

Early Childhood Longitudinal Study,  
Kindergarten Class of 2022-23 (ECLS-K:2023)  
Kindergarten-First Grade Field Test Instruments  
Usability Testing

**Attachment 1**

**Fall Kindergarten Field Test Instruments**

OMB #1850-0803 v.280

Submitted by  
National Center for Education Statistics  
U.S. Department of Education

November 2020

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# **Darent Survey**

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# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section	INQ	[Introduction]	Sequence: 0
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### Grid Spec

[(All Sections)]

#### 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 PARENT 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 THERE IS A BREAK OFF OR TIMEOUT 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.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE VERTICALLY ALIGNED TO THE BOTTOM OF THE ROW UNLESS THE RESPONSE OPTION HAS A NUMERIC SCALE AND THE NUMBERS SHOULD BE TOP ALIGNED

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## Spec Skip

[(All Sections)]

### SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE:

IF “PARENT 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 take another look at the question and provide an answer. Select a choice below 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: PSQ020, PSQ025, PSQ030, PSQ035, PSQ040, PSQ045, KSQ080, FSQ200, CCQ051, CCQ161, CCQ162, CCQ287, CCQ321, CCQ322, CHQ005, CHQ006a, CHQ006b, CHQ007, CHQ010, CHQ015, CHQ016, MHQ045, MHQ060, MHQ065a, MHQ065b, MHQ070, MHQ075a, MHQ075b, MHQ120, MHQ125, HRQ030, NRQ040, NRQ123, CFQ060, CMQ170a, CMQ510, CMQ520, AND CMQ525e.

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## Soft Edit

[(All Sections)]

### 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.

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## OS Spec

|Other Specify (All Sections)

### OTHER SPECIFY (ALL SECTIONS):

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).

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## Footer

|Footer For First Question in the Survey

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:  
“We recommend using a desktop or laptop computer to complete the survey. For the best experience, use Chrome, Edge, Safari, or Firefox. If you need to stop the survey before finishing and return at a later time, please select "Save and exit." This will save your responses and keep them secure.”

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## INQ001

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question INQ002, modified to place respondent selection on the next screen to minimize scrolling.

### QUESTION TEXT:

Question "We would like to collect some information about {CHILD}'s school and home experiences. Your answers will be extremely valuable in better understanding the development of young children and how their early school experiences can be improved.

Please press the Next button to continue."

**INQ002**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question INQ003.

**QUESTION TEXT:**

Question "Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"

**CODES**

- 1 Yes, I am the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health.
- 2 Another parent or guardian in the household knows the most about {CHILD}'s care, education, and health.
- 3 {CHILD} does not live in this household.

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## Box 1

Round: Fall Kindergarten Field Test

FOR ALL CASES, DEFINE TWO HOUSEHOLD TYPES ACCORDING TO INFORMATION IN THE PRELOAD:

1) NEW HOUSEHOLDS: THOSE WHO ARE NEW TO THE STUDY IN FALL KINDERGARTEN OR WERE IN THE STUDY IN PRESCHOOL BUT DO NOT HAVE A COMPLETE OR PARTIALLY COMPLETE PRESCHOOL PARENT SURVEY. A PARTIALLY COMPLETE PARENT SURVEY IS ONE THAT COMPLETED THE SURVEY AT LEAST THROUGH SECTION FSQ.

2) CONTINUING PRESCHOOL HOUSEHOLDS: THOSE WITH A COMPLETE OR PARTIALLY COMPLETE PRESCHOOL PARENT SURVEY.

FOR BOTH NEW AND CONTINUING PRESCHOOL HOUSEHOLDS, IF INQ002 = 2 OR 3 (NOT THE PERSON WHO KNOWS THE MOST ABOUT THE CHILD OR CHILD DOES NOT LIVE IN THE HOUSEHOLD), GO TO INQ005a.

ELSE IF IT IS A NEW HOUSEHOLD, GO TO INQ005j TO ASK FOR THE RESPONDENT'S FIRST AND LAST NAME.

ELSE IF IT IS (A CONTINUING PRESCHOOL HOUSEHOLD) AND (THE PRESCHOOL RESPONDENT'S FIRST NAME IS NOT MISSING OR SK), GO TO INQ005h TO DETERMINE IF THE FALL KINDERGARTEN RESPONDENT IS THE SAME AS THE PRESCHOOL RESPONDENT.

ELSE IF IT IS (A CONTINUING PRESCHOOL HOUSEHOLD) AND (THE PRESCHOOL RESPONDENT'S FIRST NAME IS MISSING OR SK), GO TO INQ005i TO HAVE CURRENT RESPONDENT SELECT THEIR NAME FROM A LIST OF PRESCHOOL ROUND HOUSEHOLD MEMBERS.

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## INQ005a

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text and added display for respondents in current household and those in a different household. Also changed “such a person” to “that person”.

### DISPLAY INSTRUCTIONS:

IF INQ002=2 DISPLAY “{lives in this household}” FOR THE FIRST DISPLAY AND “{, in this household,}” FOR THE SECOND DISPLAY. ELSE IF INQ002 = 3 DISPLAY “lives with {CHILD}” FOR THE FIRST DISPLAY AND USE A NULL DISPLAY FOR THE SECOND DISPLAY.

FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question “We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person {, in this household,} so that we can contact him or her for the survey.

First Name: "

### ENTER TEXT

Length

100

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## INQ005b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question "Last Name:"

### ENTER TEXT

Length

100

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## INQ005c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text and validation check message

### DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question "Email Address:"

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

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## INQ005d1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY "{confirm}" AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY "enter" AND USE A NULL DISPLAY FOR THE ADDRESS.

### QUESTION TEXT:

Question "Please {confirm/enter} the mailing address.

Address Line 1:"

### ENTER TEXT

Length

100

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## INQ005d2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 2, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY “{confirm}” AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE DISPLAY “enter” AND USE A NULL DISPLAY FOR THE ADDRESS.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark “Apartment number”

### ENTER TEXT

Length

100

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## INQ005e

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

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## INQ005f

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

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## INQ005g

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF INQ002=2 AND THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT IS NOT MISSING, DISPLAY THE PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT. ELSE USE A NULL DISPLAY FOR THE ADDRESS.

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

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## Box 2

Round: Fall Kindergarten Field Test

GO TO CMQ800 TO THANK THIS RESPONDENT AND INITIATE A NEW CONTACT FOR THE NEW RESPONDENT.

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### INQ005h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question INQ050 modified for web

#### DISPLAY INSTRUCTIONS:

FOR “{PRESCHOOL RESPONDENT’S FIRST NAME}” DISPLAY THE PRESCHOOL RESPONDENT’S FIRST NAME FROM THE PRELOAD.

FOR “{PRESCHOOL RESPONDENT’S LAST NAME}” DISPLAY THE PRESCHOOL RESPONDENT’S LAST NAME FROM THE PRELOAD IF IT IS NOT MISSING OR SK. ELSE, USE A NULL DISPLAY.

DISPLAY “{who was about {PRESCHOOL RESPONDENT’S AGE} years old}” IF THE PRESCHOOL RESPONDENT’S AGE IS NOT MISSING OR SK IN THE PRELOAD. WITHIN THIS DISPLAY, DISPLAY THE AGE OF THE PRESCHOOL RESPONDENT. ELSE USE A NULL DISPLAY.

IF ANSWER IS Yes, FLAG PERSON SHOWN IN THE DISPLAY AS THE RESPONDENT.

#### QUESTION TEXT:

Question “Last spring, {PRESCHOOL RESPONDENT’S FIRST NAME} {PRESCHOOL RESPONDENT’S LAST NAME} {who was about {PRESCHOOL RESPONDENT’S AGE} years old} completed a survey for the study.

Are you {PRESCHOOL RESPONDENT’S FIRST NAME} {PRESCHOOL RESPONDENT’S LAST NAME}?”

#### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

#### PROGRAMMER INSTRUCTIONS:

IF ANSWER IS Yes, FLAG PERSON SHOWN IN THE DISPLAY AS THE RESPONDENT.

---

## Box 3

Round: Fall Kindergarten Field Test

IF INQ005h = 1 (THE FALL KINDERGARTEN RESPONDENT IS THE SAME AS THE PRESCHOOL ROUND RESPONDENT) AND THE RESPONDENT'S LAST NAME IS MISSING IN THE PRELOAD, GO TO INQ005k TO ASK FOR THE RESPONDENT'S LAST NAME.

ELSE IF INQ005h = 1 (THE FALL KINDERGARTEN RESPONDENT IS THE SAME AS THE PRESCHOOL ROUND RESPONDENT) AND THE RESPONDENT'S LAST NAME IS NOT MISSING IN THE PRELOAD, GO TO BOX 5.

ELSE IF INQ005h = 2 OR SK (THE FALL KINDERGARTEN RESPONDENT IS NOT THE SAME AS THE PRESCHOOL ROUND RESPONDENT OR THIS QUESTION WAS SKIPPED) AND THE PRELOAD SHOWS THAT IN THE PRESCHOOL ROUND THERE WAS AT LEAST ONE PERSON IN THE HOUSEHOLD OTHER THAN THE PREVIOUS ROUND RESPONDENT WHO WAS 16 YEARS OF AGE OR OLDER, GO TO INQ005i TO IDENTIFY IF CURRENT RESPONDENT WAS ON PREVIOUS HOUSEHOLD ROSTER.

ELSE GO TO INQ005j.

# INQ005i

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question INQ055 modified for web

## DISPLAY INSTRUCTIONS:

LINES FOR 6 HH MEMBERS ARE SHOWN, BUT UP TO 35 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD. ALSO DISPLAY CODE 36 FOR "NOT ON LIST."

FOR ANSWER CODE 1, DO THE FOLLOWING:

FROM THE PRELOAD DISPLAY THE PRESCHOOL SURVEY RESPONDENT'S FIRST NAME, LAST NAME, AGE, AND SEX.

IF (THE PRESCHOOL SURVEY RESPONDENT'S FIRST NAME, LAST NAME, AGE, AND SEX ARE ALL MISSING) OR (THE PRESCHOOL SURVEY RESPONDENT'S FIRST AND LAST NAME ARE BOTH MISSING), DISPLAY, "Person who did the survey last spring".

ELSE IF FIRST NAME OF THE RESPONDENT IS NOT MISSING, DISPLAY THE RESPONDENT'S FIRST NAME FOR "{RESPONDENT'S FIRST NAME}". ELSE IF FIRST NAME OF THE RESPONDENT IS MISSING DISPLAY "First name of person who did the survey last spring".

ELSE IF THE RESPONDENT'S LAST NAME IS NOT MISSING, DISPLAY THE RESPONDENT'S LAST NAME FOR "{RESPONDENT'S LAST NAME}". ELSE IF THE RESPONDENT'S LAST NAME IS MISSING DISPLAY "Last name of person who did the survey last spring".

IF THE RESPONDENT'S AGE IS NOT MISSING, DISPLAY THE RESPONDENT'S AGE IN "{, about age {RESPONDENT'S AGE}}". ELSE IF THE RESPONDENT'S AGE IS MISSING, USE A NULL DISPLAY FOR "{, about age {RESPONDENT'S AGE}}".

IF THE RESPONDENT'S SEX IS NOT MISSING, DISPLAY THE RESPONDENT'S SEX IN "{ {RESPONDENT'S SEX}}". ELSE IF THE RESPONDENT'S SEX IS MISSING, USE A NULL DISPLAY FOR "{ {RESPONDENT'S SEX}}".

FOR OTHER ANSWER CODES, DO THE FOLLOWING:

FROM THE PRELOAD DISPLAY PRESCHOOL ROUND HOUSEHOLD MEMBERS THAT HAVE (AN AGE THAT IS GREATER THAN 16 OR IS MISSING} AND (HAVE DATA FOR THE HOUSEHOLD MEMBER'S FIRST NAME, AGE, OR SEX). IF THE HOUSEHOLD MEMBER'S FIRST NAME, AGE, AND SEX ARE ALL MISSING, DO NOT DISPLAY THE HOUSEHOLD MEMBER.

