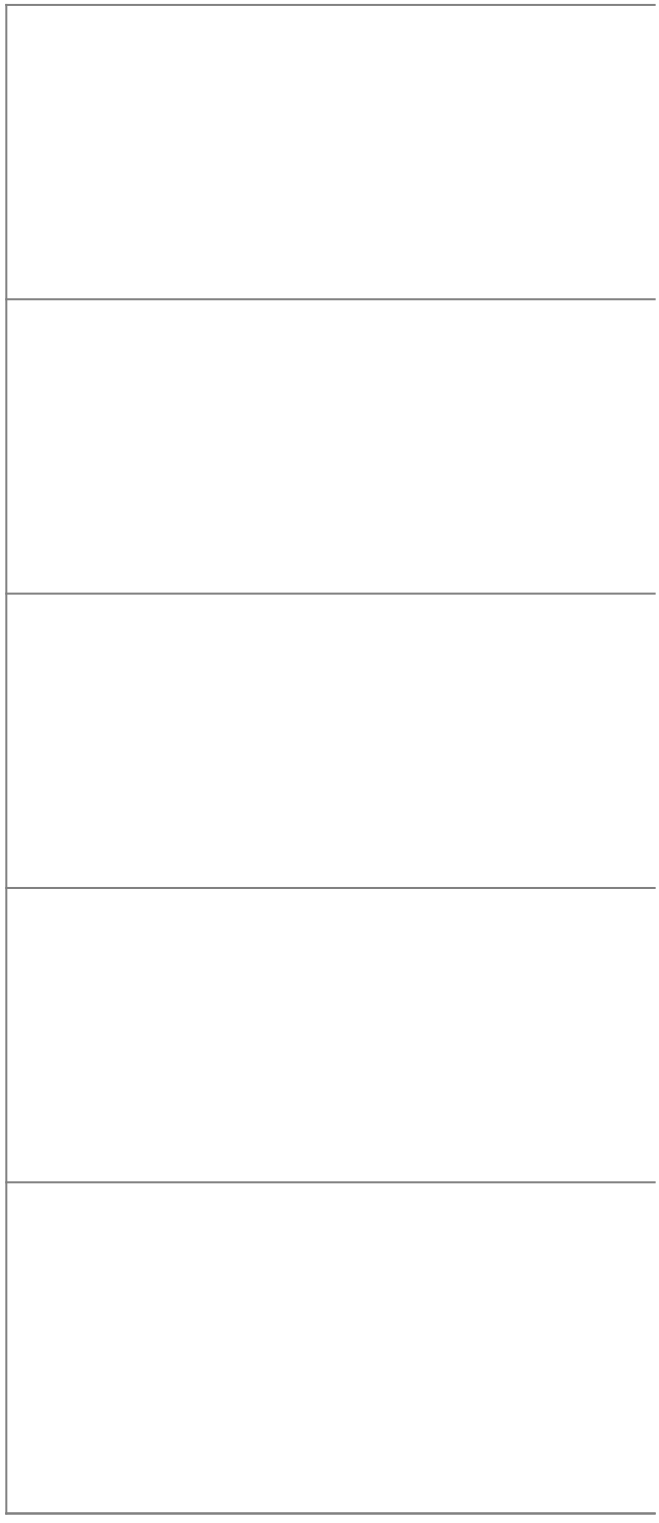

Item deleted to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
Item revised to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.

Item added to align with OMB’s Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity.
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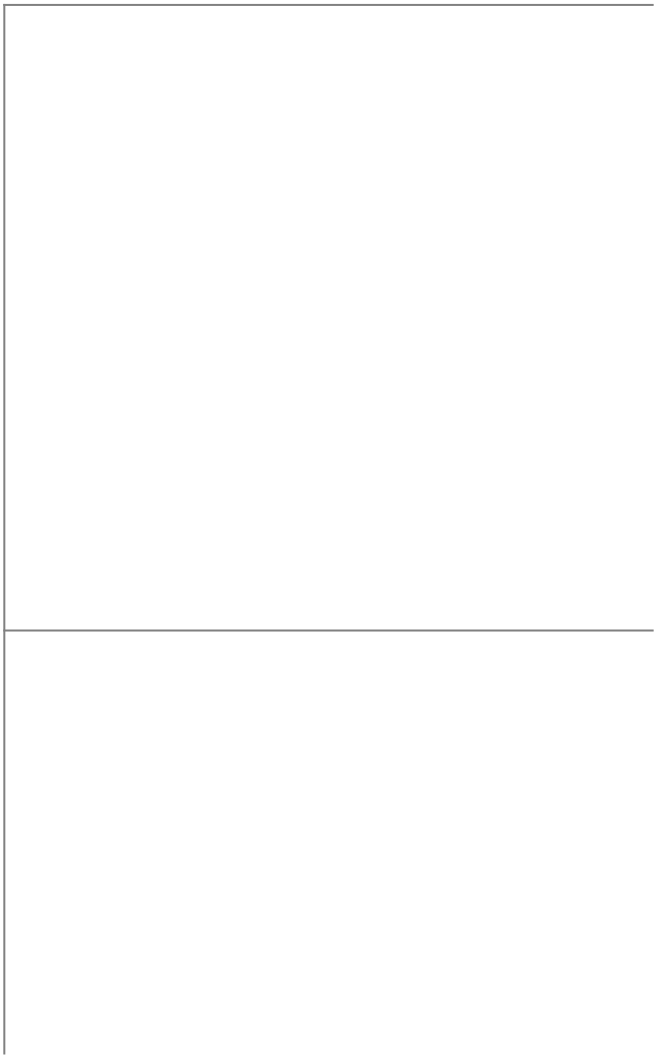
Dropped item to reduce respondent burden. Decision to drop aligned with National Kindergarten survey.
Dropped item to reduce respondent burden. Decision to drop aligned with National Kindergarten survey.
Dropped item to reduce respondent burden. Decision to drop aligned with National Kindergarten survey.

Revised response option for clarity. Item aligned with National Kindergarten survey.
Revised response option for clarity. Item aligned with National Kindergarten survey.

Revised response options to provide more detail and clarity. Item aligned with National Kindergarten survey.

Added gate question to streamline response path for respondent. Item aligned with National Kindergarten survey.	
Streamlined question stem to align with added gate question. Item aligned with National Kindergarten survey.	

Removed unnecessary conditional transition text.



