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

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

Attachment D-4a

Spring First Grade Teacher Child-Level Web Survey

National Center for Education Statistics

U.S. Department of Education

August 2024

SpecWriter Data

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Spec Label:

This is the cover page. Additional contents currently project specific.

Added   Updated

INC. Introduction

Box INC1001. / Grid Spec

<u>Notes:</u> QUESTION STEMS ON LARGE AND SMALL BROWSERS:

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

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

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

<u>ContextHeader:</u> Source:
Copyright: No

Added   Updated

Box INC1002. / Spec Skip

<u>Notes:</u>	SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND TEACHER SURVEY PROBE:
	IF "TEACHER SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH
	CHOICES FOR DON'T KNOW AND REFUSED: "It looks like you haven't answered the question yet. Please consider providing an answer to continue."
	ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.
	SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.
	NOTE: SOME QUESTIONS SHOW DON'T KNOW OPTION AS A RESPONSE CATEGORY: SIC150a-c, SIC200, SIC300, and SIC340.
<u>ContextHeader:</u>	Source: Copyright: No

Added   Updated

Box INC1003. / Soft Edit

_____

Notes: SPECIFICATION FOR SOFT EDIT MESSAGES:

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

ContextHeader: Source:
Copyright: No

Box INC1004. / OS Spec

_____

Notes: SPECIFICATION FOR OTHER SPECIFY:

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

ContextHeader: Source:
Copyright: No

Added　　　　Updated

Box INC1005. / Child Name

<table>
<tr><td align="right">Notes:</td><td>SPECIFICATION FOR CHILD'S NAME:</td></tr>
<tr><td></td><td>ACCORDING TO STUDY CONVENTION, "{CHILD}" INDICATES A FILL FOR CHILD'S FIRST NAME. THERE ARE OTHER PLACES IN THE SPECIFICATION WHERE CHILD'S LAST NAME IS NEEDED. "{CHILD'S LAST NAME}" IS USED TO INDICATE A FILL FOR CHILD'S LAST NAME. THEREFORE, WHEN THE CHILD'S FIRST AND LAST NAME ARE NEEDED, THE SPECIFICATION WILL INDICATE "{CHILD} {CHILD'S LAST NAME}".</td></tr>
<tr><td></td><td>DISPLAY {CHILD} {CHILD'S LAST NAME} AS A RUNNING HEADER ON EVERY SCREEN IN SMALL FONT. RIGHT-JUSTIFY CHILD'S FIRST AND LAST NAME IN THE TOP RIGHT CORNER OF THE SCREEN ON A LINE ABOVE THE CHILD ID AND THE QUESTION NUMBER.</td></tr>
<tr><td align="right">ContextHeader:</td><td>Source:
Copyright: No</td></tr>
</table>

Box INC1006. / Footer

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

Added   Updated

INC1007. / INC000

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."
	Continue _____ 1

Notes:

ContextHeader: Source: New
Copyright: No

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

Box INC1008. / Box 1

Notes: GO TO SECTION ARC (Academic Rating Scale).

ContextHeader: Source:
Copyright: No

[End of INC]

Added   Updated

ARC. Academic Rating Scale

ARC1005. / ARC001a

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."

Continue		1

ContextHeader: Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web.
Copyright: No

Display Instructions: DISPLAY "current" IN UNDERLINED TEXT.

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

Added   Updated

ARC1010. / ARC001b

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.

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

Please press the Next button to continue."

Continue 1

Added   Updated

ContextHeader: Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web. Copyright: No

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

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

Box ARC1011. / Box 1

Notes: IF Preload.ChildGrade = (K, TK, 1P), GO TO ARC010A. ELSE GO TO ARC110A.

(NOTE: THERE IS A DIFFERENT SET OF ACADEMIC RATING SCALE ITEMS BASED ON WHETHER THE CHILD IS BELOW GRADE OR ON OR ABOVE GRADE. IF THE PRELOAD INDICATES THAT THE CHILD IS IN KINDERGARTEN (K), TRANSITIONAL KINDERGARTEN (TK), OR PRE-FIRST GRADE (1P), THEN PRESENT QUESTIONS IN SECTION ARC ON THE BELOW-GRADE PATH IN THE SURVEY (ARC010A-M [LANGUAGE AND LITERACY], ARC015A-I [SCIENCE], ARC020A-J [MATHEMATICAL THINKING]). OTHERWISE (I.E., THE PRELOAD INDICATES THAT THE CHILD IS IN FIRST GRADE (1) OR A HIGHER GRADE [E.G., 2, 3, ETC.]), PRESENT QUESTIONS IN SECTIONS ARC ON THE ON-GRADE PATH IN THE SURVEY (ARC110A-L [LANGUAGE AND LITERACY], ARC115A-H [SCIENCE], ARC120A-J [MATHEMATICAL THINKING]).

ARC1015. / ARC010a

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall first grade ARS #1, child-level teacher questionnaire. Note that this item was not used in kindergarten in prior cohorts.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1020. / ARC010b

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1025. / ARC010c

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.""

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

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

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

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

DISPLAY "LANGUAGE AND LITERACY" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS. IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

ARC1030. / ARC010d

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?"

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #1, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1035. / ARC010e

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 {his/her} own life."

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

Added   Updated

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

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

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

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

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

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

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

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

FOR LARGE BROWSERS, IF ALL ITEMS IN THE GRID ARE EMPTY (ARC010c, ARC010d, ARC010e), DISPLAY "You didn't select any response. Please try to answer as many questions as you can." AS A SOFT EDIT CHECK. FOR SMALL BROWSERS, IF ITEMS ARC010c, ARC010d, AND ARC010e ARE EMPTY, DISPLAY "Please try to answer as many questions as you can." AS A SOFT EDIT CHECK.

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #2, child-level teacher questionnaire.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC010a-b, c-e, f-i, j-m ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC010a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC010 (ARC010a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID,

DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

Added   Updated

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

Added   Updated

ARC1040. / ARC010f

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."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #3, child-level teacher questionnaire.
Copyright: No

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

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

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

DISPLAY "LANGUAGE AND LITERACY" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS. IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

Added Updated

ARC1045. / ARC010g

ARC010g

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

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #4, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added　　　　　Updated

Added Updated

ARC1050. / ARC010h

ARC010h   Question "Reads simple books independently – for example, reads books with a
                           repetitive language pattern."

Not yet   1

Beginning   2

In progress   3

Intermediate   4

Proficient   5

Not applicable or Skill not yet taught   6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #5, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1055. / ARC010i

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #7, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

ARC1060. / ARC010j

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #8, child-level teacher questionnaire; not in ECLS-K.
Copyright: No

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

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

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

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

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

Added   Updated

ARC1065. / ARC010k

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New, adapted from Common Core Writing standards for kindergarten and first grade; informative/explanatory text.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1070. / ARC010I

ARC010I

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #9, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1075. / ARC010m

ARC010m   Question "Finds meaningful units in words such as prefixes, suffixes, and base words."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

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

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

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

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

Added   Updated

ARC1080. / ARC015a

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #10, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Uses {his/her/their} senses to explore and observe" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "their" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

Added   Updated

ARC1085. / ARC015b

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."

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

Added   Updated

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #11, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Forms explanations based on observations and explorations" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added   Updated

ARC1090. / ARC015c

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.""

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #12, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Classifies and compares living and non-living things in different ways" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added   Updated

ARC1095. / ARC015d

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."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New, adapted from kindergarten Common Core standards (K.MD.A.2) and the Next Generation Science Standards (K-PS2-1,K-LS1-1, K-PS3-1, K-PS3-2); content recommended by CRP; original designed for Math ARS but overlaps with Next Generation Science Standards. Copyright: No
Display Instructions:	DISPLAY "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" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "SCIENCE" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

Added   Updated

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

Added   Updated

ARC1100. / ARC015e

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)."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: ECLS-K:2011, fall kindergarten ARS #13, child-level teacher questionnaire. Copyright: No
Display Instructions:	DISPLAY "Makes logical predictions when pursuing scientific investigations" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "SCIENCE" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

Added   Updated

ARC1105. / ARC015f

ARC015f

Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: ECLS-K:2011, fall kindergarten ARS #14, child-level teacher questionnaire. Copyright: No
Display Instructions:	DISPLAY "Communicates scientific information" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "SCIENCE" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

Added   Updated

ARC1110. / ARC015g

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Shows curiosity about the world by asking how and why things happen" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

DISPLAY "SCIENCE" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS. IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

Added   Updated

ARC1115. / ARC015h

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."

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

Added   Updated

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

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Generates different strategies to solve a problem" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1120. / ARC015i

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Shows an understanding of cause and effect" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC015a-c, d-f and g-i ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC015a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC015 (ARC015a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "they" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

Added   Updated

Added   Updated

ARC1125. / ARC020a

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."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Based on CRP discussion; also adapted from kindergarten Common Core standards (K.CC.A.2).
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1130. / ARC020b

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."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 kindergarten ARS #19 (fall)/#11 (spring), child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1135. / ARC020c

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 kindergarten ARS item #20 (fall)/ #12 (spring), child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1140. / ARC020d

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."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Adapted from kindergarten Common Core standards (K.CC.B.4a). Copyright: No

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

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

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

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

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

Added   Updated

Added   Updated

ARC1145. / ARC020e

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)."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Adapted from kindergarten Common Core standards (K.OA.A.4). Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1150. / ARC020f

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)."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Adapted from kindergarten Common Core standards (K.NBT.A.1). Copyright: No

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

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

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

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

Added   Updated

Added Updated

ARC1155. / ARC020g

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?""