FOR THE HOUSEHOLD MEMBER'S FIRST NAME, DISPLAY THE FIRST NAME FOR "{HH MEMBER'S FIRST NAME}". IF THE HOUSEHOLD MEMBER'S FIRST NAME IS MISSING, DISPLAY "Unknown first name".

FOR THE HOUSEHOLD MEMBER'S AGE, IF AGE IS NOT MISSING DISPLAY "{, about age {HH MEMBERS'S AGE}}". ELSE IF AGE IS MISSING FOR THE HOUSEHOLD MEMBER, USE A NULL DISPLAY FOR "{, about age {HH MEMBERS'S AGE}}".

FOR THE HOUSEHOLD MEMBER'S SEX, IF SEX IS NOT MISSING DISPLAY "{ {HH MEMBER'S SEX}}". ELSE IF SEX IS MISSING FOR THE HOUSEHOLD MEMBER, USE A NULL DISPLAY FOR "{ {HH MEMBER'S SEX}}".

## QUESTION TEXT:

Question "Please select your name and/or description from the list below. If you are not on the list, select "not on list."

## CODES

1	{Person who did the survey last spring/First name of person who did	Box 4
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Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

INQ

	the survey last spring/Last name of person who did the survey last spring/ {RESPONDENT'S FIRST NAME} {RESPONDENT'S LAST NAME}} {, about age {RESPONDENT'S AGE}}{, {RESPONDENT'S SEX}}	
2	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
3	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
4	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
5	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
6	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
7	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
8	{HH MEMBER'S FIRST NAME} {, about age {HH MEMBERS'S AGE}} {, {HH MEMBER'S SEX}}	Box 4
36	Not on List	INQ00j

**PROGRAMMER INSTRUCTIONS:**

USE PARENT SURVEY PROBE.

FLAG PERSON SELECTED AT INQ005i AS THE RESPONDENT.

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## Box 4

Round: Fall Kindergarten Field Test

IF INQ005i = 1 (FALL KINDERGARTEN RESPONDENT IS ACTUALLY THE PRESCHOOL ROUND RESPONDENT) AND ACCORDING TO THE PRELOAD THE RESPONDENT'S FIRST AND LAST NAMES ARE NOT MISSING, GO TO BOX 5.

IF INQ005i = 1 (FALL KINDERGARTEN RESPONDENT IS ACTUALLY THE PRESCHOOL ROUND RESPONDENT) AND ACCORDING TO THE PRELOAD THE RESPONDENT'S FIRST NAME IS MISSING IN THE PRELOAD, GO TO INQ005j TO GET THE PREVIOUS ROUND RESPONDENT'S FIRST NAME.

ELSE IF INQ005i = 36 (NOT ON LIST OF HOUSEHOLD MEMBERS FROM THE PRESCHOOL ROUND) GO TO INQ005j TO GET THE NEW RESPONDENT'S FIRST NAME.

ELSE IF INQ005i = 1 ((PRESCHOOL ROUND RESPONDENT) AND (THERE IS A MISSING LAST NAME IN THE PRELOAD FOR THIS RESPONDENT)) OR INQ005i = 2 – 36 (A FIRST NAME WAS SELECTED FROM THE LIST OF HOUSEHOLD MEMBERS FROM THE PRESCHOOL ROUND) GO TO INQ005k TO GET THE RESPONDENT'S LAST NAME.

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## INQ005j

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question INQ060, added instruction to the respondent

### DISPLAY INSTRUCTIONS:

ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005j and INQ005k TOGETHER.

### QUESTION TEXT:

Question "What is your name?"

First Name:"

InstResp "We ask for first names so that we can ask questions about each person in the survey."

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

FOR CONTINUING PRESCHOOL HOUSEHOLDS WITH INQ005i= 1 (SAME RESPONDENT AS PRESCHOOL) AND (A MISSING FIRST NAME), USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

ELSE FOR CONTINUING PRESCHOOL HOUSEHOLDS WITH INQ005i =36 (A HOUSEHOLD MEMBER WHO IS NOT ON THE HOUSEHOLD LIST OF PERSONS AGE 16 OR OLDER OR WITH MISSING AGE IN PRESCHOOL), USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

ELSE FOR NEW HOUSEHOLDS, FLAG PERSON NAMED IN INQ005j AS THE RESPONDENT AND USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

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## INQ005k

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question INQ070

### DISPLAY INSTRUCTIONS:

IF INQ005j WAS NOT ASKED DISPLAY "{Please enter or confirm your last name.}" ELSE USE A NULL DISPLAY.

IF (INQ005h = 1) OR (INQ005i = 1) (SAME RESPONDENT AS IN PRESCHOOL) AND (THE LAST NAME OF THAT RESPONDENT IS NOT MISSING) DISPLAY THE LAST NAME IN THE CURRENT QUESTION INQ005k BUT ALLOW FOR CHANGES.

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005j and INQ005k TOGETHER.

### QUESTION TEXT:

Question "{Please enter or confirm your last name.}"

Last Name:"

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

FOR CONTINUING PRESCHOOL HOUSEHOLDS WITH INQ005i = 1 (SAME RESPONDENT AS PRESCHOOL) AND (A MISSING LAST NAME), USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

ELSE FOR CONTINUING PRESCHOOL HOUSEHOLDS WITH INQ005i = 36 (A HOUSEHOLD MEMBER WHO IS NOT ON THE HOUSEHOLD LIST OF PERSONS AGE 16 OR OLDER OR WITH MISSING AGE IN PRESCHOOL), USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

ELSE FOR NEW HOUSEHOLDS, USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

NOTE: IF A PRELOADED LAST NAME IS DELETED, SAVE THE LAST NAME FOR TRACKING PURPOSES BUT DO NOT USE IN FUTURE ROUND PRELOADS.

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## Box 5

Round: Fall Kindergarten Field Test

IF THE MYECLS WEBSITE INDICATES THAT EXPLICIT CONSENT IS REQUIRED FOR THE CHILD TO PARTICIPATE AND WAS ALREADY ANSWERED AS YES OR NO, GO TO INQ020a BECAUSE CONSENT HAS ALREADY BEEN OBTAINED.

ELSE IF THE MYECLS WEBSITE INDICATES THAT EXPLICIT CONSENT IS REQUIRED FOR THE CHILD, GO TO INQ010a.

ELSE GO TO INQ020a.

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### INQ010a

Copyright: No

Round: Fall Kindergarten Field Test

Source: International Early Learning Study (IELS), parent website, explicit consent language, modified study name and added "but still want to hear from you."

#### QUESTION TEXT:

Question "We need your permission before we can include {CHILD} in the study. Please select one of the choices below and confirm or enter your full name. Without your permission, we will be unable to include {CHILD} in the study, but still want to hear from you.

Do you give your permission for {CHILD} to participate in the ECLS? "

#### CODES

- |   |                                                                |
|---|----------------------------------------------------------------|
| 1 | Yes, I give permission for {CHILD} to participate in the ECLS. |
| 2 | No, I do not give permission for {CHILD} to participate.       |

---

## INQ010b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF INQ005j WAS ASKED AND IS NOT SK DISPLAY THIS FIRST NAME.

ELSE IF INQ005h = 1 OR INQ005i = 1 (SAME RESPONDENT AS IN PRESCHOOL) AND (THE FIRST NAME IN THE PRELOAD IS NOT MISSING) DISPLAY THE FIRST NAME OF THE RESPONDENT FROM THE PRELOAD.

ELSE IF THERE IS A FIRST NAME IN THE PRELOAD FOR THE RESPONDENT IN INQ005i = 2 – 35 DISPLAY THE FIRST NAME OF THE RESPONDENT FROM THE PRELOAD. ELSE USE A NULL DISPLAY FOR FIRST NAME.

FOR FIRST NAME, ALLOW FOR CHANGES AND ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ010b AND INQ010c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "First Name: "

### ENTER TEXT

Length

100

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## INQ010c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF INQ005k WAS ASKED AND IS NOT SK DISPLAY THIS LAST NAME.

ELSE IF INQ005h = 1 OR INQ005i = 1 (SAME RESPONDENT AS IN PRESCHOOL) AND (THE LAST NAME OF THAT RESPONDENT IS NOT MISSING IN THE PRELOAD) DISPLAY THE LAST NAME OF THE RESPONDENT FROM THE PRELOAD. ELSE USE A NULL DISPLAY.

FOR LAST NAME, ALLOW FOR CHANGES AND ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ010b AND INQ010c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Last Name:"

### ENTER TEXT

Length

100

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**Box 6**

Round: Fall Kindergarten Field Test

IF THE CHILD’S FIRST, MIDDLE, AND LAST NAME ARE IN THE PRELOAD FROM SCHOOL RECORDS, GO TO INQ020a. ELSE, GO TO INQ020b.

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**INQ020a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

**DISPLAY INSTRUCTIONS:**

DISPLAY THE CHILD’S FIRST, MIDDLE, AND LAST NAME FROM THE PRELOAD IN THE QUESTION STEM.

**QUESTION TEXT:**

Question “Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?

**CODES**

1	Yes	Box 7
2	No	INQ020b

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## INQ020b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview and simplified question text

### DISPLAY INSTRUCTIONS:

DISPLAY “Now we would like to ask some questions about {CHILD}.” IF INQ020a WAS NOT ASKED. ELSE USE A NULL DISPLAY.

DISPLAY CHILD’S FIRST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

### QUESTION TEXT:

Question “{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here.

First Name:”

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

IF INQ020b IS ASKED AND THE NAME IS NOT EMPTY, USE THIS NAME IN THE REST OF THE SURVEY AND IN THE ROSTER IN FSQ. ELSE USE THE NAME OF THE CHILD FROM THE PRELOAD.

---

## INQ020c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

DISPLAY THE CHILD’S MIDDLE NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

### QUESTION TEXT:

Question “Middle name:”

InstResp: “If there is no middle name, please skip this.”

### ENTER TEXT

Length

100

---

## INQ020d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

DISPLAY THE CHILD'S LAST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

### QUESTION TEXT:

Question "Last Name:"

### ENTER TEXT

Length

100

---

## Box 7

Round: Fall Kindergarten Field Test

IF THE CHILD'S GENDER IS NOT MISSING IN THE PRELOAD FROM A PRESCHOOL PARENT SURVEY OR SCHOOL RECORDS, GO TO INQ050a. ELSE, GO TO INQ050b.

---

## INQ050a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ050, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

DISPLAY “male” IF THE PRELOAD SHOWS THAT THE CHILD IS MALE. DISPLAY “female” IF THE PRELOAD SHOWS THAT THE CHILD IS FEMALE.

### QUESTION TEXT:

Question “Our records also show that {CHILD} is {male/female}. Is that correct?”

### CODES

1	Yes	Box 8
2	No	INQ050b

---

## INQ050b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQ050, modified language for web rather than interview

### QUESTION TEXT:

Question “What is {CHILD}’s sex?”

### CODES

1	Male
2	Female

### PROGRAMMER INSTRUCTIONS:

IF INQ050b IS ASKED AND IS NOT SK, USE THIS GENDER IN THE REST OF THE SURVEY AND IN THE ROSTER IN FSQ. ELSE USE THE GENDER OF THE CHILD FROM THE PRELOAD.

---

## Box 8

Round: Fall Kindergarten Field Test

IF THE CHILD’S FULL DATE OF BIRTH (MONTH, DATE, YEAR) IS IN THE PRELOAD FROM SCHOOL RECORDS, GO TO INQ060a. ELSE, GO TO INQ060b.

---

## INQo60a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo60a, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

DISPLAY THE CHILD'S DATE OF BIRTH FROM THE PRELOAD.

### QUESTION TEXT:

Question "Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?"

### CODES

1	Yes	Box 10
2	No	INQo60b

---

## INQo60b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo60a, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY INQo60b, INQo60c, AND INQo60d TOGETHER ON ONE SCREEN.

### QUESTION TEXT:

Question "What is {CHILD}'s date of birth?"

Watermark "Select month"

### CODES

1	January
2	February
3	March
4	April
5	May
6	June
7	July
8	August
9	September
10	October
11	November
12	December

### PROGRAMMER INSTRUCTIONS:

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

---

## INQo6oc

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo6ob, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY INQo6ob, INQo6oc, AND INQo6od TOGETHER ON ONE SCREEN.