Section	S1 FT Item #	S1 FT Item Wording - redacted
SPB	0	Question “Thank you for launching the ECLS survey about {CHILD}! _x000D_ _x000D_ Here are some tips to keep in mind when completing the survey: _x000D_ • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ • Use the “Next” and “Back” buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. _x000D_ • If you need to stop the survey before finishing and return at a later time, please select “Save and Exit.” When you return to the survey, you will be taken where you left off._x000D_ • To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i” icon._x000D_ • You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the “Next” button below to start the survey.”
SPB	1b	Question “Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?”_x000D_ _x000D_ InstResp “Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_
SPB	2	Question “Is {CHILD} currently receiving special education services through an IEP due to a disability, or has {CHILD} received such services during this school year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	3a	Question “In what capacity or capacities do you currently teach or provide services to {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Provide instruction directly to {CHILD}_x000D_ 2. Provide related services directly to {CHILD}_x000D_ 3. Provide consultation services directly to {CHILD}_x000D_ 4. Provide indirect consultation services (for example, consultation to {CHILD}’s teacher)_x000D_ 5. Provide case management_x000D_ 6. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_
SPB	3aos	
SPB	3b	Question “In what capacity or capacities have you taught or provided services to {CHILD} using virtual or distance learning in the current school year?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Provide virtual instruction directly to {CHILD}_x000D_ 2. Provide virtual related services directly to {CHILD}_x000D_ 3. Provide virtual consultation services directly to {CHILD}_x000D_ 4. Provide virtual indirect consultation services (for example, consultation to {CHILD}’s teacher, preparation of accessible materials)_x000D_ 5. Provide virtual case management_x000D_ 6. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_
SPB	3bos	

SPB	4	Question “When was {CHILD} first determined eligible for special education or related services?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Before kindergarten_x000D_ 2. During transitional kindergarten_x000D_ 3. During kindergarten_x000D_ 4. During transitional first grade_x000D_ 5. During first grade_x000D_ 6. During second grade_x000D_ DON'T KNOW
SPB	5	Question “Is this the first school year that {CHILD} has been receiving special education services?” SaVisible “True” ---- 1. Yes 2. No DON'T KNOW
SPB	6	Question “When did {CHILD} first start receiving special education or related services?” _x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. Before kindergarten_x000D_ 2. During transitional kindergarten_x000D_ 3. During kindergarten_x000D_ 4. During transitional first grade_x000D_ 5. During first grade_x000D_ 6. During second grade_x000D_ DON'T KNOW
SPB		
SPB	7	Question “To what extent were you involved in planning the transition from last year’s special education program to this year’s special education program for {CHILD}?”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_

SPB	8	Question “To what extent did you communicate with the person(s) who provided special education for {CHILD} last year?”_x000D_ ----_x000D_ 1. Not at all_x000D_ 2. Somewhat_x000D_ 3. Extensively_x000D_ 4. I provided special education to {CHILD} last year._x000D_
SPB	9	Question “Have you reviewed {CHILD}’s records related to special education services provided before this school year?”_x000D_ ----_x000D_ 1. Yes._x000D_ 2. No, I don't have access to the records._x000D_ 3. No, I have access to the records but have not reviewed them._x000D_ 4. No, I provided special education to {CHILD} last year._x000D_
SPB	10	Question “What is {CHILD}’s primary disability as identified on {CHILD}'s IEP?”_x000D_ _x000D_ InstResp “Please select the category below into which the child’s primary disability fits best. Select only one.”_x000D_ ----_x000D_ 1. Speech or language impairments_x000D_ 2. Specific learning disabilities_x000D_ 3. Emotional disturbance_x000D_ 4. Intellectual disability_x000D_ 5. Developmental delay_x000D_ 6. Visual impairments (including blindness)_x000D_ 7. Hearing impairments (including deafness)_x000D_ 8. Orthopedic impairments_x000D_ 9. Other health impairments_x000D_ 10. Autism_x000D_ 11. Traumatic brain injury_x000D_ 12. Deafblindness_x000D_ 13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)_x000D_ 14. No classification is given_x000D_

SPB	11	Question “What are {CHILD}’s other disabilities, if any, as identified on {CHILD}'s IEP?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. No other disabilities_x000D_ 2. {Speech or language impairments}_x000D_ 3. {Specific learning disabilities}_x000D_ 4. {Emotional disturbance}_x000D_ 5. {Intellectual disability}_x000D_ 6. {Developmental delay}_x000D_ 7. {Visual impairments (including blindness)}_x000D_ 8. {Hearing impairments (including deafness)}_x000D_ 9. {Orthopedic impairments}_x000D_ 10. {Other health impairments}_x000D_ 11. {Autism}_x000D_ 12. {Traumatic brain injury}_x000D_ 13. {Deaf-blindness}_x000D_ 14. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}_x000D_ 15. No classification is given_x000D_
SPB	12	Question “During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	13	Question “During this school year, which of the following describe(s) the IEP goals for {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Reading_x000D_ 2. Mathematics_x000D_ 3. Language Arts_x000D_ 4. Science_x000D_ 5. Auditory processing_x000D_ 6. Listening comprehension_x000D_ 7. Oral expression_x000D_ 8. Voice/speech articulation_x000D_ 9. Language pragmatics_x000D_ 10. Social skills_x000D_ 11. General appropriateness of behavior_x000D_ 12. Adaptive behavior or self-help skills_x000D_ 13. Fine motor skills_x000D_ 14. Gross motor skills_x000D_ 15. Orientation and mobility_x000D_ 16. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_
SPB	13os	
SPB	14	Question “During this school year, which of the following related services have been provided through the school to {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Audiology_x000D_ 2. Counseling services_x000D_ 3. Occupational therapy_x000D_ 4. Physical therapy_x000D_ 5. Psychological services_x000D_ 6. Health services_x000D_ 7. Social work services_x000D_ 8. Special transportation_x000D_ 9. Speech or language therapy_x000D_ 10. Orientation services_x000D_ 11. Mobility services_x000D_ 12. Rehabilitation services_x000D_ 13. No related services were provided._x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_