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

Added   Updated

ContextHeader: Source: ECLS-K:2011 kindergarten ARS item #21 (fall)/ #13 (spring), child-level teacher questionnaire.
Copyright: No

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

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

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

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

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

Added   Updated

ARC1160. / ARC020h

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 kindergarten ARS #22 (fall)/#14 (spring), child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

ARC1165. / ARC020i

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."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Based on CRP discussion; Adapted from ECLS-K:2011 spring first grade ARS #23, child-level teacher questionnaire.
Copyright: No

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

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

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

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

Added   Updated

Added   Updated

ARC1170. / ARC020j

ARC020j   Question "Correctly names squares, circles, triangles, and rectangles regardless
                           of their orientations or overall size."

Not yet   --   1

Beginning   --   2

In progress   --   3

Intermediate   --   4

Proficient   --   5

Not applicable or Skill not yet taught   ------------------   6

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New. Adapted from kindergarten Common Core standards (K.G.A.2). Copyright: No
Display Instructions:	DISPLAY "Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size." IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC020a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC020a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC020 (ARC020a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "MATHEMATICAL THINKING" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

Added   Updated

Box ARC1180. / Box 2

Notes: GO TO BOX 3 AT THE END OF SECTION ARC.

(NOTE: THIS IS THE END OF THE KINDERGARTEN ACADEMIC RATING SCALE FOR THE BELOW-GRADE PATH IN THE FIRST GRADE TEACHER SURVEY. TEACHERS OF BELOW-GRADE CHILDREN SKIP TO THE END OF SECTION ARC. THE ON-GRADE PATH IN SECTION ARC BEGINS BELOW, WITH ARC110A.)

Added   Updated

ARC1185. / ARC110a

ARC110a

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."

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

Added   Updated

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall first grade ARS #1, child-level teacher questionnaire. Note that this item was not used in kindergarten in prior cohorts.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added Updated

ARC1190. / ARC110b

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."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583 Copyright: No
Display Instructions:	DISPLAY "Engages in higher-level thinking and reasoning during classroom discussions" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "LANGUAGE AND LITERACY" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

ARC1195. / ARC110c

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.""

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

Added   Updated

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

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

ARC1200. / ARC110d

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?"

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

Added   Updated

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, fall kindergarten ARS #1, child-level teacher questionnaire.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added Updated

ARC1205. / ARC110e

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."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
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	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
	FOR LARGE BROWSERS, IF ALL ITEMS IN THE GRID ARE EMPTY (ARC110c, ARC110d, ARC110e), DISPLAY "You didn't select any response. Please try to answer as many questions as you can." AS A SOFT EDIT CHECK. FOR SMALL BROWSERS, IF ITEMS ARC110c, ARC110d, AND ARC110e ARE EMPTY, DISPLAY "Please try to answer as many questions as you can." AS A SOFT EDIT CHECK.
ContextHeader:	Source: ECLS-K:2011, Spring First-Grade ARS #2, child-level teacher questionnaire. Copyright: No
Display Instructions:	DISPLAY "Understands and interprets a story or other text read to {him/her}" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR

ALL GRIDS.

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

Added　　　　　　Updated

ARC1210. / ARC110f

ARC110f   Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}…

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."

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

Added   Updated

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, Spring First-Grade, ARS #5, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Reads first-grade books independently with comprehension" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

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

Added   Updated

ARC1215. / ARC110g

ARC110g   Question "Reads first-grade books fluently – for example, easily reads words in meaningful phrases rather than reading word by word."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, Spring First-Grade, ARS #6, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Reads first-grade books fluently" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1220. / ARC110h

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")."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, Spring First-Grade, ARS #9, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Demonstrates beginning writing skills" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added   Updated

ARC1225. / ARC110i

ARC110i   Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.

{CHILD}…

Question "Composes a story with a clear beginning, middle, and end."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, Spring First-Grade ARS #7, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Composes a story with a clear beginning, middle, and end." IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

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

Added   Updated

ARC1230. / ARC110j

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."

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New, adapted from Common Core Writing standards for kindergarten and first grade; informative/explanatory text. Copyright: No
Display Instructions:	DISPLAY "Composes informative/explanatory text" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "LANGUAGE AND LITERACY" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM FOR ALL GRIDS.

Added   Updated

Added Updated

ARC1235. / ARC110k

ARC110k   Question "Demonstrates an understanding of some of the conventions of print – for example, by appropriately using question marks, exclamation points, and quotation marks."

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

Added　　　　　Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011, Spring First-Grade, ARS #8, child-level teacher questionnaire.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1240. / ARC110I

ARC110l   Question "Finds meaningful units in words such as prefixes, suffixes, and base
                           words."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

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

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC110a-b, c-e, f-h, i-l ON SEPARATE SCREENS IN 4 GRIDS. DISPLAY "First….LITERACY." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC110a-b) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC110 (ARC110a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1245. / ARC115a

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."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #10, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Uses {his/her/their} senses to explore and observe" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "their" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

Added   Updated

ARC1250. / ARC115b

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source ECLS-K:2011 Spring First-Grade ARS #11, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Forms explanations based on observations and explorations" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1255. / ARC115c

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."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #12, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Classifies and compares living and non-living things in different ways" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added   Updated

ARC1260. / ARC115d

ARC115d   Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}…

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."

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

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #13, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Makes logical predictions when pursuing scientific investigations" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

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

Added　　　Updated

ARC1265. / ARC115e

ARC115e   Question "Communicates scientific information – for example records data from
                           measurement tools (for example, clocks, thermometers, etc.), or constructs bar
                           graphs."

Not yet -- 1

Beginning -- 2

In progress -- 3

Intermediate -- 4

Proficient -- 5

Not applicable or Skill not yet taught   -------------------- 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #14, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Communicates scientific information" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added   Updated

ARC1270. / ARC115f

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."

Not yet   1

Beginning   2

In progress   3

Intermediate   4

Proficient   5

Not applicable or Skill not yet taught   6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Shows curiosity about the world by asking how and why things happen" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

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

Added   Updated

ARC1275. / ARC115g

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Generates different strategies to solve a problem" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1280. / ARC115h

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "Shows an understanding of cause and effect" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC115a-c, d-e and f-h ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Next…SCIENCE." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC115a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC115 (ARC115a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE." AND "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "they" (DO NOT USE THE DEFAULT FILL OF CHILD'S NAME).

Added   Updated

ARC1285. / ARC120a

ARC120a

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

{CHILD}…

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.)"

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

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New. Adapted from Grade 1 Common Core standards (1.OA.B.3). Copyright: No
Display Instructions:	DISPLAY "Applies properties of operations as strategies to add and subtract" IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "MATHEMATICAL THINKING" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

Added   Updated

ARC1290. / ARC120b

ARC120b   Question "Fluently adds and subtracts within 10."

Not yet   ---   1

Beginning   ---   2

In progress   ---   3

Intermediate   ---   4

Proficient   ---   5

Not applicable or Skill not yet taught   -------------------   6

Added   Updated

Notes:	BOLD "Not yet", "Beginning", "In progress", "Intermediate", "Proficient" AND "Not applicable or Skill not yet taught" IN HELP TEXT for CODES 1-6.
	DISPLAY "Has not yet", "just beginning", "with some regularity", "with increasing regularity and average competence", "competently and consistently", AND "Has not been introduced" IN UNDERLINED TEXT FOR HELP CODES 1-6.
	HELP FOR CODE 1: Not yet = Has not yet demonstrated.
	HELP FOR CODE 2: Beginning = Is just beginning to demonstrate but does so very inconsistently.
	HELP FOR CODE 3: In progress = Demonstrates with some regularity but varies in level of competence.
	HELP FOR CODE 4: Intermediate = Demonstrates with increasing regularity and average competence but is not completely proficient.
	HELP FOR CODE 5: Proficient = Demonstrates competently and consistently.
	HELP FOR CODE 6: Not applicable or Skill not yet taught = Has not been introduced in classroom setting.
ContextHeader:	Source: New. Adapted from Grade 1 Common Core standards (1.OA.C.6). Copyright: No
Display Instructions:	DISPLAY "Fluently adds and subtracts within 10." IN BOLD TEXT IN THE QUESTION STEM.
	IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.
	DISPLAY "current" IN UNDERLINED TEXT IN THE QUESTION STEM FOR ALL GRIDS.
	DISPLAY "MATHEMATICAL THINKING" IN UNDERLINED TEXT AND ALL CAPS IN THE QUESTION STEM.

Added   Updated

ARC1295. / ARC120c

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).