### QUESTION TEXT:

Watermark "Enter day"

### ENTER NUMBER

Range	0 to 99
Soft Range	1 to 31

### PROGRAMMER INSTRUCTIONS:

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQo6oc}. Are you sure this is correct? When it is correct, select Next to continue."

---

## INQo6od

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo6oc, modified language for web rather than interview

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY INQo6od, INQo6oe, AND INQo6of TOGETHER ON ONE SCREEN.

### QUESTION TEXT:

Watermark "Enter year"

InstResp "Please enter the full year (for example, 2016)."

### ENTER NUMBER

Range	0 to 9999
Soft Range	2014 to 2017

### PROGRAMMER INSTRUCTIONS:

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQo6od}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 9

Round: Fall Kindergarten Field Test

IF ANY FIELD IN DATE OF BIRTH INQo6ob, c, or d = DK OR REFUSED (IN THE PARENT SURVEY PROBE), GO TO INQo9o. OTHERWISE, CONTINUE WITH INQo8o.

---

### INQo8o

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo8o

#### QUESTION TEXT:

Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQo6ob, c, and d} years old. Is that correct?"

#### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

Box 10

#### PROGRAMMER INSTRUCTIONS:

USING INQo6ob, c, and d, CALCULATE THE CHILD'S AGE AND DISPLAY IT IN THE QUESTION STEM.

---

### INQo9o

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten INQo9o

#### QUESTION TEXT:

Question "How old is {CHILD}?"

Watermark "Enter age"

#### ENTER NUMBER

- |            |         |
|------------|---------|
| Range      | 0 to 30 |
| Soft Range | 4 to 7  |

#### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQo9o}. Are you sure this is correct? When it is correct, select Next to continue."

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INQ

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**Box 10**

Round: Fall Kindergarten Field Test

IF A MAILING ADDRESS (AT LEAST ADDRESS LINE 1, CITY, AND STATE) IS IN THE PRELOAD, GO TO INQ100a.  
ELSE GO TO INQ100b.

---

**INQ100a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

**DISPLAY INSTRUCTIONS:**

DISPLAY ADDRESS LINE 1, ADDRESS LINE 2, CITY, STATE, AND ZIP CODE FROM THE PRELOAD. IF ADDRESS LINE 2 IS MISSING USE A NULL DISPLAY. IF ZIP CODE IS MISSING, USE A NULL DISPLAY.

**QUESTION TEXT:**

Question "Our records show that you live at  
  
{ADDRESS LINE 1} {,} {ADDRESS LINE 2}  
  
{CITY}, {STATE} {ZIP CODE}  
  
Is that correct?

**CODES**

1	Yes	INQ130a
2	No	

---

## INQ100b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY INQ100b-f TOGETHER.

### QUESTION TEXT:

Question "Please enter your mailing address.

Address Line 1: "

### ENTER TEXT

Length

100

---

## INQ100c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY ADDRESS LINE 2 FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

### ENTER TEXT

Length

100

---

## INQ100d

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY CITY FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## INQ100e

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY STATE, DISTRICT OR TERRITORY FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

DISPLAY InstResp BELOW THE QUESTION FIELD.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### PROGRAMMER INSTRUCTIONS:

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

---

## INQ100f

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF AN ADDRESS IS IN THE PRELOAD, DISPLAY ZIPCODE FROM PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN IN THE RESPONSE FIELD. ELSE USE A NULL DISPLAY IN THE RESPONSE FIELD.

DISPLAY INQ100b-f TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

---

## INQ130a

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF AN EMAIL ADDRESS IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE EMAIL ADDRESS IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Please confirm or enter your contact information.

Email Address:"

Watermark name@domain.com

"I don't have an email address."

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don't have an email address." AS A RADIO BUTTON.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN (E.G.,NAME@DOMAIN.COM).

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at least one period in the email address."

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

INQ

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## INQ130b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF A MOBILE NUMBER IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE MOBILE NUMBER IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Mobile Number:

By providing my mobile phone number, I agree to receive a text message to log back into this survey. Message and data rates may apply."

Watermark "(555)-555-5555"

"I don't have a mobile phone."

### ENTER TEXT

Length

12

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

---

## INQ130c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

IF A MOBILE NUMBER IS AVAILABLE FROM THE MYECLS WEBSITE OR THE PRELOAD, SHOW THE MOBILE NUMBER IN THE RESPONSE FIELD AND ALLOW FOR CHANGES. ELSE USE A NULL DISPLAY.

DISPLAY INQ130a – INQ130c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Landline Number:"

Watermark "(555)-555-5555"

"I don't have a landline phone."

### ENTER TEXT

Length

12

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I don't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

EMAIL ADDRESSES, MOBILE NUMBERS, AND/OR LANDLINE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

---

## Box 11

Round: Fall Kindergarten Field Test

GO TO SECTION PIQ (PARENT'S INVOLVEMENT WITH THE CHILD'S SCHOOL).

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Section	PIQ	[Parent's Involvement with the Child's School]	Sequence: 1
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**Box 1**

Round: Fall Kindergarten Field Test

IF THE CHILD WAS PART OF THE PRESCHOOL SAMPLE ACCORDING TO THE PRELOAD, GO TO PIQ001. ELSE GO TO PIQ020a.

---

## PIQ001

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, question s1\_p1enrol, modified order of response categories and replaced categories 3 and 4 to refer to child care in a center/home rather than college, university or vocational school. NOTE: THIS IS THE SAME AS ITEM FFS005 IN THE PRESCHOOL FALL FOLLOW-UP SURVEY.

### DISPLAY INSTRUCTIONS:

DISPLAY "center" IN UNDERLINED TEXT IN RESPONSE OPTION 3.

DISPLAY "home" IN UNDERLINED TEXT IN RESPONSE OPTION 4.

### QUESTION TEXT:

Question "Is {CHILD} currently... "

InstResp "Select all that apply."

InstResp "Note: Throughout the survey, click the blue “i” icon for more information about an item."

### CODES

#### Code All That Apply

- |   |                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------|
| 1 | Not in school?                                                                                               |
| 2 | In public or private school, including preschools?                                                           |
| 3 | In a child care center INSTEAD of attending a public or private school?                                      |
| 4 | In child care in a home INSTEAD of attending a public or private school?                                     |
| 5 | Homeschooled INSTEAD of attending a public or private school (including preschools) for some or all classes? |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 2: If {CHILD} is homeschooled AND attends a public or private school, select “In public or private school, including preschools.”

---

## Box 2

Round: Fall Kindergarten Field Test

IF ANY OF THE CODES IN PIQ001= (2, 3, OR 5) (CHILD IS IN PUBLIC/PRIVATE SCHOOL, CHILD CARE IN A CENTER, OR HOMESCHOOLED INSTEAD OF GOING TO SCHOOL), GO TO PIQ002. ELSE IF PIQ001 = (1 OR 4) (CHILD IS NOT IN SCHOOL OR IS IN CHILD CARE IN A HOME) GO TO SECTION PSQ. ELSE GO TO PIQ002.

**PIQ002**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

**QUESTION TEXT:**

Question "We would like to confirm {CHILD}'s grade level.

Is {CHILD} currently in kindergarten?"

InstResp "Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades.

It also includes children who are homeschooled for kindergarten."

**CODES**

1	Yes	Box 3
2	No	PIQ003

**PROGRAMMER INSTRUCTIONS:**

USE PARENT SURVEY PROBE AFTER EMPTY.

---

## PIQ003

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, question s1\_p1grade\_web, modified to expand choices in first two categories and restrict response categories for higher grade levels to ninth grade and above. NOTE: THIS IS THE SAME AS ITEM FFS010 IN THE PRESCHOOL FALL FOLLOW-UP SURVEY.

### QUESTION TEXT:

Question "What is {CHILD}'s current grade or equivalent?"

### CODES

- |   |                                                                 |
|---|-----------------------------------------------------------------|
| 1 | Preschool or child care for preschool-aged children in a center |
| 2 | Kindergarten                                                    |
| 3 | First                                                           |
| 4 | Second                                                          |
| 5 | Third                                                           |
| 6 | Fourth                                                          |
| 7 | Fifth or above                                                  |
| 8 | None of these                                                   |

### PROGRAMMER INSTRUCTIONS:

USE PARENT SURVEY PROBE AFTER EMPTY.

BOLD IN HELP TEXT: "Preschool or child care", "Kindergarten"

HELP FOR CODE 1: Preschool or child care for preschool-aged children in a center includes early childhood education programs, child care, or day care in a center, nursery school, preschool, prekindergarten, or child care with a relative or nonrelative other than a parent/guardian.

HELP FOR CODE 2: Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades."

---

## Box 3

Round: Fall Kindergarten Field Test

IF PIQ001 = 5 (CHILD IS HOMESCHOOLED INSTEAD OF ATTENDING A SCHOOL), GO TO SECTION PSQ.

ELSE, IF THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PRESCHOOL PARENT SURVEY IN THE PRELOAD, GO TO PIQ004. ELSE GO TO PIQ005.

---

**PIQ004**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. NOTE: THIS IS THE SAME AS ITEM FFS015 IN THE PRESCHOOL FALL FOLLOW-UP SURVEY.

**QUESTION TEXT:**

Question "Is {CHILD} attending {SCHOOL NAMED IN SPRING PRESCHOOL PARENT SURVEY}?"

**CODES**

1	Yes	Box 5
2	No	PIQ005

**PROGRAMMER INSTRUCTIONS:**

DISPLAY THE NAME OF THE PRESCHOOL PARENT SURVEY SCHOOL FROM THE PRELOAD.

SK SKIPS TO PIQ005.

---

## PIQ005

Copyright: No

Source: ECLS-B, preschool parent, question PA103b, modified to change “where” to “that” and delete “kindergarten”  
NOTE: THIS WAS QUESTION KSQ010 IN PRESCHOOL BUT DELETED REFERENCE TO KINDERGARTEN IN CASE THE CHILD IS NOT IN KINDERGARTEN.

### DISPLAY INSTRUCTIONS:

DISPLAY A LIST OF PUBLIC AND PRIVATE SCHOOLS IN THE AREA AS DEFINED IN THE PRELOAD.

DISPLAY LIST OF UP TO 25 PUBLIC AND PRIVATE SCHOOLS THAT ARE THE NEAREST SCHOOLS TO THE RESPONDENT’S ADDRESS.

DISPLAY BOTH THE SCHOOL NAME AND ADDRESS (STREET AND CITY, NOT STATE AND ZIP CODE) ON ONE LINE, IN ALPHABETICAL ORDER.

INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY PIQ005 AND PIQ005OS TOGETHER ON ONE SCREEN.

### QUESTION TEXT:

Question "What is the name of the school that {CHILD} attends?"

InstResp "Select the school from the list below. If you don't find the school, select "School not on list" and then type in the full school name."

### CODES

- |    |                                  |
|----|----------------------------------|
| 1  | [DISPLAY SCHOOL 1 IN ABC ORDER]  |
| 2  | [DISPLAY SCHOOL 2 IN ABC ORDER]  |
| 3  | [DISPLAY SCHOOL 3 IN ABC ORDER]  |
| 4  | [DISPLAY SCHOOL 4 IN ABC ORDER]  |
| 5  | [DISPLAY SCHOOL 5 IN ABC ORDER]  |
| 6  | [DISPLAY SCHOOL 6 IN ABC ORDER]  |
| 7  | [DISPLAY SCHOOL 7 IN ABC ORDER]  |
| 8  | [DISPLAY SCHOOL 8 IN ABC ORDER]  |
| 9  | [DISPLAY SCHOOL 9 IN ABC ORDER]  |
| 10 | [DISPLAY SCHOOL 10 IN ABC ORDER] |
| 11 | [DISPLAY SCHOOL 11 IN ABC ORDER] |
| 12 | [DISPLAY SCHOOL 12 IN ABC ORDER] |
| 13 | [DISPLAY SCHOOL 13 IN ABC ORDER] |
| 14 | [DISPLAY SCHOOL 14 IN ABC ORDER] |
| 15 | [DISPLAY SCHOOL 15 IN ABC ORDER] |
| 16 | [DISPLAY SCHOOL 16 IN ABC ORDER] |
| 17 | [DISPLAY SCHOOL 17 IN ABC ORDER] |
| 18 | [DISPLAY SCHOOL 18 IN ABC ORDER] |
| 19 | [DISPLAY SCHOOL 19 IN ABC ORDER] |
| 20 | [DISPLAY SCHOOL 20 IN ABC ORDER] |
| 21 | [DISPLAY SCHOOL 21 IN ABC ORDER] |

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PIQ

22	[DISPLAY SCHOOL 22 IN ABC ORDER]
23	[DISPLAY SCHOOL 23 IN ABC ORDER]
24	[DISPLAY SCHOOL 24 IN ABC ORDER]
25	[DISPLAY SCHOOL 25 IN ABC ORDER]
91	School not on list

**PROGRAMMER INSTRUCTIONS:**

SK SKIPS TO BOX 5.