SPB	14os	
SPB	15	Question “During this school year, has {CHILD} received any of the following?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Adaptive physical education_x000D_ 2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)_x000D_ 3. Interpreter for the deaf or hard of hearing (oral or sign)_x000D_ 4. Teacher used Braille to provide instruction_x000D_ 5. Child was taught how to use Braille_x000D_ 6. Teacher used American Sign Language to provide instruction_x000D_ 7. Child was taught how to use American Sign Language_x000D_ 8. Teacher used Manual English to provide instruction_x000D_ 9. Child was taught how to use Manual English_x000D_ 10. Teacher used Cued Speech to provide instruction_x000D_ 11. Child was taught how to use Cued Speech_x000D_ 12. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child_x000D_ 13. Tutoring/remediation from special education teacher_x000D_ 14. Training, counseling, and other supports/services provided to child's family_x000D_ 15. None of the above_x000D_
SPB	16	Question “During this school year, has {CHILD}’s primary placement been a general education classroom?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	17	Question “During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit “Hours:”_x000D_ _x000D_ Watermark “Hours per week”
SPB	18	Question “Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit “Hours:”_x000D_ _x000D_ Watermark “Hours per week”
SPB	19	Question “During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Oneonone instruction_x000D_ 2. Smallgroup instruction_x000D_ 3. Largegroup instruction_x000D_ 4. Co-teaching_x000D_ 5. Cooperative learning_x000D_ 6. Peer tutoring_x000D_ 7. Computerbased instruction_x000D_ 8. Direct instruction_x000D_ 9. Cognitive strategies_x000D_ 10. Selfmanagement_x000D_ 11. Behavior management_x000D_ 12. Instruction received through a sign interpreter_x000D_ 13. None of the above_x000D_

SPB	20a	Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. General education curriculum materials were used without modification._x000D_ 2. General education curriculum materials were used with some modifications._x000D_ 3. General education curriculum materials were used with substantial modifications._x000D_ 4. Speciallydesigned commercial materials were used._x000D_ 5. Teacherdesigned materials were used._x000D_ 6. Child not in this setting._x000D_ DON'T KNOW
SPB	20b	Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?” SaVisible “True” ---- 1. General education curriculum materials were used without modification. 2. General education curriculum materials were used with some modifications. 3. General education curriculum materials were used with substantial modifications. 4. Speciallydesigned commercial materials were used. 5. Teacherdesigned materials were used. 6. Child not in this setting. DON'T KNOW
SPB	21a	Question “Did {CHILD} use any assistive technologies this year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	21b	Question “During this school year, which of the following assistive technologies and devices has {CHILD} used?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Vans, vehicles_x000D_ 2. Wheelchair_x000D_ 3. Walker_x000D_ 4. White cane_x000D_ 5. Electronic with voice output (for example, Touch Talker)_x000D_ 6. Electronic without voice output (for example, device with visual display or printed speech output)_x000D_ 7. Non-electronic (for example, manual printing board)_x000D_ 8. Hearing aids_x000D_ 9. FM loops_x000D_ 10. TTYs/TDDs_x000D_ 11. Cochlear implants_x000D_ 12. Realtime captioning_x000D_ 13. Braille texts_x000D_ 14. Electronic Braille devices_x000D_ 15. Digital texts_x000D_ 16. Magnifying devices_x000D_ 17. Closecaptioned television (CCTV)_x000D_ 18. Tape recorder_x000D_ 19. Calculator_x000D_ 20. Electronic spelling devices_x000D_ 21. Used solely by individual child_x000D_ 22. Shared with other children_x000D_ 23. Reading_x000D_ 24. Writing_x000D_ 25. Mathematics_x000D_ 26. No assistive technologies or devices were
SPB	21bos	
SPB	22	Question “During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her} for use full time?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_

SPB	23	Question “During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?”_x000D_ ----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_ 7. Not applicable because I am {CHILD}’s general education teacher_x000D_ 8. Not applicable to my work with {CHILD}_x000D_
SPB	24	Question “On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?”_x000D_ ----_x000D_ 1. 1 to 15 minutes_x000D_ 2. 16 to 30 minutes_x000D_ 3. 31 to 45 minutes_x000D_ 4. 46 to 60 minutes_x000D_ 5. More than 60 minutes_x000D_
SPB	25	Question “During this school year, approximately how often have you communicated with {CHILD}’s parents about {CHILD}’s program or progress (by phone, in person, or in writing, including email)?”_x000D_ ----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_
SPB	26a	Item wording is redacted due to copyright
SPB	26b	Item wording is redacted due to copyright
SPB	26c	Item wording is redacted due to copyright
SPB	26d	Item wording is redacted due to copyright
SPB	26e	Item wording is redacted due to copyright

SPB	26f	Item wording is redacted due to copyright
SPB	26g	Item wording is redacted due to copyright
SPB	26h	Item wording is redacted due to copyright
SPB	26i	Item wording is redacted due to copyright
SPB	26j	Item wording is redacted due to copyright
SPB	26k	Item wording is redacted due to copyright
SPB	26l	Item wording is redacted due to copyright
SPB	26m	Item wording is redacted due to copyright
SPB	26n	Item wording is redacted due to copyright
SPB	26o	Item wording is redacted due to copyright
SPB	27	Question “Now we would like to ask about {CHILD}’s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Psychological_x000D_ 2. Speech/language_x000D_ 3. Vision_x000D_ 4. Hearing_x000D_ 5. Learning style_x000D_ 6. Motor skills_x000D_ 7. Academics_x000D_ 8. No evaluations for developing IEP goals were conducted this year_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_
SPB	27os	

SPB	28	Question “To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her} grade level this school year?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. {CHILD} is expected to attain grade level achievement for all of the academic content standards._x000D_ 2. {CHILD} is expected to attain grade level achievement for some of the academic content standards._x000D_ 3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards._x000D_ 4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards._x000D_ 5. There are no academic content standards at this grade level._x000D_ DON'T KNOW
SPB	29	Question “What percentage of {CHILD}’s current IEP goals have been met or nearly met at this point in the school year?”_x000D_ ----_x000D_ 1. 76 to 100 percent_x000D_ 2. 51 to 75 percent_x000D_ 3. 26 to 50 percent_x000D_ 4. 1 to 25 percent_x000D_ 5. 0 percent_x000D_
SPB	30	Question “Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?”_x000D_ ----_x000D_ 1. Definitely will continue in special education_x000D_ 2. Very likely to continue in special education_x000D_ 3. Likely to continue in special education_x000D_ 4. Unlikely to continue in special education_x000D_ 5. Very unlikely to continue in special education_x000D_ 6. Definitely will not continue in special education (will be dismissed from services)_x000D_

SPB	31	Question “During this school year, to what extent has {CHILD} participated in any gradelevel assessment administered as part of the school's testing program?”_x000D_ _x000D_ SaVisible “True”_x000D_ ----_x000D_ 1. {Child} did not participate in the school's testing or assessment program._x000D_ 2. {Child} participated in alternate assessments and no regular assessments._x000D_ 3. {Child} participated in some alternate assessments and some regular assessments._x000D_ 4. {Child} participated fully in the school's regular testing or assessment program._x000D_ 5. There is no testing or assessment program at this grade level._x000D_ DON'T KNOW
SPB	32	Question “How far in school do you expect {CHILD} to go?”_x000D_ ----_x000D_ 1. Receive less than a high school diploma_x000D_ 2. Graduate from high school_x000D_ 3. Attend a vocational or technical school after high school_x000D_ 4. Attend two or more years of college_x000D_ 5. Finish a four- or five-year college degree_x000D_ 6. Earn a master's degree or equivalent_x000D_ 7. Finish a Ph.D., MD, or other advanced degree_x000D_
SPB	33	Question “Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed._x000D_ _x000D_ Please click “Finish” to complete your survey for {CHILD} and then check to see if there are any more children assigned to you.”