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

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

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

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

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

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

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

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

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

ContextHeader: Source: Adapted from Grade 1 Common Core standards (1.OA.C.6) and Grade 2 Common Core standards (2.OA.B.2).
Copyright: No

Display Instructions: DISPLAY "Fluently adds and subtracts within 20 using a variety of mental strategies" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added Updated

ARC1300. / ARC120d

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."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #18, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Demonstrates an understanding of place value" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

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

Added   Updated

ARC1305. / ARC120e

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."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source New. Adapted from Grade 2 Common Core standards (2.NBT.A.3). Copyright: No

Display Instructions: DISPLAY "Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form" IN BOLD TEXT IN THE QUESTION STEM.

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

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

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

ARC1310. / ARC120f

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 = ."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: New. Westat, based on CRP discussion.
Copyright: No

Display Instructions: DISPLAY "Uses addition and subtraction (within 20) to solve problems involving unknown parts and unknown total" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

ARC1315. / ARC120g

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."

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

Added   Updated

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS # 21, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Surveys, collects, and organizes data into simple graphs" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

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

Added   Updated

ARC1320. / ARC120h

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."

Not yet 1

Beginning 2

In progress 3

Intermediate 4

Proficient 5

Not applicable or Skill not yet taught 6

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Spring First-Grade ARS #22, child-level teacher questionnaire.
Copyright: No

Display Instructions: DISPLAY "Makes reasonable estimates of quantities" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added Updated

ARC1325. / ARC120i

ARC120i

Question "Measures length to the nearest whole number using common measurement instruments – for example, a ruler, yardstick, meterstick, or tape measure."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: Adapted from ECLS-K:2011 spring first grade ARS #23, child-level teacher questionnaire; adapted to focus on "length" only.
Copyright: No

Display Instructions: DISPLAY "Measures length to the nearest whole number using common measurement instruments" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Added Updated

ARC1330. / ARC120j

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)."

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

Added   Updated

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

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

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

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

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

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

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

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

ContextHeader: Source: Adapted from Common Core (1.G.A.1) and ECLS framework.
Copyright: No

Display Instructions: DISPLAY "Analyzes and compares squares, circles, triangles, and rectangles by distinguishing between defining attributes" AND "versus non-defining attributes" IN BOLD TEXT IN THE QUESTION STEM.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARC120a-c, d-f, and g-j ON SEPARATE SCREENS IN THREE GRIDS. DISPLAY "Now…THINKING." AND "{CHILD}…" AT THE TOP OF THE FIRST GRID (ARC120a-c) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF ARC120 (ARC120a) IN SMALL BROWSERS. STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please rate {CHILD}'s current skills, knowledge, and behaviors in MATHEMATICAL THINKING." And "{CHILD}…" AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 5 TIMES THE RESPONSE CATEGORY WIDTH AND DISPLAY THE COLUMN FOR CODE 6 (NOT APPLICABLE OR SKILL NOT YET TAUGHT) USING A DARK COLUMN SEPARATOR LINE.

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

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

Added   Updated

Box ARC1335. / Box 3

Notes: GO TO SECTION ELC (Early Language Skills).

[End of ARC]

Added   Updated

ELC. Early Language Skills

ELC1001. / ELC010

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."

Never		1
Rarely		2
Sometimes		3
Often		4
Very often		5

ContextHeader: Source: Adapted from the Adaptive Language Inventory (ALI). Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Question stem is new (focus on English language), but incorporates wording from the ALI. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average. Copyright: No

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

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

ELC1002. / ELC020

ELC020

Question "Uses a varied vocabulary in spoken language."

Never		1
Rarely		2
Sometimes		3
Often		4
Very often		5

ContextHeader: Source: New, based on CRP comments, and adapted from TROLL, Dickinson, D.K., Sprague, K., McCabe, A. (2003). Teacher rating of oral language and literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. The Reading Teacher, 56(6): 554-564.
Copyright: No

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

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

Added   Updated

ELC1003. / ELC030

ELC030 Question "Recalls and communicates the meaning of a story or other experiences/events which {he/she} has heard."

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Response options on original scale were 1 =well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.
Copyright: No

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

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

Added   Updated

ELC1004. / ELC040

ELC040   Question "Uses academic language learned in the classroom when speaking."

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

Notes: HELP FOR STEM: Academic language is the language needed by students to do work and learn effectively in schools. In contrast to "conversational" or "social" language that might be used on the playground, academic language is the language used in classroom lessons, books, tests, and assignments.

ContextHeader: Source: New, based on CRP comments. The help text definition for "academic language" was adapted from https://www.edglossary.org/academic-language/. Copyright: No

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

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

Added   Updated

ELC1005. / ELC050

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."

Never	----	1
Rarely	----	2
Sometimes	----	3
Often	----	4
Very often	----	5

ContextHeader: Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is "This child's ability to use language to initiate appropriate interactions with other children is:". The question wording was adapted to work with the response options used. The original response options are "more than 1 year behind other children his or her age," "6-12 months behind other children his or her age," "about average," "6-12 months ahead of other children his or her age," and "more than 1 year ahead of other children his or her age."
Copyright: No

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

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

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

Added   Updated

ELC1006. / ELC060

ELC060

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

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute. Original: caregivers; "by teachers" deleted to match preschool parent; "Will try" changed to "Tries" to match preschool parent. Response options on original scale were 1=well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.
Copyright: No

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

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

Added   Updated

ELC1007. / ELC070

ELC070   Question "Asks questions about information which is unclear to {him/her}."

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., &
                 Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter
                 Graham Child Development Institute; Response options on original scale were 1
                 =well below average, 2 = somewhat below average, 3=average for his/her age, 4
                 = somewhat above average, and 5=well above average.
                 Copyright: No

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

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

Added   Updated

ELC1008. / ELC080

ELC080

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

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is "This child's ability to use language to initiate appropriate interactions with adults is:". The question wording was adapted to work with the response options used. The original response options are "more than 1 year behind other children his or her age," "6-12 months behind other children his or her age," "about average," "6-12 months ahead of other children his or her age," and "more than 1 year ahead of other children his or her age."
Copyright: No

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

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

Added   Updated

ELC1009. / ELC090

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.""

Never		1
Rarely		2
Sometimes		3
Often		4
Very often		5

ContextHeader: Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1 =well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.
Copyright: No

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

UNDERLINE "early English language skills" IN QUESTION TEXT IN ALL GRIDS. IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

ELC1010. / ELC100

ELC100   Question "Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail."

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: New.
Copyright: No

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

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

Added   Updated

ELC1011. / ELC110

ELC110

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

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Adapted from the Adaptive Language Inventory. Feagans, L.V., & Farran, D.C. (1978). Adaptive Language Inventory. Chapel Hill, NC. Frank Porter Graham Child Development Institute; Response options on original scale were 1 =well below average, 2 = somewhat below average, 3=average for his/her age, 4 = somewhat above average, and 5=well above average.
Copyright: No

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

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

ELC1012. / ELC120

ELC120   Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: New, Adapted from a classroom observation system, Optimizing Learning Opportunities for Students (OLOS); Connor, C. M., Kelcey, B., Sparapani, N., Petscher, Y., Siegal, S. W., Adams, A., Hwang, J. K., and Carlisle, J. F. (2019). Predicting second and third graders' reading comprehension gains: Observing students' and classmates talk during literacy instruction using COLT, Scientific Studies of Reading, DOI: 10.1080/10888438.2019.1698583
Copyright: No

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

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

ELC1013. / ELC200

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."

Scribbling	1
Drawing a picture	2
Can copy {his/her} name	3
Can copy sentences from the board	4
Write {his/her} name without copying	5
Can write most letters when asked to write the letter	6
Write initial sounds for many words	7
Write simple 2-4 letter words with invented spelling	8
Write multi-syllabic words with invented spelling with most sounds represented	9
Compose and write a complete sentence with invented spelling with most sounds represented	10
Compose and write 2 or more consecutive complete sentences with invented spelling with most sounds represented	11
Compose and write 5 or more consecutive complete sentences with invented spelling with most sounds represented	12
Compose and write a paragraph (5 complete sentences) about a topic with invented spelling with most sounds represented	13
Compose and write a paragraph (5 complete sentences) about a topic with proper spelling, grammar, and punctuation	14
Compose and write 2 paragraphs (5 complete sentences each) about a topic with proper spelling, grammar, and punctuation	15
Compose and write a story with a clear beginning, middle, and end with proper spelling, grammar, and punctuation	16
I have not had enough experience with this child to evaluate this skill.	17
I am not able to rate this item because the child does not write or has limited writing experience due to a disability.	18

Added   Updated

DISPLAY CODES 17 AND 18 UNDER A HEADER "Not able to rate:".

ContextHeader: Source: Adapted from Diamond (2019). Diamond A., Lee C., Senften P., Lam A., and Abbott, D. (2019) Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. PLOS ONE 14(9): e0222447. https://doi.org/10.1371/journal.pone.0222447. Retrieved May 1, 2020. Original item asked teachers to rate all children in their class on this scale. Instructions were adapted. Original scale used only through kindergarten and the highest skill listed was "Write 2 or more consecutive full sentences composed by child with invented spelling with most sounds represented." Original item "Write simple 2-4 letter words with invented spelling on own" was changed to "Write simple 2-4 letter words with invented spelling." Original item "Write multi-syllabic words with intended spellings with most sounds represented" was changed to "Write multi-syllabic words with invented spelling with most sounds represented."
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES ON ONE PAGE.