SAVE THE 12 DIGIT ID (NCESSCH\_ID) OF THE SCHOOL SELECTED AS PIQ005, AND A NEW VARIABLE PIQ005\_ASK TO SAVE THE CODES 1-25 OF THE SELECTED SCHOOL IN THE LIST.

---

## Box 4

Round: Fall Kindergarten Field Test

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN PIQ005, GO TO PIQ005OS. ELSE GO TO BOX 5.

---

## PIQ005OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. NOTE: THIS WAS QUESTION KSQ010OS IN PRESCHOOL.

**DISPLAY INSTRUCTIONS:**

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS PIQ005.

**QUESTION TEXT:**

Watermark "Enter full school name"

**ENTER TEXT**

Length

50

---

## PIQ006a1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incnt\_name and incnt\_address, modified question text. NOTE: THIS WAS QUESTION KSQ015a IN PRESCHOOL.

### DISPLAY INSTRUCTIONS:

DISPLAY PIQ006a1-d TOGETHER.

### QUESTION TEXT:

Question "What is the mailing address of the school?"

Address Line 1:"

### ENTER TEXT

Length

100

---

## PIQ006a2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incnt\_name and incnt\_address, modified question text. NOTE: THIS WAS QUESTION KSQ015a2 IN PRESCHOOL

### DISPLAY INSTRUCTIONS:

DISPLAY PIQ006a1-d TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

### ENTER TEXT

Length

100

---

## PIQ006b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text. NOTE: THIS WAS QUESTION KSQ015b IN PRESCHOOL

### DISPLAY INSTRUCTIONS:

DISPLAY PIQ006a1-d TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## PIQ006c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text. NOTE: THIS WAS QUESTION KSQ015c IN PRESCHOOL

### DISPLAY INSTRUCTIONS:

DISPLAY PIQ006a1-d TOGETHER.

DISPLAY InstResp BELOW THE QUESTION FIELD.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

---

## PIQ006d

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text. NOTE: THIS WAS QUESTION KSQ015d IN PRESCHOOL

### DISPLAY INSTRUCTIONS:

DISPLAY PIQ006a1-d TOGETHER.

### QUESTION TEXT:

Question "Zip Code:"

### ENTER TEXT

Length

10

---

## Box 5

IF PIQ002 = 1 OR PIQ003 = 2 (CHILD IS IN KINDERGARTEN), GO TO PIQ020a. ELSE GO TO SECTION PSQ.

---

## PIQ020a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ020, modified to change “I’d like to ask you about” to “we have some questions about.” Also modified to add the words “this year” in case the child was not in the first year of kindergarten. Also modified to ask about in a grid with other similar items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ020a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s school. Did {CHILD}'s school or teacher send home information about any of the following when {CHILD} started kindergarten this year?

How to prepare {CHILD} for kindergarten?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## PIQ020b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ020b, modified to ask about in a grid with other similar items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ020a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "Topics or skills that are part of the kindergarten program?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## PIQ020c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ020c, modified to ask about in a grid with other similar items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ020a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "What to do if {CHILD} will be late or absent from school?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## PIQ020d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ020d, modified to ask about in a grid with other similar items.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ020a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "How to get in touch with a teacher or school staff to discuss any concerns or questions about {CHILD}?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## PIQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ030

### QUESTION TEXT:

Question "Have you met {CHILD}'s teacher yet?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## PIQ051

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade, PIQ051, modified "I'd" to "we'd", removed "Would you say that"

### QUESTION TEXT:

Question "Now, we'd like to ask you about {CHILD}'s school. To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her} current school? {CHILD} being able to go to {his/her} current school was ...

InstResp: "Choosing where to live" means moving to a particular neighborhood so that the child can go to the school that is assigned to that neighborhood."

### CODES

- |   |                                              |
|---|----------------------------------------------|
| 1 | A primary factor in choosing where you live, |
| 2 | One of several factors, or                   |
| 3 | Not a factor in choosing where you live?     |

---

## PIQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade, question PIQ060, modified response categories. Also added help text based on text from NHES 2019 Parent and Family Involvement questions 4, 31, and 36 to explain homeschooling, assigned, and chosen schools.

### QUESTION TEXT:

Question: "Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?"

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."

### CODES

1	Assigned school for your home	PIQ070
2	Assigned school for your home that is also your school of choice	PIQ070
3	A chosen school that is not the assigned school for your home	PIQ070
4	Child is homeschooled	Box 5b

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO PIQ070.

HELP FOR CODE 1: A regularly assigned school is one that is assigned by your local public school district based on the location of your home.

HELP FOR CODE 2: Choose this answer if the school assigned by your local public school district based on the location of your home is the school that you would have chosen.

HELP FOR CODE 3: A school that you chose may be a private school, a magnet program in a public school, a charter school, or any school other than the one your child would be assigned based on your home's location.

HELP FOR CODE 4: Choose this answer if your child is being educated at home rather than going to a public or private school located in a physical building.

---

## Box 5b

Round: Fall Kindergarten Field Test

IF PIQ001 = 2, 3, OR 4 (RESPONDENT ALREADY REPORTED IF CHILD IS ATTENDING A PUBLIC OR PRIVATE SCHOOL OR NOT), GO TO PIQ066. ELSE GO TO PIQ065.

---

## PIQ065

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ065

### QUESTION TEXT:

Question "Does {CHILD} attend a school?"

### CODES

1	Yes	PIQ066
2	No	PIQ110a

### PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: We are asking about attending a school because some children who are schooled at home also attend school for some classes.

---

## PIQ066

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ066

### QUESTION TEXT:

Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities."

Watermark "Hours per week"

### ENTER NUMBER

Range	0 to 99
Soft Range	1 to 30

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ066}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD "instruction" and extracurricular activities" IN HELP TEXT.

HELP FOR STEM: Examples of subjects for instruction are reading, math, science, and social studies. Examples of extracurricular activities are sports teams, clubs, and drama.

---

## PIQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ070 modified “[or {CHILD}'s parents]” to “or another parent or guardian.” Also reworded second sentence to ask “before {he/she} reached the age of the school guideline, as soon as {he/she} was old enough based on {his/her} birth date, or did you wait at least a year so {he/she} was older?”

### DISPLAY INSTRUCTIONS:

DISPLAY “before”, “as soon as”, AND “wait” IN BOLD TEXT.

### QUESTION TEXT:

Question “Most schools have guidelines about when a child can start school based on his or her birth date.

Did you or another parent or guardian enroll {CHILD} in kindergarten before {he/she} reached the age of the school guideline, as soon as {he/she} was old enough based on {his/her} birth date, or did you wait at least a year so {he/she} was older?”

### CODES

- |   |                                                                 |
|---|-----------------------------------------------------------------|
| 1 | Before {he/she} reached the minimum age in the school guideline |
| 2 | As soon as {he/she} reached an age within the school guideline  |
| 3 | Waited at least a year from the school guideline                |

### PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Some parents or guardians may enroll a child in kindergarten when the child is the age required by the school (for example, 5 years old by a certain date in the fall). Other parents or guardians may decide that their child should be a year older before starting school (for example, 6 years old). In some states, a child may also be able to enter school at a younger age (for example, 4 years old).

---

## PIQ080

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ080

### QUESTION TEXT:

Question “Is this {CHILD}'s first or second year of kindergarten?”

### CODES

- |   |               |
|---|---------------|
| 1 | First         |
| 2 | Second        |
| 3 | Third or more |

---

## PIQo85

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### QUESTION TEXT:

Question "Is {CHILD} in a transitional kindergarten program (also known as TK)?"

### CODES

1	Yes	PIQo86
2	No	PIQo90

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO PIQo90a.

BOLD "Transitional Kindergarten Program" IN HELP TEXT.

HELP FOR STEM: Transitional Kindergarten Program: A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool or prekindergarten. TK may be for children who are too young to start kindergarten or need more time to be ready for kindergarten. Schools have different names for these programs (e.g., early transitional kindergarten (ETK), readiness kindergarten, or a kindergarten equivalent in a classroom without grades or one with multiple grades), but all are types of kindergarten. The program may be in a public or private school, or an early childhood setting such as a nursery school, early childhood learning center, or day care center. It may be a full- or part-day program and have regular and/or special education.

---

## PIQo86

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "Did {CHILD} go into that transitional kindergarten (TK) program based on..."

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                                                                                                           |
|----|---------------------------------------------------------------------------------------------------------------------------|
| 1  | {CHILD} was not the minimum age in the school guideline for kindergarten in my state.                                     |
| 2  | Teacher/early care provider recommended {CHILD} attend TK.                                                                |
| 3  | {CHILD} can enroll in kindergarten based on age but TK can help {him/her} to be more academically ready for kindergarten. |
| 4  | {CHILD} can enroll in kindergarten based on age but TK can help {him/her} to be more socially ready for kindergarten.     |
| 91 | Other (Please specify):                                                                                                   |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 6

Round: Fall Kindergarten Field Test

IF ANY ANSWER TO PIQo86 = 91 (OTHER), GO TO PIQo86os. ELSE GO TO PIQo90a.

---

## PIQo86os

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

100

---

## PIQo90a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQo90a, modified to change probe to an instruction to respondents. Also modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQo90a-f ON SAME SCREEN IN A GRID.

UNDERLINE 'first two months' in first paragraph.

### QUESTION TEXT:

Question "Children sometimes have problems adjusting to kindergarten. On average, during the first two months of this school year ...

Did {CHILD} complain about school more than once a week, once a week or less, or not at all?"

InstResp "If {CHILD} has been in school for less than two months, answer for the time since the beginning of the school year."

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ090b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ090b, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ090a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Was {CHILD} upset or reluctant to go to school?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ090c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ090c, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ090a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Did {he/she} pretend to be sick to stay home from school?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ090d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ090d, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ090a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Did {he/she} say good things about school?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ090e

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ090e, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ090a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Did {CHILD} say {he/she} liked {his/her} teacher?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ090f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ090f, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ090a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Did {he/she} look forward to going to school?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | More than once a week |
| 2 | Once a week or less   |
| 3 | Not at all            |

---

## PIQ110a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110a, modifications: changed "I'm going to ask" to "we would like to ask." Also deleted "Would you say modified say it is essential, very important, somewhat important, not very important, or not important?" Also placed questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Now I'm going to ask you how important you think it is for children to know or do certain things to be ready for kindergarten.

How important do you think it is that a child ...

Can count to 20 or more?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ110b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110b, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Takes turns and shares?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ110c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110c, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Is able to use pencils and paint brushes?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ110d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110d, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Sits still and pays attention?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ110e

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110e, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Knows most of the letters of the alphabet?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ110f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ110f, modified to place questions a-f in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ110a-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Communicates needs, wants, and thoughts verbally in {his/her} primary language?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Essential          |
| 2 | Very important     |
| 3 | Somewhat important |
| 4 | Not very important |
| 5 | Not important      |

---

## PIQ120

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ120, modified "Would you say you" to "Do you." Also modified help text for web.

### DISPLAY INSTRUCTIONS:

DISPLAY "expect" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How far in school do you expect {CHILD} to go?

Do you expect {him/her} ..."

### CODES

- |   |                                                               |
|---|---------------------------------------------------------------|
| 1 | To receive less than a high school diploma,                   |
| 2 | To graduate from high school,                                 |
| 3 | To attend a vocational or technical school after high school, |
| 4 | To attend two or more years of college,                       |
| 5 | To finish a four- or five-year college degree,                |
| 6 | To earn a master's degree or equivalent, or                   |
| 7 | To finish a Ph.D., MD, or other advanced degree?              |

### PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This question is about how far in school you realistically expect {CHILD} to go, not how far you hope {CHILD} will go. If this is difficult to answer, make your best guess.