SPB	51	Question “Thank you for answering questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select “Finish” to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed. NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission. Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. School Psychology Review, 33(3): 444-458. Used with permission."

S1 FT Construct	S1 FT Research Questic	S1 National Item #
Introduction	NA	INB000
Receiving special education	SE-RQ2	SIB010
Receiving special education	SE-RQ2	SIB020

Type and amount of special education services	SE-RQ7	SIB030
Other specify text on type and amount of special education services	SE-RQ7	SIB030OS
Type and amount of special education services	SE-RQ7	SIB040
Other specify text on type and amount of special education services	SE-RQ7	SIB040 OS

When services began	SE-RQ3	SIB050
When services began	SE-RQ3	SIB060
When services began	SE-RQ3	
Transition	SE-RQ4	SIB070
Transition	SE-RQ4	SIB080

Transition	SE-RQ4	SIB090
Record review	SE-RQ4	SIB100
Child's disabilities	SE-RQ2	SIB110

Child's disabilities	SE-RQ2	SIB120
Child's disabilities	SE-RQ2	SIB130

IEP goals	SE-RQ2	SIB140
Other specify text for IEP goals	SE-RQ2	SIB140 OS
Special education and related services	SE-RQ2	SIB150

Special education and related services	SE-RQ2	SIB150 OS
Type and amount of special education services	SE-RQ2	SIB160
Class placement	SE-RQ5	SIB170

Type and amount of special education services	SE-RQ2	SIB180
Placement	SE-RQ5	SIB190
Teaching methods/materials	SE-RQ2	SIB200

Teaching methods/materials	SE-RQ2 and SE-RQ5	SIB210
Teaching methods/materials and inclusion	SE-RQ2 and SE-RQ5	SIB220
Teaching methods/materials	SE-RQ2	SIB230

Teaching methods/materials	SE-RQ2	SIB240
Other specify text for teaching methods and materials	SE-RQ2	SIB240OS
Teaching methods/materials	SE-RQ2	SIB250

Teacher communication	SE-RQ2	SIB260
Teacher communication	SE-RQ2	SIB270
Parent communication	SE-RQ8	SIB280
Teacher-student closeness/conflict	SE-RQ9	CCB010a
Teacher-student closeness/conflict	SE-RQ9	CCB010b
Teacher-student closeness/conflict	SE-RQ9	CCB010c
Teacher-student closeness/conflict	SE-RQ9	CCB010d
Teacher-student closeness/conflict	SE-RQ9	CCB010e

Teacher-student closeness/conflict	SE-RQ9	CCB010f
Teacher-student closeness/conflict	SE-RQ9	CCB010g
Teacher-student closeness/conflict	SE-RQ9	CCB010h
Teacher-student closeness/conflict	SE-RQ9	CCB010i
Teacher-student closeness/conflict	SE-RQ9	CCB010j
Teacher-student closeness/conflict	SE-RQ9	CCB010k
Teacher-student closeness/conflict	SE-RQ9	CCB010l
Teacher-student closeness/conflict	SE-RQ9	CCB010m
Teacher-student closeness/conflict	SE-RQ9	CCB010n
Teacher-student closeness/conflict	SE-RQ9	CCB010o
Evaluation for setting goals	SE-RQ1	EGB010
Other specify text for evaluation for setting goals	SE-RQ1	EGB010 OS

Expectation for meeting goals	SE-RQ7	EGB020
Goals met	SE-RQ1	EGB030
Goals met	SE-RQ1	EGB040

Expectation for meeting goals and inclusion	SE-RQ1 and SE-RQ5	EGB050
Expected attainment	SE-RQ1	EGB060
Thank you to respondent	NA	TYB900a

Thank you to respondent	NA	TYB900b

S1 National Item Wording - redacted	S1 National Construct
Question “Thank you for launching the ECLS survey about {CHILD}! _x000D_ _x000D_ Here are some tips to keep in mind when completing the survey: _x000D_ • Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible._x000D_ • Use the “Next” and “Back” buttons at the bottom of the screen to move through the survey. Do not use your browser arrows. _x000D_ • If you need to stop the survey before finishing and return at a later time, please select “Save and Exit.” When you return to the survey, you will be taken where you left off._x000D_ • To protect your privacy, you will be logged off if you are idle for 10 minutes. _x000D_ • Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i” icon._x000D_ • You may skip any questions that you do not want to answer._x000D_ _x000D_ Please click on the “Next” button below to start the survey.”	Introduction
Question “Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?”_x000D_ _x000D_ InstResp “Throughout the survey, click the blue “i” icon for more information about an item."_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Receiving special education
Question “Is {CHILD} currently receiving special education services through an IEP due to a disability, or has {CHILD} received such services during this school year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Receiving special education

Question “In what capacity or capacities do you currently teach or provide services to {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Provide instruction directly to {CHILD}_x000D_ 2. Provide related services directly to {CHILD}_x000D_ 3. Provide consultation services directly to {CHILD}_x000D_ 4. Provide indirect consultation services (for example, consultation to {CHILD}’s teacher)_x000D_ 5. Provide case management_x000D_ 6. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Type and amount of special education services
	Other specify text on type and amount of special education services
Question “Which best describes the extent to which you teach or provide services to {CHILD} using virtual methods in the current school year?"_x000D_ ----_x000D_ 1. Provide all services to {CHILD} using virtual methods (for example, fully remote, web-based, online, or distance learning)_x000D_ 2. Provide some combination of virtual and in-person services to {CHILD} (for example, blended or hybrid learning)_x000D_ 3. Do not provide any services to {CHILD} virtually (i.e., all services are provided in person)_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Type and amount of special education services
	Other specify text on type and amount of special education services

Question “When was {CHILD} first determined eligible for special education or related services?” SaVisible “True” ---- 1. Before kindergarten 2. During transitional kindergarten 3. During kindergarten 4. During transitional first grade 5. During first grade DON'T KNOW	When services began
Question “Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) last school year (2023-24)?” SaVisible “True” ---- 1. Yes 2. No DON'T KNOW	When services began
Question “Did you provide education activities or programs to {CHILD} last school year (2023-24)?” ---- 1. Yes 2. No	Transition
Question “To what extent were you involved in planning {CHILD}’s transition from last school year’s special education program to this school year’s program?” ---- 1. Not at all 2. Somewhat 3. Extensively	Transition