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

DISPLAY "Not able to rate:" IN UNDERLINED TEXT.

ELC1014. / ELC210

ELC210   Question "How much does {CHILD} enjoy writing?"

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

ContextHeader: Source: New, based on CRP comments.
Copyright: No

Box ELC1019. / Box 1

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

[End of ELC]

Added   Updated

SSC. Social Skills and Approaches-to-Learning

Section SSC: Social Skills and Approaches-to-Learning

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

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

SSC1005. / SSC010

SSC010

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

██████████ "

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

Added   Updated

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

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

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

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

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

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

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

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

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

Added   Updated

SSC1010. / SSC020

SSC020   Question "███████████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

Added   Updated

SSC1015. / SSC030

SSC030   Question "████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

Added   Updated

SSC1020. / SSC040

SSC040   Question "███████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

Added   Updated

SSC1025. / SSC050

SSC050   Question "███████████████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

SSC1030. / SSC060

SSC060   Question "Keeps belongings organized."

Never _____ 1

Sometimes _____ 2

Often _____ 3

Very often _____ 4

No opportunity to observe _____ 5

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

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

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

Added   Updated

SSC1035. / SSC070

SSC070

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

Shows eagerness to learn new things."

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

Added   Updated

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

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

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

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

SSC1040. / SSC080

SSC080   Question "Works independently."

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

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

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

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

Added   Updated

SSC1045. / SSC090

SSC090   Question "█████████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

Added   Updated

SSC1050. / SSC100

SSC100   Question "████████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

SSC1055. / SSC110

SSC110   Question "Easily adapts to changes in routines."

Never   1

Sometimes   2

Often   3

Very often   4

No opportunity to observe   5

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section
of the child-level teacher questionnaire
Copyright: No

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

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

Added   Updated

SSC1060. / SSC120

SSC120   Question "████████████████"

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

Added   Updated

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

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

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

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

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

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

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

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

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

SSC1065. / SSC130

SSC130   Question "{(Continued) }Please think about {CHILD}'s behavior during the past
                                      month or two. Decide how often {CHILD} demonstrates the behavior described.

                                      Persists in completing tasks."

Never _____ 1

Sometimes _____ 2

Often _____ 3

Very often _____ 4

No opportunity to observe _____ 5

Added   Updated

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

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

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

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

SSC1070. / SSC140

SSC140   Question "Pays attention well."

Never   ┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈ 1

Sometimes   ┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈ 2

Often   ┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈ 3

Very often   ┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈┈ 4

No opportunity to observe   ┈┈┈┈┈┈┈┈┈┈┈┈┈ 5

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

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

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

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

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

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

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

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

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

Added   Updated

SSC1075. / SSC150

SSC150   Question "Follows classroom rules."

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

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

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

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

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

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

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

ContextHeader: Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

Added   Updated

SSC1080. / SSC160

SSC160   Question "█████████████████████"

Never	1
Sometimes	2
Often	3
Very often	4
No opportunity to observe	5

Added   Updated

Notes: BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

ContextHeader: Source: Social Skills Improvement System (SSIS) #70; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

SSC1085. / SSC170

SSC170   Question "████████████████"

Never	--	1
Sometimes	---	2
Often	--	3
Very often	--	4
No opportunity to observe	-----------------------------	5

Added   Updated

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

ContextHeader: Source: Social Skills Improvement System (SSIS), #76; SSIS internalizing problem behavior items replaced the internalizing items used in the ECLS-K and the ECLS-K:2011 that were adapted from the SSRS; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

Added   Updated

SSC1090. / SSC180

SSC180   Question "████████████████████"

Never	1
Sometimes	2
Often	3
Very often	4
No opportunity to observe	5

Added   Updated

Notes: BOLD "Never", "Sometimes", "Often", "Very often", AND "No opportunity to observe" IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: Never exhibits this behavior.

HELP FOR CODE 2: Sometimes: Exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: Exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: Exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

ContextHeader: Source: ECLS-K:2011 social skill item from the child-level teacher questionnaire; Item was not used in kindergarten in the ECLS-K:2011, but was added in spring first grade (on-grade) child-level teacher questionnaire. It was combined with other externalization items from the Social Skills Rating System (SSRS). The Social Skills Rating System (SSRS) was developed by Gresham and Elliott (1990) and is a copyrighted instrument (1990 NCS Pearson) that has been adapted with permission. These items were fielded as part of what was called the Teacher Social Rating Scale in the ECLS-K.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC010-SSC060, SSC070-SSC120, SSC130-SSC180 ON SEPARATE SCREENS IN THREE GRIDS. AT THE TOP OF THE FIRST GRID (SSC010-SSC060) IN LARGE BROWSERS AND ABOVE THE FIRST QUESTION OF SSC (SSC010) IN SMALL BROWSERS, DISPLAY "For this set of items, please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." STARTING WITH THE SECOND GRID IN LARGE BROWSERS AND THE SECOND ITEM IN SMALL BROWSERS, DISPLAY "Please think about {CHILD}'s behavior during the past month or two. Decide how often {CHILD} demonstrates the behavior described." AT THE TOP OF THE GRID IN LARGE BROWSERS AND ABOVE THE QUESTION IN SMALL BROWSERS. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 5 (NO OPPORTUNITY TO OBSERVE) USING A DARK COLUMN SEPARATOR LINE.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

Box SSC1095. / Box 1

Notes: <u>Notes:</u> GO TO SECTION CBC (Classroom Behaviors).

[End of SSC]

Added   Updated

CBC. Classroom Behaviors

CBC1005. / CBC010

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."

When practicing an activity, has a hard time keeping {her/his} mind on it."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added Updated

CBC1010. / CBC020

CBC020   Question "Will move from one task to another without completing any of them."

Extremely untrue	----------------------------------	1
Quite untrue	----------------------------------	2
Slightly untrue	----------------------------------	3
Neither true nor untrue	----------------------------------	4
Slightly true	----------------------------------	5
Quite true	----------------------------------	6
Extremely true	----------------------------------	7
Not applicable	----------------------------------	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1015. / CBC030

CBC030

Question "When drawing or coloring in a book, shows strong concentration."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1020. / CBC040

CBC040

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1025. / CBC050

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."

Is easily distracted when listening to a story."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

CBC1030. / CBC060

CBC060

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1035. / CBC070

CBC070   Question "Can wait before entering into new activities if {he/she} is asked to."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1040. / CBC080

CBC080   Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1045. / CBC090

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."

Has trouble sitting still when {he/she} is told to (story time, etc.)."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

CBC1050. / CBC100

CBC100

Question "Is good at following instructions."

Extremely untrue		1
Quite untrue		2
Slightly untrue		3
Neither true nor untrue		4
Slightly true		5
Quite true		6
Extremely true		7
Not applicable		8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

CBC1055. / CBC110

CBC110

Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added Updated

CBC1060. / CBC120

CBC120

Question "Can easily stop an activity when {he/she} is told "no.""

Extremely untrue	1
Quite untrue	2
Slightly untrue	3
Neither true nor untrue	4
Slightly true	5
Quite true	6
Extremely true	7
Not applicable	8

ContextHeader: Source: Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. Journal of Personality Assessment, 87(1): 103-113; Rothbart, M. K., Ahadi, S. A., Hershey, K., & Fisher, P. (2001). Investigations of temperament at three to seven years: The Children's Behavior Questionnaire. Child Development, 72(5): 1394-1408. Adapted and used with permission; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the 94-item "short form" of the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC010-CBC040, CBC050-CBC080, CBC090-CBC120 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set…"not applicable."" AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY THE COLUMN FOR CODE 8 (NOT APPLICABLE) USING A DARK COLUMN SEPARATOR LINE.

UNDERLINE "true" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "untrue" IN QUESTION TEXT IN ALL GRIDS.

UNDERLINE "within the past six months" IN QUESTION TEXT IN ALL GRIDS.

Added   Updated

Box CBC1065. / Box 1

Notes: GO TO SECTION SLC (School Liking and Avoidance).

[End of CBC]

Added   Updated

SLC. School Liking and Avoidance

SLC1005. / SLC010

SLC010

Question "Please indicate how often each of these items applies to {CHILD}.

Likes to come to school."

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in the child-level teacher questionnaire in the ECLS-K:2011 (grades 4 and 5). Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

SLC1010. / SLC020

SLC020   Question "Dislikes school."

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

SLC1015. / SLC030

SLC030   Question "Has fun at school."

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

SLC1020. / SLC040

SLC040   Question "Likes being in school."

Doesn't apply Seldom displays this behavior	....	1
Sometimes applies Occasionally displays this behavior	....	2
Certainly applies Often displays this behavior	....	3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

SLC1025. / SLC050

SLC050

Question "{(Continued) }Please indicate how often each of these items applies to {CHILD}.