---

**PIQ500**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PIQ500

**QUESTION TEXT:**

Question "How many times was {CHILD} late for school during the past four weeks?"  
Watermark "Enter # of times"

**ENTER NUMBER**

Range	0 to 99
Soft Range	0 to 30

**PROGRAMMER INSTRUCTIONS:**

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ500}. Are you sure this is correct? When it is correct, select Next to continue."

---

**Box 7**

Round: Fall Kindergarten Field Test

GO TO SECTION PSQ.

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section      PSQ      [Preschool and Early School Skills]      Sequence: 2

---

### PSQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: 2018 National Survey of Children's Health, Topical Questionnaire (children 0-5 years), item G13. Modified first response category from 'no' to 'no, none of them', added don't know option

#### QUESTION TEXT:

Question "Now we would like to ask about the skills some children demonstrate at this age.

Can {CHILD} identify the colors red, yellow, blue, and green by name?"

InstResp "This can be done in any language."

SaVisible "True"

#### CODES

- |   |                   |
|---|-------------------|
| 1 | No, none of them  |
| 2 | Yes, some of them |
| 3 | Yes, all of them  |
|   | DON'T KNOW        |

#### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## PSQ025

Copyright: No

Round: Fall Kindergarten Field Test

Source: 2019 Early Childhood Program Participation, National Household Education Survey (ECP-P-NHES:2019), question 78, added don't know option

### QUESTION TEXT:

Question "Can {CHILD} correctly recognize the letters of the alphabet?"

InstResp "This can be done in any language."

SaVisible "True"

### CODES

- |   |                   |
|---|-------------------|
| 1 | No, none of them  |
| 2 | Yes, some of them |
| 3 | Yes, most of them |
| 4 | Yes, all of them  |
|   | DON'T KNOW        |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## PSQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECP-P-NHES:2019, question 79, added don't know option

### QUESTION TEXT:

Question "Can {CHILD} write {his/her} first name, even if some of the letters are backwards?"

InstResp "This can be done in any language."

SaVisible "True"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

**PSQ035**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 81

**QUESTION TEXT:**

Question "How often can {CHILD} explain things {he/she} has seen or done so that you get a very good idea of what happened?"

InstResp "This can be done in any language."

SaVisible "True"

**CODES**

- 1                Never
- 2                Sometimes
- 3                About half the time
- 4                Usually
- 5                Always
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## PSQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 82, added display for the child's name in category 1.

### QUESTION TEXT:

Question "How high can {CHILD} count?"

InstResp "This can be done in any language."

SaVisible "True"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | {CHILD} cannot count. |
| 2 | Up to 5               |
| 3 | Up to 10              |
| 4 | Up to 20              |
| 5 | Up to 50              |
| 6 | Up to 100 or more     |
|   | DON'T KNOW            |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## PSQ045

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 83

### QUESTION TEXT:

Question "Can {CHILD} identify basic shapes such as a triangle, rectangle, circle, or square?"

InstResp "This can be done in any language."

SaVisible "True"

### CODES

- |   |                   |
|---|-------------------|
| 1 | No, none of them  |
| 2 | Yes, some of them |
| 3 | Yes, most of them |
| 4 | Yes, all of them  |
|   | DON'T KNOW        |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## PSQ050a

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase. The word “tries” was substituted for “will try” in a. First sentence was reworded. Added “by others” to the end of the sentence.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "How often does {CHILD} do the following?

Tries repeatedly to communicate information that has not been understood by others?"

### CODES

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

---

## PSQ050b

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "Asks questions about information that is unclear to {him/her}?"

### CODES

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

---

## PSQ050c

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase. The words "way that makes sense" were substituted for "logical" in c. The words "asked of {him/her}" were deleted in c.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "Responds to questions in a thoughtful way that makes sense?"

### CODES

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

---

## PSQ050d

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a –d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted?"

### CODES

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

---

## Box 1

Round: Fall Kindergarten Field Test

IF (PIQ001=1 OR 4) (CHILD IS NOT IN SCHOOL OR IS IN CHILD CARE IN A HOME) OR (PIQ001=5 OR PIQ065=2)(CHILD IS HOMESCHOOLED AND NOT ATTENDING A SCHOOL) OR PIQ002=2 OR SK (CHILD IS NOT IN KINDERGARTEN) OR PIQ003 IS NOT EQUAL TO 2 (CHILD IS IN A GRADE THAT IS NOT KINDERGARTEN), GO TO SECTION SSQ.

ELSE GO TO SECTION KSQ.

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section      KSQ                      [Kindergarten Selection and Choice]                      Sequence: 3

---

### KSQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2023, preschool KSQ020, modified to ask about current kindergarten attendance

#### QUESTION TEXT:

Question "How did you learn about the school where {CHILD} is attending kindergarten?"

InstResp "Select all that apply."

#### **CODES      Code All That Apply**

- |    |                                                           |
|----|-----------------------------------------------------------|
| 1  | It is the assigned school for our neighborhood.           |
| 2  | Word of mouth/recommendation from family, friends, etc.   |
| 3  | District/school website.                                  |
| 4  | Looked at the school's profile online from other parents. |
| 5  | Looked at school ratings online.                          |
| 91 | Other (Please specify):                                   |

#### **PROGRAMMER INSTRUCTIONS:**

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

### Box 1

Round: Fall Kindergarten Field Test

IF ONE OF THE CODES IN KSQ020 = 91, KSQ020OS WILL BE DISPLAYED ON THE SAME PAGE AS KSQ020. ELSE GO TO KSQ025.

---

**KSQ0200s**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS KSQ020.

**ENTER TEXT**

Length 75

## KSQ025

Copyright: No

Round: Fall Kindergarten Field Test

Source: Louisiana Kindergarten Readiness Study (LAKRS) survey, fall parent survey, sent by Daphna Bassok, questions 22 a-l, modified stem, 1, 10, and 11 to make it apply to kindergarten. Also, changed 8 to least from in-expensive as could still be expensive for family and 10 to apply to all tuition assistance programs, including vouchers. Modified item 5 to delete 'caregivers' and added additional factors for selection (12, 13, 14, and 15). Subitems reordered to match CCQ560.

Capitalization of word also added to match CCQ560. Also, changed "are" to "were" because a kindergarten has already been selected. Placed answer choices in past tense.

NOTE: THIS WAS ITEM KSQ025 IN THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

DISPLAY "THREE" AND "MOST IMPORTANT" IN UNDERLINED TEXT AND CAPITAL LETTERS. DISPLAY "only three" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Even though many factors matter when choosing a kindergarten, which THREE factors below were the MOST IMPORTANT to you? Please choose only three choices."

### CODES

- |    |                                                                                                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------|
| 1  | Offered convenient hours (for example, was a full-day kindergarten program, or offered before- or after-school care).          |
| 2  | Offered services for children with special needs.                                                                              |
| 3  | Taught children how to get along well with others.                                                                             |
| 4  | Was in a convenient location (close to your home, work, or public transportation).                                             |
| 5  | Had a warm and nurturing teacher(s).                                                                                           |
| 6  | Provided a safe and clean environment.                                                                                         |
| 7  | Provided transportation.                                                                                                       |
| 8  | Was free or was the least expensive option.                                                                                    |
| 9  | Taught children letters, numbers, and other academic skills.                                                                   |
| 10 | Accepted payment from a tuition assistance/voucher program in my state.                                                        |
| 11 | Also served my other children (for example, the program was located in a school where an older sibling was enrolled).          |
| 12 | Offered specialized programs or curriculum (for example, drama, arts, foreign languages, Montessori, modified calendar, etc.). |
| 13 | Was in an elementary school that fed into a desired middle or high school.                                                     |
| 14 | Had a good reputation or high rating (for example, heard good things about the school from friends, family, neighbors, etc.).  |
| 15 | Very good value                                                                                                                |
| 16 | Promoted racial/cultural inclusivity.                                                                                          |

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

KSQ

- 17 A language other than English was used as the teaching language.
- 18 Was the assigned public school for the neighborhood.

**PROGRAMMER INSTRUCTIONS:**

ALLOW THREE RESPONSES.

---

**Box 2**

Round: Fall Kindergarten Field Test

IF THE PRELOAD SHOWS THAT THE CHILD'S SCHOOL IS PUBLIC OR PRIVATE (INFORMATION FROM THE FRAME), GO TO KSQ035. ELSE ASK KSQ030.

---

**KSQ030**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2023 preschool FFS020, modified to not include homeschooled only children and those not in school

**QUESTION TEXT:**

Question "Does {CHILD} go to a public or private school for kindergarten?"

**CODES**

- |   |         |
|---|---------|
| 1 | Public  |
| 2 | Private |

---

**KSQ035**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

**QUESTION TEXT:**

Question “What days of the week does {CHILD} have school?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	Monday
2	Tuesday
3	Wednesday
4	Thursday
5	Friday
6	Saturday
7	Sunday

---

**Box 3**

Round: Fall Kindergarten Field Test

IF CHILD IS IN A PUBLIC SCHOOL ACCORDING TO THE PRELOAD OR KSQ030=1 (PUBLIC SCHOOL), GO TO BOX 4. ELSE GO TO KSQ075.

---

## KSQ075

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ092, modified to ask about tuition rather than a fee and to ask about school

NOTE: THIS WAS QUESTION PAQ135 IN THE ECLS-K:2023 PRESCHOOL ROUND BUT IS IN SECTION KSQ IN THE ECLS-K:2013 FALL KINDERGARTEN ROUND.

### QUESTION TEXT:

Question "Is there a charge or tuition for {CHILD}'s school? Do not count money for school supplies, extra activities, or food."

### CODES

1 Yes

2 No

Box 4

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 4.

---

## KSQ080

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-B kindergarten round (2006) parent interview, SE070a

NOTE: THIS WAS QUESTION PAQ140 IN THE ECLS-K:2023 PRESCHOOL ROUND BUT IS IN SECTION KSQ IN THE ECLS-K:2013 FALL KINDERGARTEN ROUND.

### QUESTION TEXT:

Question "Did you use a voucher provided by the government to attend this school? "

SaVisible "True"

### CODES

1 Yes

2 No

DON'T KNOW

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## Box 4

Round: Fall Kindergarten Field Test

GO TO SECTION SSQ.

## **Section SSQ Social Skills, Problem Behaviors and Approaches To Learning**

Thirty-four items ask parents to rate their child on social-emotional skills including ability to exercise self-control (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); being sad or lonely (for example, depression, low self-esteem); being impulsive or overactive; positive behaviors (for example, listening, cooperating); problem behaviors (worrying); and approaches to learning (for example, self-direction, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) and the Social Skills Improvement System (SSIS) by Gresham and Elliot (1990, 2008) published by NCS Pearson. These items (a-i, k, l, n, p, q, s, t, u, w, y, z1, z2, z3, z4, z5, z6, z7, z8, z9) are copyright protected and redacted from this instrument. They are submitted directly to OMB for review. The remaining 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 included below.

# Early Childhood Longitudinal Study Parent Survey Fall 2021 - Form PSFK-FT

Section SSQ [Social Skills, Problem Behaviors, and Approaches Toward Learning] Sequence: 4

## SSQ010a

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010g IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010a TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Next we would like to ask about {CHILD's} social skills and behavior.

Please indicate how often {CHILD} acts in the following ways.

\_\_\_\_\_."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010b

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010c

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010h IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010c TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]:"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010d

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010i IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010d TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010e

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

██████████."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010f

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010g

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Source: Social Skills Improvement System (SSIS), #68; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Act sad" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways." NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010h

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010j IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010h TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010i

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

\_\_\_\_\_."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ010j

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010a IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010j TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Keeps working at something until {he/she} is finished."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010k

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010k IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010k IN ECLS-K FALL KINDERGARTEN.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010I

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010I IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010I IN ECLS-K FALL KINDERGARTEN.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ010m

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010b IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010m TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

Shows interest in a variety of things."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010n

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010m IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010n TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question " [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ0100

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010c IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ0100 TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Concentrates on a task and ignores distractions."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010p

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS WAS QUESTION SSQ010n IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010p TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]:"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010q

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #77; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Appears to be lonely" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways"

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

██████████."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ010r

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010d IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010r TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Helps with chores."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010s

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]:"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010t

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010u

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), # 74; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Show low self-esteem" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question " Please indicate how often {CHILD} acts in the following ways.