Question “To what extent did you communicate with the person(s) who provided special education for {CHILD} last year?” ---- 1. Not at all 2. Somewhat 3. Extensively	Transition
Question “Have you reviewed {CHILD}’s records related to special education services provided before this school year?” ---- 1. Yes. 2. No, I don't have access to the records. 3. No, I have access to the records but have not reviewed them.	Record review
Question “What is {CHILD}’s primary disability as identified on {CHILD}’s IEP?”_x000D_ _x000D_ InstResp “Please select the category below into which the child’s primary disability fits best. Select only one.”_x000D_ ----_x000D_ 1. Autism_x000D_ 2. Deaf-blindness_x000D_ 3. Developmental delay_x000D_ 4. Emotional disturbance_x000D_ 5. Hearing impairments (including deafness)_x000D_ 6. Intellectual disability_x000D_ 7. Orthopedic impairments_x000D_ 8. Other health impairments_x000D_ 9. Specific learning disabilities_x000D_ 10. Speech or language impairments_x000D_ 11. Traumatic brain injury_x000D_ 12. Visual impairments (including blindness)_x000D_ 13. Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)_x000D_ 14. No classification is given._x000D_	Child's disabilities

Question “What are {CHILD}’s other disabilities, if any, as identified on {CHILD}’s IEP?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. {Autism}_x000D_ 2. {Deaf-blindness}_x000D_ 3. {Developmental delay}_x000D_ 4. {Emotional disturbance}_x000D_ 5. {Hearing impairments (including deafness)}_x000D_ 6. {Intellectual disability}_x000D_ 7. {Orthopedic impairments}_x000D_ 8. {Other health impairments}_x000D_ 9. {Specific learning disabilities}_x000D_ 10. {Speech or language impairments}_x000D_ 11. {Traumatic brain injury}_x000D_ 12. {Visual impairments (including blindness)}_x000D_ 13. {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deafblindness or developmental delay)}_x000D_ 14. {No classification is given}_x000D_ 15. No other disabilities._x000D_	Child's disabilities
Question “During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Child's disabilities

Question “During this school year, which of the following describe(s) the IEP goals for {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Reading_x000D_ 2. Mathematics_x000D_ 3. Language Arts_x000D_ 4. Science_x000D_ 5. Auditory processing_x000D_ 6. Listening comprehension_x000D_ 7. Oral expression_x000D_ 8. Voice/speech articulation_x000D_ 9. Language pragmatics_x000D_ 10. Social skills_x000D_ 11. General appropriateness of behavior_x000D_ 12. Adaptive behavior or self-help skills_x000D_ 13. Fine motor skills_x000D_ 14. Gross motor skills_x000D_ 15. Orientation and mobility_x000D_ 16. None of the above_x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	IEP goals
	Other specify text for IEP goals
Question “During this school year, which of the following related services have been provided through the school to {CHILD}?”_x000D_ _x000D_ InstResp “Select all that apply.”_x000D_ ----_x000D_ 1. Audiology_x000D_ 2. Counseling services_x000D_ 3. Occupational therapy_x000D_ 4. Physical therapy_x000D_ 5. Psychological services_x000D_ 6. Health services_x000D_ 7. Social work services_x000D_ 8. Special transportation_x000D_ 9. Speech or language therapy_x000D_ 10. Orientation services_x000D_ 11. Mobility services_x000D_ 12. Rehabilitation services_x000D_ 13. No related services were provided._x000D_ 91. Other {(Please specify):/(Please specify on next screen.)}_x000D_	Special education and related services

	Other specify text for Special education and related services
Question “During this school year, has {CHILD} received any of the following?” InstResp “Select all that apply.” ---- 1. Adaptive physical education 2. Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide) 3. Interpreter for the deaf or hard of hearing (oral or sign) 4. Use of Braille during instruction by teacher or student 5. Use of American Sign Language during instruction by teacher or student 6. Use of Manual English during instruction by teacher or student 7. Use of Cued Speech during instruction by teacher or student 8. Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child 9. Tutoring/remediation from special education teacher 10. Training, counseling, and other supports/services provided to child's family 11. Creative arts therapies (CAT) provided to the child (for example, visual, music, dance, drama therapy) 12. None of the above	Type and amount of special education services
Question “During this school year, has {CHILD}’s primary placement been a general education classroom?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Class placement

Question “During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit “Hours:”_x000D_ _x000D_ Watermark “Hours per week”	Type and amount of special education services
Question “Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?”_x000D_ _x000D_ InstResp “Please round to the nearest hour.”_x000D_ _x000D_ Pre-Unit “Hours:”_x000D_ _x000D_ Watermark “Hours per week”	Class placement
Question “During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?” InstResp “Select all that apply.” ---- 1. One-on-one instruction 2. Small-group instruction 3. Large-group instruction 4. Co-teaching 5. Cooperative learning 6. Peer tutoring 7. Computerbased instruction 8. Direct instruction 9. Cognitive strategies 10. Selfmanagement 11. Behavior management 12. Instruction received through a sign interpreter 13. None of the above	Teaching methods/materials

Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?” SaVisible “True” ---- 1. General education curriculum materials were used without modification. 2. General education curriculum materials were used with some modifications. 3. General education curriculum materials were used with substantial modifications. 4. Speciallydesigned commercial materials were used. 5. Teacherdesigned materials were used. 6. Child not in this setting. DON'T KNOW	Teaching methods/materials
Question “During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?” SaVisible “True” ---- 1. General education curriculum materials were used without modification. 2. General education curriculum materials were used with some modifications. 3. General education curriculum materials were used with substantial modifications. 4. Speciallydesigned commercial materials were used. 5. Teacherdesigned materials were used. 6. Child not in this setting. DON'T KNOW	Teaching methods/materials and inclusion
Question “Did {CHILD} use any assistive technologies this year?”_x000D_ ----_x000D_ 1. Yes_x000D_ 2. No_x000D_	Teaching methods/materials