Seems unhappy in school."

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

SLC1030. / SLC060

SLC060   Question "Enjoys most classroom activities."

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

<u>ContextHeader:</u> Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

<u>Display Instructions:</u> IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

SLC1035. / SLC070

SLC070   Question "Groans or complains about suggested activities."

Doesn't apply Seldom displays this behavior	---------- 1
Sometimes applies Occasionally displays this behavior	---------- 2
Certainly applies Often displays this behavior	---------- 3

ContextHeader: Source: Items were adapted from the teacher version of the School Liking and Avoidance Questionnaire (SLAQ) (Ladd and Price, 1987; Ladd, 1990); Used in ECLS-K:2011 (grades 4 and 5).
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC010-SLC040 AND SLC050-SLC070 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

Notes: GO TO SECTION SPC (Strategic Planning).

[End of SLC]

Added   Updated

Section SPC: Strategic Planning

Teachers rate 10 items that were adapted from the *Learning-to-Learn Scales* (McDermott 2018) to measure strategic planning. The items from this scale are not listed because the scale is copyright protected.

SPC1001. / SPC010

SPC010   Question "Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

███████████████████████████████████████	
Does not apply	1
Sometimes applies	2
Consistently applies	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169; Instruction modified. Original instruction: "Please read the statements below to describe the child's behaviors observed across the past month."
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

Added   Updated

SPC1002. / SPC020

SPC020   Question "███████████████████████████████
███████████████████████"

Does not apply	--	1
Sometimes applies	--	2
Consistently applies	--	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

SPC1003. / SPC030

SPC030   Question "███"

Does not apply	--	1
Sometimes applies	--	2
Consistently applies	--	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

Added   Updated

SPC1004. / SPC040

SPC040   Question "███████████████████████████████
███████████████████████"

Does not apply	--	1
Sometimes applies	--	2
Consistently applies	--	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A.,
Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and
Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for
preschoolers' stylistic learning behavior: The Learning-To-Learn Scales.
Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND
SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL
GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

SPC1005. / SPC050

SPC050   Question "█████████████████████████████"

Does not apply	--	1
Sometimes applies	--	2
Consistently applies	--	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A.,
Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and
Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for
preschoolers' stylistic learning behavior: The Learning-To-Learn Scales.
Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND
SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL
GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

Added   Updated

SPC1006. / SPC060

SPC060

Question "{(Continued) }Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

███ "

Does not apply	1
Sometimes applies	2
Consistently applies	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS. IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

SPC1007. / SPC070

SPC070   Question "██"

Does not apply	---	1
Sometimes applies	---	2
Consistently applies	---	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

SPC1008. / SPC080

SPC080   Question "████████████████████████"

Does not apply	---	1
Sometimes applies	---	2
Consistently applies	---	3

ContextHeader: Source: Learning-to-Learn scales (McDermott 2011). McDermott, P.A., Fantuzzo, J.W., Warley, H.P. Waterman, C., Angelo, L.E., Sekino, S., and Gadsden, V.L. (2011). Multidimensionality of teachers' graded responses for preschoolers' stylistic learning behavior: The Learning-To-Learn Scales. Educational and Psychological Measurement, 71(1): 148-169.
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

Added   Updated

SPC1009. / SPC090

SPC090   Question "████████████████████████████████
                           ██"

Does not apply	1
Sometimes applies	2
Consistently applies	3

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

SPC1010. / SPC100

SPC100   Question "████████████████████████████████
                           ██████"

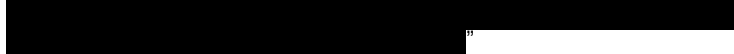|	
Does not apply	1
Sometimes applies	2
Consistently applies	3

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC010-SPC050 AND SPC060-SPC100 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please read….month." AT THE TOP OF THE GRID.

UNDERLINE "across the past month" IN THE QUESTION TEXT IN ALL GRIDS.

Added   Updated

Box SPC1015. / Box 1

Notes: <u>Notes:</u> GO TO SECTION PRC (Peer Relationships).

[End of SPC]

PRC. Peer Relationships

Section PRC: Peer Relationships

Teachers rate 9 items from the *Child Behavior Scale* (Ladd 2010) to measure peer relationships. The items from this scale are not listed because the scale is copyright protected.

PRC1001. / PRC010

PRC010   Question "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers. ███████████ ██████████████████████"

Doesn't apply Seldom displays this behavior	---------- 1
Sometimes applies Occasionally displays this behavior	---------- 2
Certainly applies Often displays this behavior	---------- 3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1002. / PRC020

PRC020 Question "███████████████████████████"

Doesn't apply Seldom displays this behavior	‑‑‑‑‑‑‑‑‑	1
Sometimes applies Occasionally displays this behavior	‑‑‑‑‑‑‑‑‑	2
Certainly applies Often displays this behavior	‑‑‑‑‑‑‑‑‑	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

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DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1003. / PRC030

PRC030   Question "███████████████"

Doesn't apply Seldom displays this behavior	....	1
Sometimes applies Occasionally displays this behavior	....	2
Certainly applies Often displays this behavior	....	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1004. / PRC040

PRC040   Question "███████████████"

Doesn't apply Seldom displays this behavior	1
Sometimes applies Occasionally displays this behavior	2
Certainly applies Often displays this behavior	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1005. / PRC050

PRC050   Question "███████████████████████"

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1006. / PRC060

PRC060

Question "{(Continued) }Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.

▮▮▮▮▮▮▮▮▮▮"

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

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DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

Added   Updated

PRC1007. / PRC070

PRC070   Question "█████████████████████████████████
                                █████"

Doesn't apply Seldom displays this behavior	- - - - - - - - - -	1
Sometimes applies Occasionally displays this behavior	- - - - - - - - - -	2
Certainly applies Often displays this behavior	- - - - - - - - - -	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

DISPLAY FOR CODE 2: BOLD "Sometimes applies" AND DISPLAY "Occasionally displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Sometimes applies." "Occasionally displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Occasionally displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Sometimes applies."

DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1008. / PRC080

PRC080   Question "███████████████"

Doesn't apply Seldom displays this behavior	----------	1
Sometimes applies Occasionally displays this behavior	----------	2
Certainly applies Often displays this behavior	----------	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

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DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

PRC1009. / PRC090

PRC090   Question "██"

Doesn't apply Seldom displays this behavior	1
Sometimes applies Occasionally displays this behavior	2
Certainly applies Often displays this behavior	3

ContextHeader: Source: Adapted from the Child Behavior Scale © 2010 Gary W. Ladd. Used with permission. A subset of items from the Excluded by Peers and Prosocial with Peers scales from the Child Behavior Scale were adapted and used. Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC010-PRC050 AND PRC060-PRC090 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers." AT THE TOP OF THE GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, DISPLAY QUESTION TEXT COLUMN AT 4 TIMES THE RESPONSE CATEGORY WIDTH.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Doesn't apply." "Seldom displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Seldom displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Doesn't apply."

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DISPLAY FOR CODE 3: BOLD "Certainly applies" AND DISPLAY "Often displays this behavior" WITH NO BOLD AND ON A LINE BELOW "Certainly applies." "Often displays this behavior" SHOULD WRAP SUCH THAT "this behavior" IS DISPLAYED ON A THIRD LINE UNDER "Often displays" AND SUCH THAT THE ENTIRE PHRASE APPEARS UNDER "Certainly applies."

Added   Updated

Box PRC1014. / Box 1

Notes: GO TO SECTION PVC (Peer Victimization).

[End of PRC]

Added   Updated

PVC. Peer Victimization

PVC1005. / PVC005a

PVC005a

Question "During this school year, how often have other students...

Teased, made fun of, or called {CHILD} names?"

Never		1
Rarely		2
Sometimes		3
Often		4
Very often		5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2 , 123-142. Adapted and used with permission. Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often have other students..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year " AND "other students" and "{CHILD}" IN QUESTION TEXT.

Added   Updated

PVC1010. / PVC005b

PVC005b   Question "Told lies or untrue stories about {CHILD}?"

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often have other students ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "other students" and "{CHILD}" IN QUESTION TEXT.

Added   Updated

PVC1015. / PVC005c

PVC005c   Question "Pushed, shoved, slapped, hit, or kicked {CHILD}?"

Never --- 1

Rarely --- 2

Sometimes --- 3

Often -- 4

Very often --- 5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often have other students ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "other students" and "{CHILD}" IN QUESTION TEXT.

PVC1020. / PVC005d

PVC005d   Question "Intentionally excluded or left {CHILD} out from playing with them?"

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC005a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often have other students ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "other students" and "{CHILD}" IN QUESTION TEXT.

Added   Updated

PVC1025. / PVC010a

PVC010a   Question "During this school year, how often has {CHILD}...

                                     Teased, made fun of, or called other students names?"

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC010a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often has {CHILD} ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "{CHILD}" AND "other students" IN QUESTION TEXT.

Added   Updated

PVC1030. / PVC010b

PVC010b   Question "Told lies or untrue stories about other students?"