██████████."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ010v

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010e IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010v TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Is eager to learn new things."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010W

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "[REDACTED]."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ010x

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed “this way” to “in the following ways.”

NOTE: THIS WAS QUESTION SSQ010f IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010x TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY “Next we would like to ask about {CHILD’s} social skills and behavior. Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY “Please indicate how often {CHILD} acts in the following ways.” AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Is creative in work or in play."

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010y

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Rating System (SSRS), modified "Fidgets or moves excessively" to "Fidgets or moves too much." In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

\_\_\_\_\_."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z1

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #56; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z2

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #57; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] '

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z3

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #61; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ' "

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z4

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #64; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z5

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS ), #66; SSIS internalizing problem behavior. Changed "her/him" to a display for {him/her}. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question "Please indicate how often {CHILD} acts in the following ways.

[REDACTED]:"

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z6

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS ), 71; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z7

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #70; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ':

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z8

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #73; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

## SSQ010Z9

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS ), #79; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-z4, AND Z5-Z9 ON SEPARATE SCREENS IN SIX GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

### QUESTION TEXT:

Question ' [REDACTED] ."

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### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## SSQ020a

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

When practicing an activity, has a hard time keeping {her/his} mind on it."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ020b

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Will move from one task to another without completing any of them."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ020c

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "When drawing or coloring in a book, shows strong concentration."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ020d

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ020e

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020e-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Is easily distracted when listening to a story."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ020f

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020e-f ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Untrue of {CHILD}                  |
| 3 | 3 Somewhat untrue of {CHILD}         |
| 4 | 4 Neither untrue nor true of {CHILD} |
| 5 | 5 Somewhat true of {CHILD}           |
| 6 | 6 True of {CHILD}                    |
| 7 | 7 Extremely true of {CHILD}          |

---

## SSQ025a

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - d AND SSQ025e - f ON SEPARATE SCREENS IN TWO GRIDS.

### QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Can wait before entering into new activities if asked to."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## SSQ025b

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - d AND SSQ025e - f ON SEPARATE SCREENS IN TWO GRIDS.

FOR SSQ025b FOLLOW THE GENERAL FILL INSTRUCTIONS FOR GENDER, EXCEPT WHEN GENDER IS MISSING. FOR THIS ITEM DISPLAY "he/she" INSTEAD OF "[CHILD]."

### QUESTION TEXT:

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## SSQ025c

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - d AND SSQ025e - f ON SEPARATE SCREENS IN TWO GRIDS.

### QUESTION TEXT:

Question "Has trouble sitting still when told to (story time, etc.)."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## SSQ025d

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Is good at following instructions."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## SSQ025e

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - d AND SSQ025e - f ON SEPARATE SCREENS IN TWO GRIDS

### QUESTION TEXT:

Question "Please rate how true each of these statements is for {CHILD}.

Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## SSQ025f

Copyright: No

Round: Fall Kindergarten Field Test

Source: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a - d AND SSQ025e - f ON SEPARATE SCREENS IN TWO GRIDS.

### QUESTION TEXT:

Question "Can easily stop an activity when told "no.""

### CODES

- |   |                                      |
|---|--------------------------------------|
| 1 | 1 Extremely untrue of {CHILD}        |
| 2 | 2 Somewhat untrue of {CHILD}         |
| 3 | 3 Neither untrue nor true of {CHILD} |
| 4 | 4 Somewhat true of {CHILD}           |
| 5 | 5 Extremely true of {CHILD}          |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION FSQ.

---

# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section      FSQ      [Family Structure]      Sequence: 5

---

### FSQ010

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten FSQ020 and FSQ060, modified language for web rather than interview. Added additional instructions to explain screen and how to add additional household members.

#### QUESTION TEXT:

Question "Now we have some questions about your household. We have listed that you and {CHILD} live in the household. Please add the first names of all the other people who normally live here, including both adults and children. Please do not include anyone staying here temporarily who usually lives somewhere else. We ask for first names so that we can ask questions about each person in the survey. "

InstResp: "Please list each person in your household on a separate line, until you have listed all the people in your household. Don't forget your spouse or partner, someone who is temporarily away from home or living in a dorm at school, or any babies or small children.

If needed, you may list more household members than are shown as blank lines on this screen. To add additional members of the household, press the enter key. When you are finished, select the Next button."

First name

Household member 1 {DISPLAY FIRST NAME OF RESPONDENT}

Household member 2 {DISPLAY FIRST NAME OF SAMPLED CHILD}

#### PROGRAMMER INSTRUCTIONS:

ON LINE 1, DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ005j (FIRST NAME COLLECTED IN THE CURRENT PARENT SURVEY) IF IT IS NOT EMPTY. ELSE DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ010b IF IT IS NOT EMPTY. DO NOT ALLOW CHANGES.

ELSE IF THE RESPONDENT NAME IS EMPTY, DISPLAY THE WORD "You."

DISPLAY THE FIRST NAME OF THE CHILD ON LINE 2. DO NOT ALLOW FOR CHANGES TO THE CHILD'S NAME.

ALLOW UP TO 37 ENTRIES OF HOUSEHOLD MEMBERS. IF THERE IS A BLANK ROW, DISPLAY A CHECK MESSAGE THAT SAYS "Add another household member or select the Next button."

---

## Box 5

Round: Fall Kindergarten Field Test

ASK FSQ030 FOR EACH PERSON WITH MISSING AGE, OTHER THAN THE CHILD (THE SAMPLED CHILD'S AGE WAS ALREADY ASKED IN SECTION INQ.)

ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010.

AFTER ALL HOUSEHOLD MEMBERS WITH MISSING AGE HAVE BEEN ASKED ABOUT, GO TO BOX 6.

---

### FSQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ030.

#### DISPLAY INSTRUCTIONS:

DISPLAY "are you" WHEN LOOPING ON THE RESPONDENT AND "is {NAME}" WHEN LOOPING ON OTHER HOUSEHOLD MEMBER.

DISPLAY THE INSTRESP FOR ALL HOUSEHOLD MEMBERS EXCEPT THE RESPONDENT.

#### QUESTION TEXT:

Question "How old {are you/is {NAME}}?"

InstResp "{For babies less than 1 year old, enter 0.}"

Pre-unit "Age:"

Watermark "Enter age"

#### ENTER NUMBER

Range 0 to 120

Soft Range 18 to 100

#### PROGRAMMER INSTRUCTIONS:

SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE:

"Your age was entered as less than 18 or greater than 100. Please verify before continuing. When it is correct, select Next to continue." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

---

**Box 6**

Round: Fall Kindergarten Field Test

ASK FSQ040 FOR EACH PERSON WITH MISSING GENDER OTHER THAN THE CHILD (THE CHILD’S GENDER WAS ASKED ABOUT IN INQ).

ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010.

AFTER ALL HOUSEHOLD MEMBERS WITH MISSING GENDER HAVE BEEN ASKED ABOUT, GO TO FSQ110.

---

**FSQ040**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ040.

**DISPLAY INSTRUCTIONS:**

DISPLAY 'Are you' WHEN LOOPING ON THE RESPONDENT. ELSE, DISPLAY "Is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN LOOPING ON SOMEONE OTHER THAN THE RESPONDENT.

**QUESTION TEXT:**

Question "{Are you/Is {NAME}} male or female?"

**CODES**

- |   |        |
|---|--------|
| 1 | Male   |
| 2 | Female |

---

## FSQ110

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ110.

### QUESTION TEXT:

Question "Do you have a spouse or partner who lives in this household?"

### CODES

1	Yes	FSQ120
2	No	Box 8

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

---

## FSQ120

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ120.

### DISPLAY INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME (LINES FOR 8 HH MEMBERS ARE SHOWN, BUT UP TO 36 (THERE ARE 37 POSSIBLE HOUSEHOLD MEMBERS BUT THE CHILD IS NOT COUNTED SO 36 ARE SHOWN) SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). ALSO DISPLAY "NOT ON LIST."

DO NOT DISPLAY THE RESPONDENT'S NAME.

FLAG PERSON SELECTED AT FSQ120 AS "RESPONDENT'S SPOUSE/PARTNER".

### QUESTION TEXT:

Question "Who in the household is your spouse or partner?"

InstResp "Select the name of the person who is your spouse/partner. If name not listed, select "not on list."

### CODES

1	{DISPLAY HH MEMBER NAME 1}
2	{DISPLAY HH MEMBER NAME 2}
3	{DISPLAY HH MEMBER NAME 3}
4	{DISPLAY HH MEMBER NAME 4}
5	{DISPLAY HH MEMBER NAME 5}
6	{DISPLAY HH MEMBER NAME 6}
7	{DISPLAY HH MEMBER NAME 7}
8	{DISPLAY HH MEMBER NAME 8}
37	Not on list

---

**Box 7**

Round: Fall Kindergarten Field Test

IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a.  
ELSE GO TO BOX 8.

---

**FSQ120a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

**DISPLAY INSTRUCTIONS:**

FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

**QUESTION TEXT:**

Question "What is the first name of your spouse or partner?"

First name:"

**ENTER TEXT**

Length

100

**PROGRAMMER INSTRUCTIONS:**

PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS TO HAVE A  
COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS.

---

## FSQ120b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ030.

### DISPLAY INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

### QUESTION TEXT:

Question "How old is {NAME}?"

Pre-unit "Age:"

Watermark "Enter age"

### ENTER NUMBER

Range 0 to 120

Soft Range 18 to 100

### PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD ADD AGE TO FSQ030 TO HAVE A COMPLETE LIST OF AGES OF ALL HOUSEHOLD MEMBERS.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "The age was entered as less than 18 or greater than 100. Please verify before continuing. When it is correct, select Next to continue."

---

## FSQ120c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ040.

### DISPLAY INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

### QUESTION TEXT:

Question "Is {NAME} male or female?"

### CODES

- |   |        |
|---|--------|
| 1 | Male   |
| 2 | Female |

### PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD ADD GENDER TO FSQ040 TO HAVE A COMPLETE LIST OF GENDERS FOR ALL HOUSEHOLD MEMBERS.

---

## Box 8

Round: Fall Kindergarten Field Test

LOOP 2.

ASK FSQ130 - FSQ1800S TO OBTAIN RELATIONSHIP DATA FOR ALL HOUSEHOLD MEMBERS (OTHER THAN THE CHILD) LISTED IN FSQ010.

## FSQ130

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ130

### DISPLAY INSTRUCTIONS:

IN CONTINUING HOUSEHOLDS WITH PERMISSION TO PRELOAD PREVIOUS HOUSEHOLD ROSTER DATA, OTHER THAN THE SAMPLED CHILD, ASK FSQ130 FOR EACH PERSON WHO HAS ((FSQ001=1 AND MISSING RELATIONSHIP DATA FROM THE PRELOAD) OR (WAS LISTED IN FSQ007)) (HOUSEHOLD MEMBERS FROM A KINDERGARTEN ROUND WHO ARE STILL IN THE HOUSEHOLD IN SPRING FIRST GRADE AND HAVE MISSING RELATIONSHIP INFORMATION OR NEW HOUSEHOLD MEMBERS WHO WERE ADDED TO THE HOUSEHOLD IN SPRING FIRST GRADE).

IN OTHER HOUSEHOLDS, ASK FSQ130 - FSQ1800S FOR EACH PERSON LISTED IN FSQ010 OTHER THAN THE SAMPLED CHILD.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

### QUESTION TEXT:

Question "What is {your/{NAME}'s} relationship to {CHILD}?"