Question “During this school year, which of the following assistive technologies and devices has {CHILD} used?” InstResp “Select all that apply.” ---- 1. Vans, vehicles 2. Wheelchair 3. Walker 4. White cane 5. Electronic with voice output (for example, Touch Talker) 6. Electronic without voice output (for example, device with visual display or printed speech output) 7. Non-electronic (for example, manual printing board) 8. Hearing aids 9. FM loops 10. TTYs/TDDs 11. Cochlear implants 12. Realtime captioning 13. Braille texts 14. Electronic Braille devices 15. Digital texts 16. Magnifying devices 17. Closecaptioned television (CCTV) 18. Tape recorder 19. Calculator 20. Electronic spelling devices 21. Used solely by individual child 22. Shared with other children 23. Reading 24. Writing 25. Mathematics 26. None of the above 91. Other assistive technologies or devices {(Please	Teaching methods/materials
	Other specify text for teaching methods and materials
Question “During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her/them} for use full time?” ---- 1. Yes 2. No	Teaching methods/materials

Question “During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her/their} program or progress?” ---- 1. Every day or several times a week 2. Once a week or several times a month 3. Once a month 4. A few times over the school year 5. Once during this school year 6. Never during this school year 7. Not applicable because I am {CHILD}’s general education teacher 8. Not applicable to my work with {CHILD}	Teacher communication
Question “On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?”_x000D_ ----_x000D_ 1. 1 to 5 minutes_x000D_ 2. 6 to 15 minutes_x000D_ 3. 16 to 30 minutes_x000D_ 4. 31 to 45 minutes_x000D_ 5. 46 to 60 minutes_x000D_ 6. More than 60 minutes_x000D_	Teacher communication
Question “During this school year, approximately how often have you communicated with {CHILD}’s parents about {CHILD}’s program or progress (by phone, in person, or in writing, including email)?”_x000D_ ----_x000D_ 1. Every day or several times a week_x000D_ 2. Once a week or several times a month_x000D_ 3. Once a month_x000D_ 4. A few times over the school year_x000D_ 5. Once during this school year_x000D_ 6. Never during this school year_x000D_	Parent communication
Item wording is redacted due to copyright	Teacher-student closeness/conflict
Item wording is redacted due to copyright	Teacher-student closeness/conflict
Item wording is redacted due to copyright	Teacher-student closeness/conflict
Item wording is redacted due to copyright	Teacher-student closeness/conflict
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Item wording is redacted due to copyright	Teacher-student closeness/conflict
Item wording is redacted due to copyright	Teacher-student closeness/conflict
Question “Now we would like to ask about {CHILD}’s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?” InstResp “Select all that apply.” ---- 1. Psychological 2. Speech/language 3. Vision 4. Hearing 5. Learning style 6. Motor skills 7. Academics 8. No evaluations for developing IEP goals were conducted this year. 91. Other {(Please specify):/(Please specify on next screen.)}	Evaluation for setting goals
	Other specify text for evaluation for setting goals

Question “To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her/their} grade level this school year?” SaVisible “True” ---- 1. {CHILD} is expected to attain grade level achievement for all of the academic content standards. 2. {CHILD} is expected to attain grade level achievement for some of the academic content standards. 3. {CHILD} is expected to attain grade level achievement for only a few of the academic content standards. 4. {CHILD} is not expected to attain grade level achievement for any of the academic content standards. 5. There are no academic content standards at this grade level. DON'T KNOW	Expectation for meeting goals
Question “What percentage of {CHILD}’s current IEP goals have been met or nearly met at this point in the school year?”_x000D_ ----_x000D_ 1. 76 to 100 percent_x000D_ 2. 51 to 75 percent_x000D_ 3. 26 to 50 percent_x000D_ 4. 1 to 25 percent_x000D_ 5. 0 percent_x000D_	Goals met
Question “Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?”_x000D_ ----_x000D_ 1. Definitely will continue in special education_x000D_ 2. Very likely to continue in special education_x000D_ 3. Likely to continue in special education_x000D_ 4. Unlikely to continue in special education_x000D_ 5. Very unlikely to continue in special education_x000D_ 6. Definitely will not continue in special education (will be dismissed from services)_x000D_	Goals met

Question “During this school year, to what extent has {CHILD} participated in any gradelevel assessment administered as part of the school's testing program?” SaVisible “True” ---- 1. {Child} did not participate in the school's testing or assessment program. 2. {Child} participated in alternate assessments and no regular assessments. 3. {Child} participated in some alternate assessments and some regular assessments. 4. {Child} participated fully in the school's regular testing or assessment program. 5. There is no testing or assessment program at this grade level. DON'T KNOW	Expectation for meeting goals and inclusion
Question “How far in school do you expect {CHILD} to go?” ---- 1. Receive less than a high school diploma 2. Graduate from high school 3. Attend a vocational or technical school after high school 4. Attend two or more years of college 5. Finish a four- or five-year college degree 6. Earn a master's degree or equivalent 7. Finish a PhD., MD, or other advanced degree	Expected attainment
Question “Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed. Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children assigned to you.”	Thank you to respondent

Question “Thank you for answering questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select “Finish” to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed. NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission. Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. School Psychology Review, 33(3): 444-458. Used with permission.”	Thank you to respondent

S1 National Research Question	Added	Dropped	Changed
NA			
SE-RQ2			
SE-RQ2			

SE-RQ1 and SE-RQ7			
SE-RQ1 and SE-RQ7			
SE-RQ7			Yes
SE-RQ7			

SE-RQ3			
SE-RQ3			Yes
		Yes	
SE-RQ4	Yes		
SE-RQ4			

SE-RQ4			
SE-RQ4			Yes
SE-RQ2			Yes

SE-RQ2			Yes
SE-RQ2			

SE-RQ2			
SE-RQ2			
SE-RQ2			

SE-RQ2			
SE-RQ2			Yes
SE-RQ5			

SE-RQ2			
SE-RQ5			
SE-RQ2 and SE-RQ7			

SE-RQ2 and SE-RQ5			
SE-RQ2 and SE-RQ5			
SE-RQ2			

SE-RQ2			Yes
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SE-RQ2			Yes
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SE-RQ9			Yes
SE-RQ1			Yes
SE-RQ1			