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC010a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often has {CHILD} ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "{CHILD}" AND "other students" IN QUESTION TEXT.

Added   Updated

PVC1035. / PVC010c

PVC010c   Question "Pushed, shoved, slapped, hit, or kicked other students?"

Never   --- 1

Rarely   --- 2

Sometimes --- 3

Often   --- 4

Very often -- 5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC010a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often has {CHILD} ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "{CHILD}" AND "other students" IN QUESTION TEXT.

Added   Updated

PVC1040. / PVC010d

PVC010d

Question "Intentionally excluded or left other students out from playing with {him/her}?"

Never	1
Rarely	2
Sometimes	3
Often	4
Very often	5

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PVC010a-d ON THE SAME SCREEN IN A GRID. DISPLAY "During this school year, how often has {CHILD} ..." AT THE TOP OF THE GRID.

UNDERLINE "During this school year" AND "{CHILD}" AND "other students" IN QUESTION TEXT.

Box PVC1045. / Box 1

Notes: GO TO SECTION SIC (Student Information).

[End of PVC]

Added   Updated

SIC. Student Information

Box SIC1005. / Box 1

Notes: IF Preload.ChildGrade = (K, TK, 1P), GO TO SIC015. ELSE GO TO SIC022.

(NOTE: IF THE CHILD IS BELOW GRADE (I.E., THE PRELOAD INDICATES
THAT THE CHILD IS IN KINDERGARTEN (K), TRANSITIONAL
KINDERGARTEN (TK), OR PRE-FIRST GRADE (1P)), THEN GO TO SIC015.
IF THE CHILD IS ON OR ABOVE GRADE (I.E., THE CHILD IS IN FIRST
GRADE (1) OR A HIGHER GRADE (E.G., 2, 3, ETC.)), THEN GO TO SIC022.)

Added   Updated

SIC1010. / SIC015

SIC015   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."

Kindergarten (Full-day program)	1	(SIC1020)
Kindergarten (Part-day program)	2	(SIC1020)
First grade	3	(SIC1040)
Second grade	4	(SIC1040)
The child is ungraded/in an ungraded classroom.	5	(SIC1040)

Notes: USE TEACHER SURVEY PROBE.

ContextHeader: Source: Adapted from ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q1) (Added response category "Second grade" to extend the possible grade categories; Changed "This is an ungraded classroom" so that wording was at the child level rather than about the classroom).
Copyright: No

Display Instructions: DISPLAY THE INSTRUCTION TO RESPONDENT IN A BULLETED LIST WITH THIS SENTENCE "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade."

Added   Updated

Box SIC1015. / Box 2

Notes: IF ONE OF THE CODES IN QUESTION SIC015 = 3 OR 4 OR 5, GO TO BOX 3. ELSE GO TO SIC017

SIC1020. / SIC017

SIC017

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."

Regular kindergarten	1
Transitional kindergarten	2
Transitional first (or pre-first) grade	3
Kindergarten equivalent but is ungraded or has multiple grades	4

Notes: USE TEACHER SURVEY PROBE.

ContextHeader: Source: New
Copyright: No

Display Instructions: DISPLAY THE INSTRUCTION TO RESPONDENT IN A BULLETED LIST WITH THIS SENTENCE "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade."

Added   Updated

SIC1025. / SIC020

SIC020 Question "Is the 2024-25 school year {CHILD}'s …?"

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."

First year in kindergarten	1
Second year in kindergarten	2
Third year or more in kindergarten	3

Notes: USE TEACHER SURVEY PROBE.

ContextHeader: Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q2) (Updated for ECLS-K:2024, 'Third year in kindergarten' response option added.).
Copyright: No

Display Instructions: DISPLAY THE INSTRUCTION TO RESPONDENT HELP FOR STEM IN A BULLETED LIST WITH THIS SENTENCE "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade."

Box SIC1030. / Box 3

Notes: GO TO SIC025.

(NOTE: THIS SKIPS CHILDREN WHO ARE ON THE BELOW-GRADE PATH OVER THE ON-GRADE PATH QUESTION.)

SIC1035. / SIC022

SIC022   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."

Kindergarten (Full-day program)	1
Kindergarten (Part-day program)	2
First grade	3
Second grade	4
Third grade or higher	5
The child is ungraded/in an ungraded classroom.	6

ContextHeader: Source: Adapted from ECLS-K:2011 Spring First Grade Classroom Teacher, Child-level Questionnaire (Student Information Q1) (Expanded grade options to include kindergarten and added "or higher" to "third grade" to provide more complete options for categorization; Changed "This is an ungraded classroom" so that the wording was at the child level rather than about the classroom). Copyright: No

Display Instructions: DISPLAY THE INSTRUCTION TO RESPONDENT IN A BULLETED LIST WITH THIS SENTENCE "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, transitional first (or pre-first) grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades." FOLLOWED BY TWO BULLETS THAT ARE SLIGHTLY INDENTED FOR READABILITY. THE FIRST BULLET SHOULD INCLUDE "A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, and prekindergarten." THE SECOND BULLET SHOULD INCLUDE "Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. It is for children who have attended kindergarten, but need more time to be ready for the first grade."

Added   Updated

SIC1040. / SIC025

SIC025

Question "How long has {CHILD} been in your classroom this school year?"

Entire school year	1
More than one semester but less than the entire school year	2
More than one quarter but less than one semester	3
Less than one quarter of the school year	4

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Questionnaire (Student Information Q2).
Copyright: No

SIC1045. / SIC030

SIC030

Question "How often does {CHILD} wear eye glasses or contact lenses in the classroom?"

Never	1
Seldom	2
Usually	3
Always	4

ContextHeader: Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information, Q3).
Copyright: No

Added   Updated

SIC1050. / SIC040

SIC040   Question "How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}'s class?"

I do not use instructional groups for reading.	1	(SIC1060)
Two	2	
Three	3	
Four	4	
Five or more	5	

Notes: USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SIC060.

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (D16).
Copyright: No

Display Instructions: DISPLAY "reading" IN UNDERLINED TEXT.

SIC1055. / SIC050

SIC050   Question "In which reading instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

|__|__| [1 to 10]

Notes: SOFT RANGE: IF (SIC040 = 2 and SIC050 > 2) OR (SIC040 = 3 and SIC050 > 3) OR (SIC040 = 4 and SIC050 > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC050}, but reported only {DISPLAY RESPONSE AT SIC040} instructional groups. Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (Student Information, D17).
Copyright: No

Added   Updated

SIC1060. / SIC060

SIC060

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"

I do not use instructional groups for mathematics.	1 (SIC1070)
Two	2
Three	3
Four	4
Five or more	5

Notes: USE TEACHER SURVEY PROBE.

DK AND REF SKIP TO SIC080.

ContextHeader: Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A9).
Copyright: No

Display Instructions: DISPLAY "mathematics" IN UNDERLINED TEXT.

SIC1065. / SIC070

SIC070

Question "In which mathematics instructional group is {CHILD} currently placed?"

InstResp "Use "1" for the highest instructional group. Enter in the number of the child's instructional group below."

|__|__| [1 to 10]

Notes: SOFT RANGE: IF (SIC060 = 2 and SIC070 > 2) OR (SIC060 = 3 and SIC070 > 3) OR (SIC060 = 4 and SIC070 > 4), THEN DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC070}, but reported only {DISPLAY RESPONSE AT SIC060} instructional groups. Please change the answer on this screen or hit the "Back" button below (not the back arrow in your browser) to correct the previous answer. Otherwise, select Next to continue."

ContextHeader: Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A10).
Copyright: No

Added   Updated

SIC1070. / SIC080

SIC080   Question "Are you {CHILD}'s primary teacher in the following subject areas?"

                                InstResp "Select all that apply."

Reading/Language Arts   _____   1

Mathematics   _____   2

Science   _____ 3

Social Studies   _____ 4

UP TO 4 RESPONSES ALLOWED.

Notes: HELP TEXT FOR STEM: A primary teacher is the teacher who is responsible for all learning in that subject area. The primary teacher writes all lesson plans and handles all activities and assessments in that subject area. If you co-teach a subject area with another teacher but think you could report about {CHILD}, please report that you are {his/her} primary teacher for that subject area.

ContextHeader: Source: ECLS-K:2011 Third Grade Classroom Teacher, Child-level Questionnaire (Q E22).
Copyright: No

Added   Updated

SIC1075. / SIC100

SIC100   Question "Please indicate the total number of times {CHILD} has been absent from your class during the current school year?"

No absences	1
1 to 4 absences	2
5 to 7 absences	3
8 to 10 absences	4
11 to 19 absences	5
20 to 35 absences	6
36 to 80 absences	7
81 to 89 absences	8
90 or more absences	9

ContextHeader: Source: Adapted from ECLS-K:2011 Spring 2016 Reading Teacher Questionnaire Child-level Survey (D3) (Replaced 'reading/language arts class' with 'your class'; Expanded response categories: response category "20 or more absences" divided into 4 different categories to improve discrimination).
Copyright: No

SIC1080. / SIC110

SIC110   Question "Has {CHILD} ever fallen 2 or more weeks behind in school work this year?"