### CODES

1	Mother/female guardian	FSQ140
2	Father/male guardian	FSQ150
3	Sister	FSQ160
4	Brother	FSQ170
5	Girlfriend or female partner of {CHILD}'s parent/guardian	Box 9
6	Boyfriend or male partner of {CHILD}'s parent/guardian	Box 9
7	Grandmother	Box 9
8	Grandfather	Box 9
9	Aunt	Box 9
10	Uncle	Box 9
11	Cousin	Box 9
12	Other relative	Box 9
13	Other nonrelative	FSQ180

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE RELATIONSHIP OF THE RESPONDENT OR THE RESPONDENT'S SPOUSE/PARTNER TO THE CHILD, USE PARENT SURVEY PROBE.

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Mother/Female Guardian", "Father/Male Guardian", "Sister", "Brother", "Girlfriend or Female Partner of child's Parent/Guardian", "Boyfriend or Male Partner of child's Parent/Guardian", "Grandmother", "Grandfather", "Aunt", "Uncle", "Cousin", "Other Relative", "Other Nonrelative"

HELP FOR CODE 1: Mother/Female Guardian: A female responsible for {CHILD}. Includes birth or biological mothers; adoptive, step, foster, and other mothers; as well as legal female guardians.

HELP FOR CODE 2: Father/Male Guardian: A male responsible for {CHILD}. Includes birth or biological

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fathers; adoptive, step, foster, and other fathers; as well as legal male guardians.

HELP FOR CODE 3: Sister: Include biological (full, half), adoptive, step, and foster sisters.

HELP FOR CODE 4: Brother: Include biological (full, half), adoptive, step, and foster brothers.

HELP FOR CODE 5: Girlfriend or Female Partner of {CHILD}'s Parent/Guardian: A female who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 6: Boyfriend or Male Partner of {CHILD}'s Parent/Guardian: A male who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 7: Grandmother: A female parent of {CHILD}'s biological or adoptive mother or father.

HELP FOR CODE 8: Grandfather: A male parent of {CHILD}'s biological or adoptive mother or father.

HELP FOR CODE 9: Aunt: A sister of {CHILD}'s biological or adoptive mother or father or the wife of {CHILD}'s uncle.

HELP FOR CODE 10: Uncle: A brother of {CHILD}'s biological or adoptive mother or father or the husband of {CHILD}'s aunt.

HELP FOR CODE 11: Cousin: A child of {CHILD}'s uncle, aunt, or cousin.

HELP FOR CODE 12: Other Relative: Refers to relationships that are not listed, such as great grandmother, niece, or nephew.

HELP FOR CODE 13: Other Nonrelative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married). It also refers to relationships that exist where there are two people living together as married and they have children who are not related to one of them. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, she is an "other nonrelative." If the "other nonrelative" is checked, you will receive a list of categories that are more descriptive than "other nonrelative" to choose from.

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## FSQ140

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ140, added "legal" to category 4

### DISPLAY INSTRUCTIONS:

BOLD IN HELP TEXT: "Biological or Birth Mother", "Adoptive Mother", "Step Mother", "Foster Mother", "Female Guardian", "Other Female Parent or Guardian"

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} {CHILD}'s..."

### CODES

1	Biological or birth mother	Box 9
2	Adoptive mother	Box 9
3	Step mother	Box 9
4	Foster mother or legal female guardian	Box 9
5	Other female parent or guardian	Box 9

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

BOLD IN HELP TEXT: "Biological or Birth Mother", "Adoptive Mother", "Step Mother", "Foster Mother", "Female Guardian", "Other Female Parent or Guardian"

HELP FOR CODE 1: Biological or Birth Mother: Child's female biological parent. This may be the birth mother, but could also apply to a mother who used a surrogate mother or an egg donor to have her child.

HELP FOR CODE 2: Adoptive Mother: A female who has legally adopted {CHILD} to raise as her own child.

HELP FOR CODE 3: Step Mother: A female other than {CHILD}'s mother who is married to {CHILD}'s biological, birth, or adoptive parent.

HELP FOR CODE 4: Foster Mother: A female with whom {CHILD} is placed temporarily, usually through a social service agency and/or a court.

Legal Female Guardian: A female legally placed in charge of {CHILD}.

HELP FOR CODE 5: Other Female Parent or Guardian: A person acting as the mother of {CHILD}, but does not fit into one of the other categories. For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of {CHILD} even though she is another parent to {CHILD}.

---

## FSQ150

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ150, added "legal" to category 4

### DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} {CHILD}'s..."

### CODES

1	Biological or birth father	Box 9
2	Adoptive father	Box 9
3	Step father	Box 9
4	Foster father or legal male guardian	Box 9
5	Other male parent or guardian	Box 9

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

BOLD IN HELP TEXT: "Biological or Birth Father", "Adoptive Father", "Step Father", "Foster Father", "Legal Male Guardian", "Other Type of Father"

HELP FOR CODE 1: Biological or Birth Father: Child's male biological parent. This could also apply to a father who used a sperm donor to have his child.

HELP FOR CODE 2: Adoptive Father: A male who has legally adopted {CHILD} to raise as his own child.

HELP FOR CODE 3: Step Father: A male other than {CHILD}'s father who is married to {CHILD}'s biological, birth, or adoptive parent.

HELP FOR CODE 4: Foster Father: A male with whom {CHILD} is placed temporarily, usually through a social service agency and/or a court.

Legal Male Guardian: A male legally placed in charge of {CHILD}.

HELP FOR CODE 5: Other Type of Father: A person acting as the father of {CHILD}, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of {CHILD} even though he is another parent to {CHILD}.

---

## FSQ160

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ160.

### DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} {CHILD}'s..."

### CODES

1	Full sister	Box 9
2	Half sister	Box 9
3	Step sister	Box 9
4	Adoptive sister	Box 9
5	Foster sister	Box 9

### PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "Full Sister", "Half Sister", "Step Sister", "Adoptive Sister", "Foster Sister "

HELP FOR CODE 1: Full Sister: A female with whom {CHILD} shares the same biological parents.

HELP FOR CODE 2: Half Sister: A female with whom {CHILD} shares one biological parent.

HELP FOR CODE 3: Step Sister: A female to whom {CHILD} is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Sister: A female to whom {CHILD} is related given that they are in the same family in which she or {CHILD} has been legally adopted by the family.

HELP FOR CODE 5: Foster Sister: A female to whom {CHILD} is unrelated except that they are in the same family in which she or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

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## FSQ170

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ170.

### DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} {CHILD}'s..."

### CODES

1	Full brother	Box 9
2	Half brother	Box 9
3	Step brother	Box 9
4	Adoptive brother	Box 9
5	Foster brother	Box 9

### PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: "Full Brother", "Half Brother", "Step Brother", "Adoptive Brother", "Foster Brother"

HELP FOR CODE 1: Full Brother: A male with whom {CHILD} shares the same biological parents.

HELP FOR CODE 2: Half Brother: A male with whom {CHILD} shares one biological parent.

HELP FOR CODE 3: Step Brother: A male to whom {CHILD} is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Brother: A male to whom {CHILD} is related given that they are in the same family in which he or {CHILD} has been legally adopted by the family.

HELP FOR CODE 5: Foster Brother: A male to whom {CHILD} is unrelated except that they are in the same family in which he or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

## FSQ180

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ180

### DISPLAY INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} a ..."

### CODES

1	Girlfriend or female partner of {CHILD}'s parent/guardian	Box 9
2	Boyfriend or male partner of {CHILD}'s parent/guardian	Box 9
3	Female guardian	Box 9
4	Male guardian	Box 9
5	Daughter/son of {CHILD}'s parent's partner	Box 9
6	Other relative of {CHILD}'s parent's partner	Box 9
91	Other nonrelative (Please specify):	FSQ180OS

### PROGRAMMER INSTRUCTIONS:

IF FSQ180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ130 AS CODE 5.

IF FSQ180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ130 AS CODE 6.

IF FSQ180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ130 AS CODE 1 AND RESPONSE TO FSQ140 AS CODE 4.

IF FSQ180 IS CODED 4 (MALE GUARDIAN), FLAG RESPONSE TO FSQ130 AS CODE 2 AND RESPONSE TO FSQ150 AS CODE 4.

BOLD "Girlfriend or Female Partner of {CHILD}'s Parent/Guardian", "Boyfriend or Male Partner of {CHILD}'s Parent/Guardian", "Female Guardian", "Male Guardian", "Daughter/son of {CHILD}'s Parent's Partner", "Other Relative of {CHILD}'s Parent's Partner", AND "Other Nonrelative" IN HELP TEXT.

HELP FOR CODE 1: Girlfriend or Female Partner of {CHILD}'s Parent/Guardian: A female who has a 'partner-like' relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 2: Boyfriend or Male Partner of {CHILD}'s Parent/Guardian: A male who has a "partner-like" relationship with one of {CHILD}'s parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 3: Female Guardian: A female legally placed in charge of {CHILD}.

HELP FOR CODE 4: Male Guardian: A male legally placed in charge of {CHILD}.

HELP FOR CODE 5: Daughter/son of {CHILD}'s Parent's Partner: A child of the person who has a "partner-like" relationship with one of {CHILD}'s parents or guardians.

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HELP FOR CODE 6: Other Relative of {CHILD}'s Parent's Partner: Some other relative of the person who has a "partner-like" relationship with one of {CHILD}'s parents or guardians.

HELP FOR CODE 91: Other Nonrelative: If one of the categories for nonrelative above does not better describe the relationship of the person to {CHILD}, and there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married), use this category.

If there is an answer box on this screen, enter your answer there. If not, please go to the next screen to enter your answer.

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## FSQ180OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ180.

### DISPLAY INSTRUCTIONS:

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

### ENTER TEXT

Length

70

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## Box 9

Round: Fall Kindergarten Field Test

END LOOP 2.

ASK FSQ130 - FSQ180os FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD. IF NO NEXT PERSON, GO TO BOX 10.

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**Box 10**

LOOP 3.

IF THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, RESPONDENT, RESPONDENT'S GIRLFRIEND (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), RESPONDENT'S BOYFRIEND (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180), MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), CONTINUE WITH FSQ190.

ELSE IF THERE ARE NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1 OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), AND THERE ARE THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER, CONTINUE WITH FSQ190.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT GO TO BOX 11.

---

## FSQ190

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, question FSQ190, added a display for “Latina”.

### DISPLAY INSTRUCTIONS:

BOLD 'Hispanic or Latino/Latina' IN InstResp.

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180).

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), ASK ABOUT THE RESPONDENT, THE FOCAL CHILD, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ120, IF ANY).

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY “Latino” IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND (INQ050b = 1) OR (INQ050a = 1 AND THE CHILD IS MALE ACCORDING TO THE PRELOAD). ELSE DISPLAY “Latina” IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND (INQ050b = 2) OR (INQ050a = 1 AND THE CHILD IS FEMALE ACCORDING TO THE PRELOAD). ELSE, DISPLAY “Latino/Latina” USING BOTH “Latino” AND “Latina” SEPERATED BY A FORWARD SLASH (“Latino/Latina”).

NOTE: IF THE RESPONDENT IS A MOTHER, FATHER, OR OTHER PARENT FIGURE, ASK THIS QUESTION AS “Are you” AND DO NOT ASK THE QUESTION AGAIN USING “{NAME}” ABOUT THE SAME PERSON.

### QUESTION TEXT:

Question "{Are you/Is {NAME}} Hispanic or {Latino/Latina}?"

InstResp “A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

## FSQ195

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten FSQ195 combined with language from High School and Beyond (HS&B), added "For the purposes of this study, Hispanic origins are not races."

### DISPLAY INSTRUCTIONS:

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180).

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1 OR 2' AT FSQ130, OR CODE '1, 2, 3 OR 4' AT FSQ180), ASK ABOUT THE RESPONDENT, THE FOCAL CHILD, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ120, IF ANY).

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A MOTHER, FATHER, OR OTHER PARENT FIGURE, ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{NAME}" ABOUT THE SAME PERSON.

### QUESTION TEXT:

Question "Which of the following describes {your/{NAME}'s} race? You may choose more than one."

InstResp "For the purposes of this study, Hispanic origins are not races."

Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	American Indian or Alaska Native
2	Asian
3	Black or African American
4	Native Hawaiian or other Pacific Islander
5	White

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

BOLD IN HELP TEXT: "American Indian or Alaska Native", "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", "White"

HELP FOR CODE 1: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

HELP FOR CODE 2: Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Laos, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

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HELP FOR CODE 4: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, the Marianas, Tonga, Fiji, the Marshall Islands, or other Pacific Islands.