SE-RQ7			
SE-RQ1			
SE-RQ1			

SE-RQ1 and SE-RQ5			
SE-RQ1			Yes
NA			

NA			

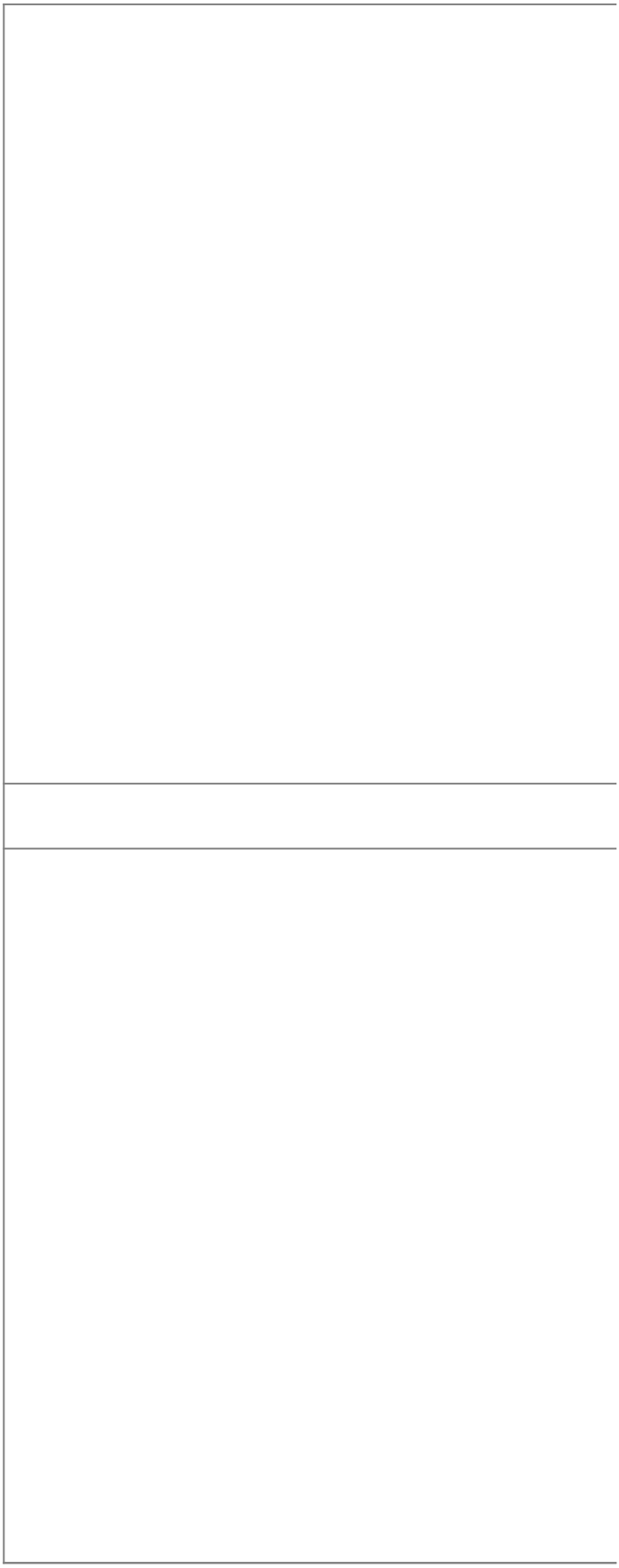
Rationale for additions, drops, or changes

Revised item and response option wording for clarity. Item aligned with National Kindergarten survey.	

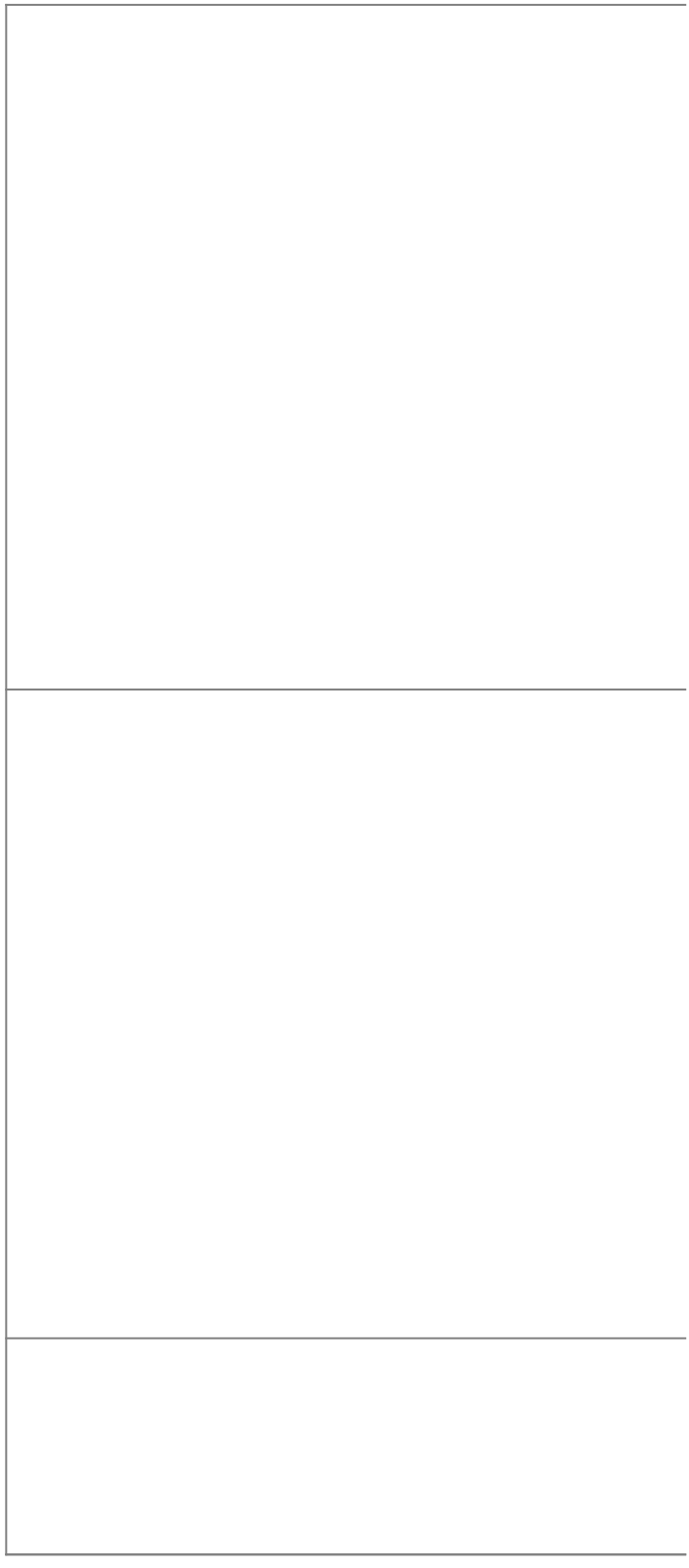
Updated school year reference. Item aligned with National Kindergarten survey.
Dropped item due to redundancy for the respondent. Decision to drop aligned to National Kindergarten survey.
New item added as a gate question to streamline items for respondents. New item aligned with National Kindergarten survey.

Removed unnecessary response option to streamline item for respondent. Item aligned with National Kindergarten survey.
Reordered response options to alphabetical order to ease respondent burden. Item aligned with National Kindergarten survey.

Reordered response options to alphabetical order and updated conditional display of items to ease respondent burden. Item aligned with National Kindergarten survey.