InstResp "If the child has been enrolled in your class less than two weeks, please select 'Not applicable.'"

Yes	1	
No	2	(SIC1095)
Not applicable	3	(SIC1095)

Notes: SK skips to SIC130.

ContextHeader: Source: ECLS-K:2011 Spring First Grade Teacher Child-level Survey (below grade) (Student Information Q4).
Copyright: No

Added   Updated

SIC1085. / SIC120

SIC120   Question "Why has {CHILD} fallen behind in school work?"

                              InstResp "Select all that apply."

A health problem   -- 1

A disciplinary problem   -- 2

Lack of effort   -- 3

Disorganized   -- 4

Lacks prerequisite skills -- 5

Frequent absences   -- 6

Emotional problems   -- 7

Family problems   -- 8

Homelessness   -- 9

Some other reason {(Please specify):/(Please   -------- 91
specify on next screen.)}

UP TO 10 RESPONSES ALLOWED.

ContextHeader: Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher
                 Child-level Survey (Student Information Q5) (Separated 'Emotional/family
                 Problems' response choice into two response choices as follows, 'Emotional
                 problems' and 'Family problems'; added the response category
                 'Homelessness').
                 Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR
                        LARGE BROWSERS.

                        DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY
                        "(Please specify on next screen.)" FOR SMALL BROWSERS.

Box SIC1086. / Box 4

Notes: IF ONE OF THE CODES IN QUESTION SIC120 = 91, GO TO QUESTION
         SIC120OS. ELSE GO TO SIC130.

ContextHeader: Source:
                 Copyright: No

Added   Updated

SIC1090. / SIC120OS

SIC120OS

_____ ----------------------- [0 to 0]

ContextHeader: Source:
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SIC1095. / SIC130

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?"

|__|__|__|__| ---------------------------------- [0 to 1000]

Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have
entered {DISPLAY RESPONSE AT ITEM#}. Please confirm. If this is correct,
select Next to continue."

ContextHeader: Source: New item created by Westat.
Copyright: No

SIC1100. / SIC130SR

Check to see if:

Soft Range: 0- 19

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

Added   Updated

SIC1105. / SIC140

SIC140   Question "During this school year, has {CHILD} received instruction in the following types of programs in your school?"

InstResp "Select all that apply."

Individual tutoring remedial program in reading/language arts	_____	1
Individual tutoring remedial program in mathematics	_____	2
Pull-out (that is, out of classroom) small group remedial program in reading/language arts	_____	3
Pull-out (that is, out of classroom) small group remedial program in mathematics	_____	4
Gifted and talented program in reading/language arts	_____	5
Gifted and talented program in mathematics	_____	6
None of the above	_____	7

UP TO 7 RESPONSES ALLOWED.

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

HELP FOR CODE 5: Gifted and talented programs include enrichment and accelerated program.

HELP FOR CODE 6: Gifted and talented programs include enrichment and accelerated program.

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q6) (Previously formatted as yes or no on each row)
Copyright: No

Added   Updated

SIC1110. / SIC150a

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?

Instruction or services before school"

Yes	1
No	2
Not offered	3
Don't know	4

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

DISPLAY "in your school " IN UNDERLINED TEXT.

DISPLAY "outside of the regular school day " IN UNDERLINED TEXT.

Added   Updated

SIC1115. / SIC150b

SIC150b   Question "Instruction or services after school"

          Yes   1

          No   2

          Not offered   3

          Don't know   4

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

DISPLAY "in your school " IN UNDERLINED TEXT.

DISPLAY "outside of the regular school day " IN UNDERLINED TEXT.

Added   Updated

SIC1120. / SIC150c

SIC150c

Question "Instruction or services on weekends"

Yes	1
No	2
Not offered	3
Don't know	4

<u>ContextHeader:</u> Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q7).
Copyright: No

<u>Display Instructions:</u> IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC150a-c ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

DISPLAY "in your school" IN UNDERLINED TEXT.

DISPLAY "outside of the regular school day" IN UNDERLINED TEXT.

SIC1125. / SIC200

SIC200

Question "Is English {CHILD}'s native language?"

Yes	1	(SIC1185)
No	2	
Don't know	3	

<u>Notes:</u> SK AND DON'T KNOW GO TO NEXT QUESTION (SIC210)

<u>ContextHeader:</u> Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q8).
Copyright: No

Added   Updated

SIC1130. / SIC210

SIC210

Question "Does {CHILD} participate in an instructional program designed to teach English language skills to children with limited English proficiency?"

Yes	1	
No	2	(SIC1185)

Notes: SK SKIPS TO SIC260.

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q9).
Copyright: No

Added   Updated

SIC1135. / SIC220

SIC220
Question "Would you say the specialized language instruction {CHILD} receives is primarily a/an...?"

Program that focuses on developing students' literacy in two languages	----------	1
Program that focuses on developing students' literacy solely in English	----------	2
No specialized language program is provided to this child.	----------	3 (SIC1180)
Other program {(Please specify):/(Please specify on next screen.)}	--------	91

Notes: SK SKIPS TO SIC250.

DISPLAY CODE 91 BEFORE CODE 3.

HELP FOR CODE 1: For example:
•Two-way immersion program or two-way bilingual program
•Developmental bilingual program, late exit transitional program, or maintenance bilingual program
•Transitional program, early exit bilingual program, or early exit transitional program
•Heritage language program or indigenous language program

HELP FOR CODE 2: For example:
•Sheltered English instruction or content-based English as a Second Language (ESL) program
•Structured English Immersion (SEI)
•Pull-out English as a Second Language (ESL) or English Language Development (ELD)
•Push-in ESL program

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D7).
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "solely in English" IN UNDERLINED TEXT.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

Added　　　　　Updated

Box SIC1140. / Box 5

Notes: IF SIC220 = 91, go to question SIC220OS

ContextHeader: Source:
Copyright: No

SIC1145. / SIC220OS

SIC220OS

_____   ----------------------   [0 to 0]

ContextHeader: Source:
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SIC1150. / SIC230a

SIC230a

Question "How often does {CHILD} usually receive specialized language instruction of the following program types?

Program that focuses on developing students' literacy in two languages"

Not applicable/Never	--	1
Less than once a week	--	2
1 day a week	--	3
2 days a week	--	4
3 days a week	--	5
4 days a week	--	6
5 days a week or more	--	7

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8a).
Copyright: No

Display Instructions: DISPLAY "often" IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE SAME SCREEN IN A GRID. DISPLAY "How often does {CHILD} usually receive specialized language instruction of the following program types?" AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A SEPARATE LINE.

Added   Updated

SIC1155. / SIC230b

SIC230b   Question "Program that focuses on developing students' literacy solely in English"

Not applicable/Never	--	1
Less than once a week	--	2
1 day a week	--	3
2 days a week	--	4
3 days a week	--	5
4 days a week	--	6
5 days a week or more	--	7

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8b). Copyright: No

Display Instructions: DISPLAY "often" IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE SAME SCREEN IN A GRID. DISPLAY "How often does {CHILD} usually receive specialized language instruction of the following program types?" AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A SEPARATE LINE.

Added   Updated

SIC1160. / SIC230c

SIC230c   Question "{Other program you specified: {SIC220OS}/Other program}"

Not applicable/Never	--	1
Less than once a week	--	2
1 day a week	--	3
2 days a week	--	4
3 days a week	--	5
4 days a week	--	6
5 days a week or more	--	7

ContextHeader: Source: ECLS-K:2011 Spring 2016 Reading Teacher Child-level Survey (D8c).
Copyright: No

Display Instructions: DISPLAY "often" IN UNDERLINE TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC230a-c ON THE
SAME SCREEN IN A GRID. DISPLAY "How often does {CHILD} usually receive
specialized language instruction of the following program types?" AT THE TOP
OF THE GRID. IF SIC220 = 91 AND TYPED RESPONSE IN SIC220OS IS NOT
BLANK, DISPLAY "Other program you specified: {SIC220OS}"; ELSE DISPLAY
"Other program" IN THE QUESTION TEXT.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not
Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A
SEPARATE LINE.

Added   Updated

SIC1165. / SIC240a

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?

Program that focuses on developing students' literacy in two languages"

Not applicable/Never	--	1
Less than ½ hour	--	2
½ hour to less than 1 hour	--	3
1 to less than 1 ½ hours	--	4
1 ½ to less than 2 hours	--	5
2 to less than 2 ½ hours	--	6
2 ½ to less than 3 hours	--	7
3 hours or more	--	8

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9a).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE SAME SCREEN IN A GRID. DISPLAY "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?" AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A SEPARATE LINE.

SIC1170. / SIC240b

SIC240b

Question "Program that focuses on developing students' literacy solely in English"

Not applicable/Never	1
Less than ½ hour	2
½ hour to less than 1 hour	3
1 to less than 1 ½ hours	4
1 ½ to less than 2 hours	5
2 to less than 2 ½ hours	6
2 ½ to less than 3 hours	7
3 hours or more	8

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D9b).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE SAME SCREEN IN A GRID. DISPLAY "On the days when {CHILD} receives specialized language instruction, for how much time does {he/she} receive instruction of the following program types?" AT THE TOP OF THE GRID.

DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A SEPARATE LINE.

SIC1175. / SIC240c

SIC240c   Question "{Other program you specified: {SIC220OS}/Other program}"

Not applicable/Never	---	1
Less than ½ hour	---	2
½ hour to less than 1 hour	---	3
1 to less than 1 ½ hours	---	4
1 ½ to less than 2 hours	---	5
2 to less than 2 ½ hours	---	6
2 ½ to less than 3 hours	---	7
3 hours or more	---	8

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level
                   Survey (D9c).
                   Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC240a-c ON THE
                       SAME SCREEN IN A GRID. DISPLAY "On the days when {CHILD} receives
                       specialized language instruction, for how much time does {he/she} receive
                       instruction of the following program types?" AT THE TOP OF THE GRID. IF
                       SIC220 = 91 AND TYPED RESPONSE IN SIC220OS IS NOT BLANK,
                       DISPLAY "Other program you specified: {SIC220OS}"; ELSE DISPLAY "Other
                       program" IN THE QUESTION TEXT.

                       DISPLAY FOR CODE 1: WHEN ITEMS ARE DISPLAYED IN A GRID, "Not
                       Applicable/Never" SHOULD WRAP SO THAT "Never" APPEARS ON A
                       SEPARATE LINE.

SIC1180. / SIC250

SIC250   Question "During this school year, how often is {CHILD}'s academic instruction provided in {his/her} native language?"

None of the time	1
Less than half of the time	2
Half of the time	3
More than half of the time	4
Almost all the time	5

ContextHeader: Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (D10) (replaced 'reading instruction' with 'academic instruction').
Copyright: No

Display Instructions: DISPLAY "academic instruction " IN UNDERLINED TEXT

SIC1185. / SIC260

SIC260   Question "Does {CHILD} have an IEP/IFSP?"

Yes	1
No	2

Notes: HELP FOR STEM: Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.

HELP FOR STEM: Individualized Family Service Plan (IFSP): A plan developed to support children and families involved in early intervention (birth to age 3).

ContextHeader: Source: Adapted from ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q13) (Rephrased question, dropping the phrase 'on record with the school' from the end of the question.).
Copyright: No

Added   Updated

SIC1190. / SIC270

SIC270   Question "Does {CHILD} have a 504 plan?"

Yes	1
No	2

Notes: HELP FOR STEM: 504 Plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

ContextHeader: Source: New item created by Westat.
Copyright: No

SIC1195. / SIC280

SIC280   Question "Does {CHILD} receive instruction in any of the following types of programs in your school?"

InstResp "Select all that apply."

Speech-language therapy for children with speech or language disorders/impairments	1
Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting	2
None of the above	3

UP TO 3 RESPONSES ALLOWED.

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 3, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q14); Restructured as a "select all that apply" rather than yes/no for each type of program.
Copyright: No

Added   Updated

SIC1200. / SIC290

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)?"

InstResp "Select all that apply."

Social work services	1
Mental health services (for example, personal/group counseling, therapy, or psychiatric care)	2
Behavior management program	3
Service coordination/case management services	4
Training/counseling for their family and/or caregivers	5
None of the above	6
Other {(Please specify):/(Please specify on next screen.)}	91

UP TO 7 RESPONSES ALLOWED.

Notes: IF MORE THAN ONE CODE IS SELECTED (OTHER THAN CODE 91) AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

ContextHeader: Source: New item created by Westat based on support services identified in the U.S. Department of Education Pre-Elementary Education Longitudinal Study (PEELS).
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

Added   Updated

Box SIC1201. / Box 6

Notes:	IF ONE OF THE CODES IN QUESTION SIC290 = 91, GO TO QUESTION SIC290OS. ELSE GO TO SIC300.
ContextHeader:	Source: Copyright: No

SIC1205. / SIC290OS

SIC290OS

_____   _____ [0 to 0]

ContextHeader:	Source: Copyright: No
Display Instructions:	DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SIC1210. / SIC300

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?"

Yes	1
No	2
Don't know	3
Child does not participate in the school's testing or assessment program.	4
There is no testing or assessment program at this grade level.	5

ContextHeader:	Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q15). Copyright: No

Added   Updated

SIC1215. / SIC310a

SIC310a   Question "During <u>structured</u> play time, how does {CHILD} compare with other
                                  children in the class in terms of physical activity?"

A lot less active than most	-------	1
A little less active than most	-------	2
About the same as most	-------	3
A little more active than most	-------	4
A lot more active than most	-------	5

<u>ContextHeader:</u>   Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level
                             Survey (Student Information Q16).
                             Copyright: No

<u>Display Instructions:</u> IF THE BROWSER SIZE IS LARGE, DISPLAY SIC310a and SIC310b ON
                             SAME SCREEN IN A GRID.

                             DISPLAY "structured" IN UNDERLINED TEXT.

SIC1220. / SIC310b

SIC310b   Question "During <u>unstructured</u> play time, how does {CHILD} compare with other
                                  children in the class in terms of physical activity?"

A lot less active than most	-------	1
A little less active than most	-------	2
About the same as most	-------	3
A little more active than most	-------	4
A lot more active than most	-------	5

<u>ContextHeader:</u>   Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level
                             Survey (Student Information Q17).
                             Copyright: No

<u>Display Instructions:</u> IF THE BROWSER SIZE IS LARGE, DISPLAY SIC310a and SIC310b ON
                             SAME SCREEN IN A GRID.

                             DISPLAY "unstructured" IN UNDERLINED TEXT.

Added   Updated

SIC1225. / SIC320a

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? Reading"

Below grade level	--	1
About on grade level	--	2
Above grade level	--	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

SIC1230. / SIC320b

SIC320b

Question "Writing"

Below grade level	--	1
About on grade level	--	2
Above grade level	--	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

Added   Updated

SIC1235. / SIC320c

SIC320c   Question "Oral language"

Below grade level	--	1
About on grade level	--	2
Above grade level	--	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

SIC1240. / SIC320d

SIC320d   Question "Math"

Below grade level	--	1
About on grade level	--	2
Above grade level	--	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

Added   Updated

SIC1245. / SIC320e

SIC320e   Question "Science"

Below grade level	---	1
About on grade level	---------------------------------------	2
Above grade level	---	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

SIC1250. / SIC320f

SIC320f   Question "Social studies"

Below grade level	---	1
About on grade level	---------------------------------------	2
Above grade level	---	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey blended with Spring 2016 Reading teacher questionnaire. (Student Information Q18) (Adapted ECLS-K:2011 Spring K response scale to match Spring 2016 Reading Teacher questionnaire response scale; Used academic skills listed in Spring 2016 and added Math and Science from Spring Kindergarten.).
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SIC320a-f ON SAME SCREEN IN A GRID. DISPLAY "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?" AT THE TOP OF THE GRID.

Added   Updated

SIC1255. / SIC330a

SIC330a

Question "During this school year, have {CHILD}'s parents/guardians attended regularly-scheduled conferences at your school?"

Yes	1
No	2
Not applicable/Not offered	3

ContextHeader: Source: ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q24).
Copyright: No

SIC1260. / SIC350

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."

Behavior problems the child was having in school	1
Any problems the child was having with school work	2
Anything the child was doing particularly well in or better in at school	3
None of the above	4

UP TO 4 RESPONSES ALLOWED.

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 4, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

ContextHeader: Source: Adapted from the ECLS-K:2011 Spring Kindergarten Classroom Teacher Child-level Survey (Student Information Q27) by eliminating the gate question and making it a select all that apply.
Copyright: No

Added   Updated

SIC1265. / SIC360

SIC360

Question "How responsive were {CHILD}'s parents/guardians when you communicated with them about the child's behavior or school work?"

Not responsive at all	-----	1
Somewhat responsive	-----	2
Very responsive	-----	3

<u>ContextHeader:</u> Source: New.
Copyright: No

Added   Updated

SIC1270. / SIC600

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.

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• 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."

Continue --- 1

Notes: INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

ContextHeader: Source: New.
Copyright: No

Display Instructions: DISPLAY "NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission." IN BOLD TEXT.

DISPLAY "Social Skills Rating System (SSRS)" AND "Social Skills Improvement System (SSIS)" IN ITALICS.

DISPLAY "Journal of Personality Assessment, 87" and "Child Development, 72" IN ITALICS.

DISPLAY "School Liking and Avoidance Questionnaire" IN ITALICS.

DISPLAY "Learning-to-Learn Scales" IN ITALICS IN TWO PLACES.

DISPLAY "Child Behavior Scale" IN ITALICS.

Added   Updated

Box SIC1275. / Box 7

Notes: CASE WITH COMPLETED TEACHER SURVEY SHOULD ROUTE BACK TO
MANAGEMENT SYSTEM SO THAT THE TEACHER MAY SELECT ANOTHER
CHILD SURVEY ASSIGNED TO HIM/HER, IF APPLICABLE.

[End of SIC]

Added   Updated