

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

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

OMB# 1850-0750 v.31

Attachment D-4c

**Spring First Grade
Teacher Child-Level
Paper Survey B
Below Grade**

National Center for Education Statistics

U.S. Department of Education

August 2024

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



**Early Childhood Longitudinal Study, Kindergarten Class of 2023-24
Kindergarten Teacher Survey (Child Level)
Spring 2025 - Form TQC1B**

INTRODUCTION

Dear Teacher,

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

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

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

THANK YOU VERY MUCH FOR YOUR HELP.





MARKING DIRECTIONS

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

MARKING BOXES

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

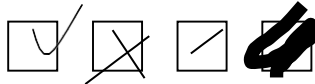
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



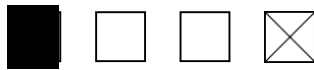
Incorrect Marks:

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



How to Change an Answer:

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



PRINTING ANSWERS IN BOXES:

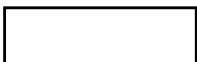
Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0̄, and do not write a seven with a line through it like this – 7̄.

Write one number per box like this:

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

Write words like this:

John Smith



ACADEMIC RATING SCALE

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

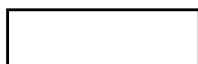
- This is NOT a test and should NOT be administered directly to the child.
- Each skill, knowledge, or behavior is listed in bold, and there are often examples to help illustrate what is intended. **These examples do not exhaust all the ways the child may demonstrate what he or she knows or can do.**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

For each question, **please rate this child compared to other children of the same age level** using the following **five-point scale** that reflects the degree to which a child has acquired and demonstrated the identified skills, knowledge, and behaviors.

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

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

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



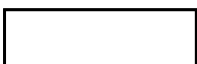


SECTION 1: LANGUAGE AND LITERACY

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

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. Contributes relevant information to classroom discussions – for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Engages in higher-level thinking and reasoning during classroom discussions – for example, answers questions that are not just an explicit recall of facts, makes inferences, asks on-topic questions, and can have a cohesive exchange of ideas that are centered on a given topic for at least three conversational turns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses morphemes to figure out the meanings of words – for example, knows that “-s” means “more than 1” as in “trucks”; “-er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses complex sentence structures – for example, says “If she had brought her umbrella, she wouldn’t have gotten wet,” or “Yesterday it was raining cats and dogs,” or “Why can’t we go on the field trip at the same time as the first grade?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands and interprets a story or other text read to him/her – for example, by retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Easily and quickly names all upper- and lower-case letters of the alphabet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Predicts what will happen next in stories by using the pictures and storyline for clues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reads simple books independently – for example, reads books with a repetitive language pattern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Demonstrates early writing behaviors – for example, by using initial consonants to spell words (“d” for the word “dog”), or using letter names to represent sounds (“r” for the word “are”), or phonetic spelling (“hrt”) for the word “heart,” to convey words or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





A1. (Cont.) Please rate this child's current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.
MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
j. Composes simple stories – for example, by writing about a personal experience in a journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Composes informative/explanatory text – for example, uses a combination of drawing, dictating, and writing to state what is being written about, supply some information about the topic, and provide some sense of closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Finds meaningful units in words such as prefixes, suffixes, and base words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 2: SCIENCE

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

MARK ONE RESPONSE ON EACH ROW.

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. Uses his/her senses to explore and observe – for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Shows an understanding of cause and effect – for example, knows if he or she pushes a ball harder, it will go faster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

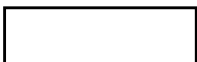


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SECTION 3: MATHEMATICAL THINKING

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

THIS CHILD...	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable or Skill not yet taught
a. Counts forward beginning from a given number within the known sequence, instead of having to begin at 1 – for example, child starts with 5 objects and is given 2 more and child counts “6, 7” instead of “1, 2, 3, 4, 5, 6, 7” to get the answer of 7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shows an understanding of the relationship between quantities – for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates consistent understanding of one-to-one correspondence – for example, when counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. For any number from 1 to 9, finds the number that makes 10 when added to the given number (for example, by using objects or drawings) and records the answer with a drawing or equation (for example, $3 + _ = 10$ and $4 + _ = 10$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses place value to compose and decompose numbers from 11 to 19 into tens and ones (for example, by using objects or drawings) and records each composition or decomposition by a drawing or equation (for example, $18 = 10 + 8$).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Solves problems involving numbers using concrete objects – for example, “Vera has six blocks, George has three, how many blocks are there in all?” or “How many do I need to give George so he will have the same number of blocks as Vera?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least popular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Measures length to the nearest whole number using common objects – for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Correctly names squares, circles, triangles, and rectangles regardless of their orientations or overall size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





SECTION 4: EARLY LANGUAGE SKILLS

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

MARK ONE RESPONSE ON EACH ROW.

How Often?

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



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

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

Not able to rate:

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

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

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

Section 5: Social Skills and Approaches-to-Learning

Teachers rate children in their classrooms on social skills and problem behaviors (e.g., fighting, arguing, anger, depression, low self-esteem, impulsiveness) and learning dispositions or “approaches to learning” (e.g., curiosity, self-direction, organization, and persistence). The social skills and problem behaviors were adapted from the *Social Skills Rating Scale (SSRS)* and the *Social Skills Improvement System (SSIS)* by Gresham and Elliot (1990, 2008) and are published by NCS Pearson. The following items are copyright protected and are not listed: E1a-e, i-j, l, p-r. The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

SECTION 5: SOCIAL SKILLS AND APPROACHES-TO-LEARNING

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

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

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

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



SECTION 6: CLASSROOM BEHAVIORS

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

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

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

SECTION 7: SCHOOL LIKING AND AVOIDANCE

G1. For the items below, please indicate how often each of these items applies to this child.