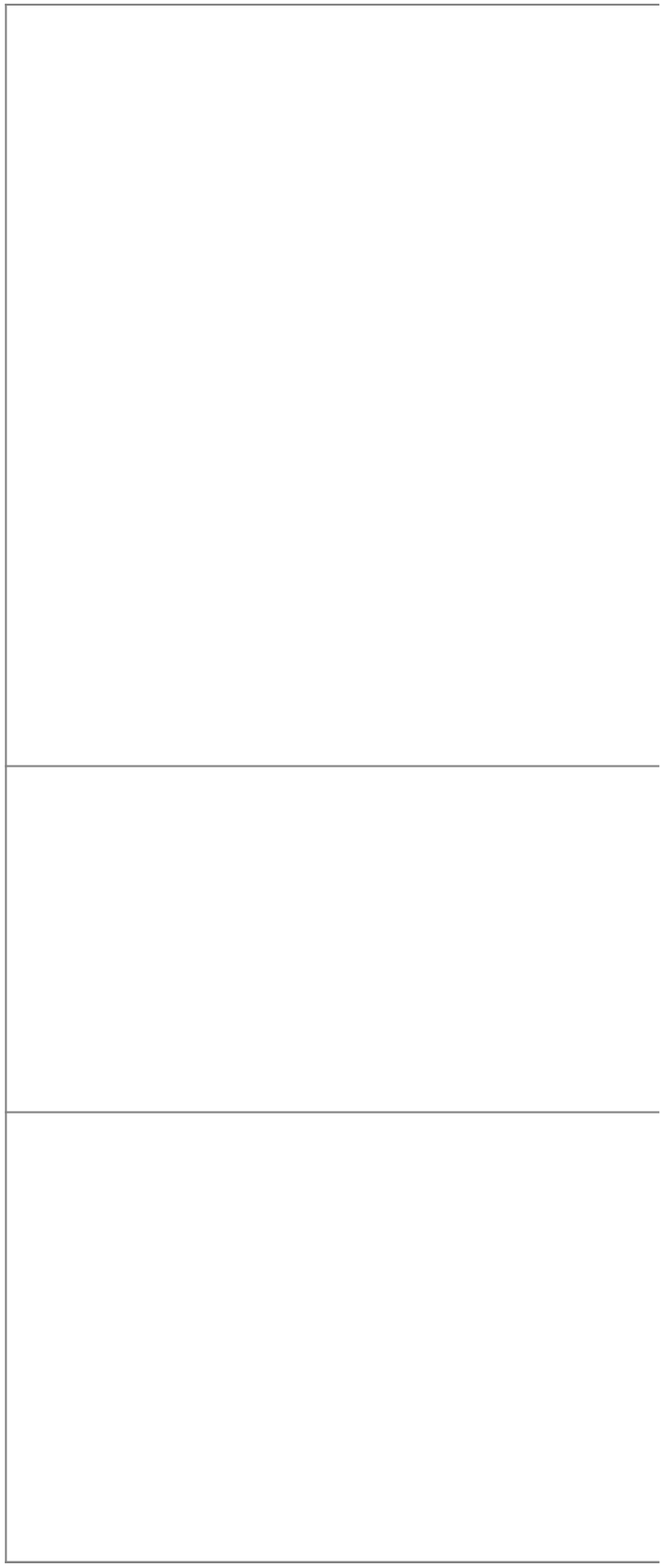
Consolidated response options to ease respondent burden while also adding a response option of high interest to NCES. Item aligned with National Kindergarten survey.	



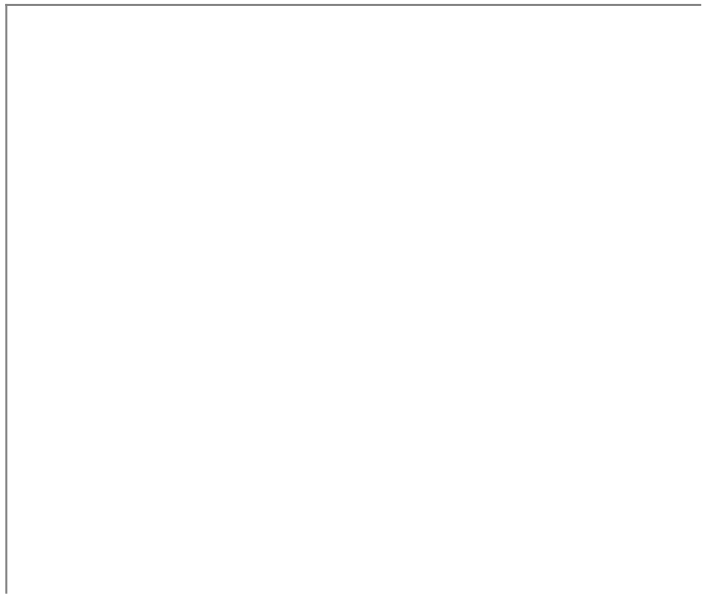
Modified response option from "No assistive technologies or devices were used." to "None of the above" to capture more valid data.
Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.

Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.
Revised response options to capture more precise data. Item aligned with National Kindergarten survey.
Revised phrasing of the introduction sentence for clarity. Item aligned with National Kindergarten survey.
Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.

Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.
Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.
Added gender neutral pronoun prefill for use when child gender is missing. Item aligned with National Kindergarten survey.
Added a period to the end of a response option that is a complete sentence. Item aligned with National Kindergarten survey.



Removed a period in an abbreviation for grammatical consistency.



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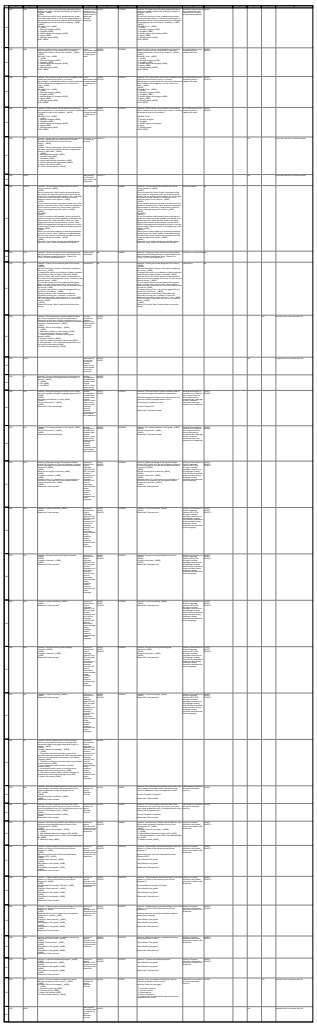

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