MARK ONE RESPONSE ON EACH ROW.

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

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



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Section 8: Strategic Planning

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

SECTION 8: STRATEGIC PLANNING

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

MARK ONE RESPONSE ON EACH ROW.

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

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



Section 9: Peer Relationships

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

SECTION 9: PEER RELATIONSHIPS

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

MARK ONE RESPONSE ON EACH ROW.

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

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



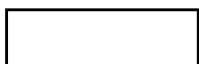
12. **During this school year, how often have other students ...** MARK ONE RESPONSE ON EACH ROW.

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

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

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

Source: Espelage, D. L. and 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.





SECTION 10: STUDENT INFORMATION

J1. In which grade is this child enrolled? MARK ONE RESPONSE.

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

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

Kindergarten (Full-day program) } →

Kindergarten (Part-day program) }

First grade } →

Second grade }

The child is ungraded/in an ungraded classroom. →

J2. Which best describes the type of kindergarten in which this child is enrolled? MARK ONE RESPONSE.

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

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

- Regular kindergarten
- Transitional kindergarten
- Transitional first (or pre-first) grade
- Kindergarten equivalent but is ungraded or has multiple grades

J3. Is the 2024-25 school year this child's...? MARK ONE RESPONSE.

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

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

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





J4. How long has this child been in your classroom this school year? MARK ONE RESPONSE.

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

J5. How often does this child wear eye glasses or contact lenses in the classroom? MARK ONE RESPONSE.

- Never
- Seldom
- Usually
- Always

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

- I do not use instructional groups for reading. → GO TO Q J8 on page 15
- Two
- Three
- Four
- Five or more

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

		Instructional Group
--	--	---------------------



J8. How many instructional groups based on achievement or ability levels in mathematics do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for mathematics. →
- Two
- Three
- Four
- Five or more

J9. In which mathematics instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

Instructional Group

J10. Are you this child's primary teacher in the following subject areas? MARK ALL THAT APPLY.

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

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



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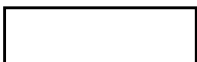
J11. Please indicate the total number of times this child has been absent from your class during the current school year? MARK ONE RESPONSE.

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

J12. Has this child ever fallen 2 or more weeks behind in school work this year? MARK ONE RESPONSE.

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

- Yes
- No →
- Not applicable →





J13. Why has this child fallen behind in school work? MARK ALL THAT APPLY.

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

J14. As of today's date, how many times have you referred this child outside of the classroom for discipline as a result of misbehavior? WRITE A NUMBER IN THE BOX BELOW. IF THE ANSWER IS ZERO, WRITE "0."

--	--	--

Number of times

J15. During this school year, has this child received instruction in the following types of programs in your school? MARK ALL THAT APPLY.

Gifted and talented programs include enrichment and accelerated programs.

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



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J16. During this school year, has this child received instruction and/or related services in your school at any of the following times outside of the regular school day?

MARK ONE RESPONSE ON EACH ROW.

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

J17. Is English this child's native language? *MARK ONE RESPONSE.*

Yes → GO TO Q J23 on page 21

No

Don't know

J18. Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency? *MARK ONE RESPONSE.*

Yes

No → GO TO Q J23 on page 21



Please read the following examples and definitions for help in answering question J19.

Literacy in two languages:

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

Literacy solely in English:

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

J19. Would you say the specialized language instruction this child receives is primarily a/an...?

MARK ONE RESPONSE.

Program that focuses on developing students' literacy in two languages

Program that focuses on developing students' literacy solely in English

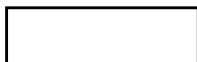
Other program (Please specify):

No specialized language program is provided to this child. → GO TO Q J22 on page 20

J20. How often does this child usually receive specialized language instruction of the following program types?

MARK ONE RESPONSE ON EACH ROW.

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





J21. On the days when this child receives specialized language instruction, for how much time does this child receive instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

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

J22. During this school year, how often is this child's academic instruction provided in this child's native language? MARK ONE RESPONSE.

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





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

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

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

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

J23. Does this child have an IEP/IFSP? MARK ONE RESPONSE.

Yes

No

J24. Does this child have a 504 plan? MARK ONE RESPONSE.

Yes

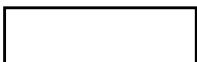
No

J25. Does this child receive instruction in any of the following types of programs in your school? MARK ALL THAT APPLY.

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

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

None of the above





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J26. During this school year, has this child received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)? MARK ALL THAT APPLY.

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

J27. Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program? MARK ONE RESPONSE.

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

J28a. During structured play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

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



J28b. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

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

J29. Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for this child's current grade level?

MARK ONE RESPONSE ON EACH ROW.

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

J30. During this school year, have this child's parents/guardians attended regularly-scheduled conferences at your school? MARK ONE RESPONSE.

- Yes
- No
- Not applicable/Not offered





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J31. During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians for any of the following purposes? MARK ALL THAT APPLY.

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

J32. How responsive were this child's parents/guardians when you communicated with them about this child's behavior or school work? MARK ONE RESPONSE.

- Not responsive at all
- Somewhat responsive
- Very responsive

J33. Please fill in the boxes with the date the survey was completed.

				2	0	2	5
MONTH		DAY		YEAR			

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