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

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## Box 11

Round: Fall Kindergarten Field Test

END LOOP 3.

ASK FSQ190 – FSQ195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '3' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '4' AT FSQ180), GIRLFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '5' AT FSQ130 OR CODE '1' AT FSQ180), BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN (CODE '6' AT FSQ130 OR CODE '2' AT FSQ180), OR RESPONDENT OR RESPONDENT'S SPOUSE/PARTNER (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) WHOSE ETHNICITY OR RACE DATA ARE MISSING.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT, CONTINUE WITH FSQ200.

## FSQ200

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring kindergarten, FSQ200, added a category 91 with "I don't know".

### QUESTION TEXT:

Question "{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married?"

### CODES

1	Married
2	Separated
3	Divorced
4	Widowed
5	Never married
6	Civil union/domestic partnership
91	I don't know (Please explain):

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

#### DEFINITIONS FOR FILLS:

ParentIsR The current roster shows a relationship of biological/adoptive mother or biological/adoptive father for the person flagged as the respondent for Yes

BioMoInHH The current roster shows the relationship of biological mother for at least one HH member (not the R) for Yes

BioFaInHH The current roster shows the relationship of biological father for at least one HH member (not the R) for Yes

AdopMoInHH The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for Yes

AdopFaInHH The current roster shows the relationship of adoptive father for at least one HH member (not the R) for Yes

OtherinHH The current roster shows there is no biological/adoptive mother/father in the household for Yes

1. IF ParentIsR = Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Are you", {Fill 2} = "have you" TO READ: "Are you currently married, separated, divorced, widowed, in a domestic partnership, or have you never been married?"

2. IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=NO, AdopMoInHH=NO, AdopFaInHH=NO, OtherinHH=Yes, THEN DISPLAY {Fill 1} = "Are you", {Fill 2} = "have you" TO READ: Are you currently married, separated, divorced, widowed, in a domestic partnership, or have you never been married?

3. IF ParentIsR = NO, BioMoInHH=Yes, BioFaInHH=Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Are {CHILD}'s biological parents", {Fill 2} = "have they" TO READ: Are {CHILD}'s biological parents currently married, separated, divorced, widowed, in a domestic partnership, or have they never been married?

4. IF ParentIsR = NO, BioMoInHH=Yes, BioFaInHH=NO, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s

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biological mother", {Fill 2} = "has she" TO READ: "Is {CHILD}'s biological mother currently married, separated, divorced, widowed, in a domestic partnership, or has she never been married?"

5. IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s biological father", {Fill 2} = "has he" TO READ: "Is {CHILD}'s biological father currently married, separated, divorced, widowed, in a domestic partnership, or has he never been married?"

6. IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=NO, AdopMoInHH=Yes, AdopFaInHH=NO, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s adoptive mother", {Fill 2} = "has she" TO READ: "Is {CHILD}'s adoptive mother currently married, separated, divorced, widowed, in a domestic partnership, or has she never been married?"

7. IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=No, AdopMoInHH=NO, AdopFaInHH=Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Is {CHILD}'s adoptive father", {Fill 2} = "has he" TO READ: "Is {CHILD}'s adoptive father currently married, separated, divorced, widowed, in a domestic partnership, or has he never been married?"

8. IF ParentIsR = NO, BioMoInHH=NO, BioFaInHH=No, AdopMoInHH=Yes, AdopFaInHH=Yes, OtherinHH=NO, THEN DISPLAY {Fill 1} = "Are {CHILD}'s adoptive parents", {Fill 2} = "have they" TO READ: "Are {CHILD}'s adoptive parents currently married, separated, divorced, widowed, in a domestic partnership, or have they never been married?"

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## FSQ2000S

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ200.

### ENTER TEXT

Length

100

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**Box 12**

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:

1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD.

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE.

IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE OR LEGAL MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE OR LEGAL FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ150 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (NO RELATION=2) AND THE MOTHER HAS A MALE (FSQ140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (NO RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1, OR 2) IS UNKNOWN (FSQ140 = SK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

(NOTE: IN HOUSEHOLDS WITH TWO MOTHERS AND NO FATHER, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF MOTHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS

ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #1, MOTHER FIGURE #1 SHOULD BE ONE KEY MOTHER FIGURE AND MOTHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO MOTHER FAMILIES WITHOUT A FATHER, IF A MOTHER WHO TAKES PRECEDENCE OVER ANOTHER MOTHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

FSQ

RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER MOTHER WHO IS THE RESPONDENT, BOTH MOTHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE MOTHER THAT TAKES PRECEDENCE AS BOTH THE KEY FEMALE AND KEY MALE FIGURE.)

4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (NO RELATION=1) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER (NO RELATION=2) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

(NOTE: IN HOUSEHOLDS WITH TWO FATHERS AND NO MOTHER, EACH FATHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF FATHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A FATHER FIGURE #1, FATHER FIGURE #1 SHOULD BE ONE KEY FATHER FIGURE AND FATHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO FATHER FAMILIES WITHOUT A MOTHER, IF A FATHER WHO TAKES PRECEDENCE OVER ANOTHER FATHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER FATHER WHO IS THE RESPONDENT, BOTH FATHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE FATHER THAT TAKES PRECEDENCE AS BOTH THE KEY MALE AND KEY FEMALE FIGURE.)

5) OTHERWISE, IF THERE ARE NOT PARENTS IN THE HOUSEHOLD (RELATION NE 1 OR 2), THE RESPONDENT SHOULD BE A KEY PARENT FIGURE AND THE RESPONDENT'S SPOUSE/PARTNER, IF ONE, SHOULD BE A KEY PARENT FIGURE.

---

## Box 13

Round: Fall Kindergarten Field Test

IF ((FSQ140 = 1 AND FSQ150 = 1) (THERE ARE TWO BIOLOGICAL OR BIRTH PARENTS IN THE HOUSEHOLD), GO TO BOX 14. ELSE, GO TO FSQ205a.

---

## FSQ205a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, FSQ205a, made into a yes/no question

### DISPLAY INSTRUCTIONS:

DISPLAY FSQ205a AND FSQ205b TOGETHER ON THE SAME PAGE.

### QUESTION TEXT:

Question "Has {CHILD} always lived with you?"

### CODES

1	Yes	Box 14
2	No	

---

## FSQ205b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, FSQ205a

### DISPLAY INSTRUCTIONS:

DISPLAY FSQ205b AND FSQ205c TOGETHER ON THE SAME PAGE.

### QUESTION TEXT:

Question "How long has {CHILD} lived with you?

Years:"

Watermark "Enter number of years"

### ENTER NUMBER

Range	0 to 12
Soft Range	4 to 7

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ205B}. Are you sure this is correct? When it is correct, select Next to continue."

---

## FSQ205c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, FSQ205b

### DISPLAY INSTRUCTIONS:

DISPLAY FSQ205b AND FSQ205c TOGETHER ON THE SAME PAGE.

### QUESTION TEXT:

Pre-unit "Months:"

Watermark "Enter number of months"

### ENTER NUMBER

Range

0 to 12

---

## FSQ206

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### QUESTION TEXT:

Question "To save time, if we contact you or another parent or guardian of {CHILD} in the future, we will include these first names, ages, and genders of your household members in that survey. This allows for review and updating of the information you provided here, rather than having to enter everything a second time.

Please press the Next button to continue."

"I do NOT provide my permission to fill these names, ages, and gender information into future surveys on {CHILD}."

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "I do NOT provide my permission to fill these names, ages, and gender information into future surveys on {CHILD}." AS A RADIO BUTTON.

ASSIGN PRESSING THE NEXT BUTTON AS AN ANSWER OF 1.

---

## Box 14

Round: Fall Kindergarten Field Test

GO TO SECTION PLQ.

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section	PLQ	[Primary Language(s) Spoken]	Sequence: 6
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### PLQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ020, added first sentence as a transition

#### QUESTION TEXT:

Question "Now we would like to ask about the language, or languages, spoken in your home.

Is any language other than English regularly spoken in your home?"

#### CODES

1 Yes

2 No

Box 10

#### PROGRAMMER INSTRUCTIONS:

BOLD "Regularly" IN HELP TEXT.

HELP FOR STEM: Regularly: A language, other than English, that is spoken on a regular basis (that is, at least weekly) by at least one household member.

---

### PLQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ030

#### QUESTION TEXT:

Question "Is English also spoken in your home?"

#### CODES

1 Yes

2 No

---

## PLQ040

CARI: Sampling at 100%

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ040, with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages. Also, added a display within the other specify response category.

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "What languages other than English are spoken in your home?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                                                           |
|----|---------------------------------------------------------------------------|
| 1  | Spanish                                                                   |
| 2  | A European language other than Spanish such as French, German, or Russian |
| 3  | A Chinese language or dialect                                             |
| 4  | A Filipino language                                                       |
| 5  | A Southeast Asian language such as Vietnamese, Thai, or Khmer             |
| 6  | A South Asian language such as Hindi or Tamil                             |
| 7  | Another Asian language such as Japanese or Korean                         |
| 8  | A Middle Eastern language such as Arabic or Farsi                         |
| 9  | An African language such as Swahili or Amharic                            |
| 91 | Other language (Please specify):                                          |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 1

Round: Fall Kindergarten Field Test

IF PLQ040 = 91, GO TO PLQ040OS. ELSE, GO TO BOX 2.

---

## PLQ040OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ040os

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

75

---

## Box 2

Round: Fall Kindergarten Field Test

ASK PLQ041a, PLQ041c, PLQ041cOS AND PLQ050 AS A LOOP ACCORDING TO THE INSTRUCTIONS IN BOX 3 FOR UP TO 2 "KEY" PARENT FIGURES (AS DEFINED IN BOX 12 OF FSQ).

---

## Box 3

Round: Fall Kindergarten Field Test

IF ONLY ONE LANGUAGE SPOKEN IN THE HOME ((PLQ030 = 2) AND (ONLY ONE LANGUAGE IS CODED AT PLQ040 OR PLQ040 = SK)), GO TO PLQ050a. OTHERWISE, GO TO PLQ041a TO START LOOP.

## PLQ041a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ041, with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect.' Modified with additional response category to include African languages. Also, added a display within the other specify response category.

### DISPLAY INSTRUCTIONS:

DISPLAY "you" and "speak" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) and "speaks" IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

DISPLAY ALL CATEGORIES ON ONE PAGE.

DISPLAY CODES 3 – 12 BASED ON ANSWER{S} 1 - 91 IN PLQ040 AND PLQ040OS (if applicable).

### QUESTION TEXT:

Question "What is the primary language that {you/NAME} {speak/speaks} in your home?"

### CODES

1	English	PLQ050a
2	Two or more languages are spoken the same amount	PLQ041c
3	{Spanish}	PLQ050a
4	{A European language other than Spanish such as French, German, or Russian}	PLQ050a
5	{A Chinese language or dialect}	PLQ050a
6	{A Filipino language}	PLQ050a
7	{A Southeast Asian language such as Vietnamese, Thai, or Khmer}	PLQ050a
8	{A South Asian language such as Hindi or Tamil}	PLQ050a
9	{Another Asian language such as Japanese or Korean}	PLQ050a
10	{A Middle Eastern language such as Arabic or Farsi}	PLQ050a
11	{An African language such as Swahili or Amharic}	PLQ050a
12	{OTHER SPECIFY ANSWER FROM PLQ040}	PLQ050a

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD "Primary language" AND "Two or more languages spoken the same amount" IN HELP TEXT.

HELP FOR STEM: Primary language: The language spoken most of the time.

HELP FOR CODE 2: Two or more languages spoken the same amount: If there is more than one language spoken in your home and they are spoken the same amount of time, choose this category. English may be one of these languages, but does not have to be.

---

## Box 4

Round: Fall Kindergarten Field Test

GO TO PLQ050a.

## PLQ041C

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect.' Modified with additional response category to include African languages. Edited question text to reflect asking for more than one language for respondents who stated more than one language is spoken equally at home. Added an instruction for when more than one language spoken at home fell under the same category. Combined with the ECLS-K:2011, fall kindergarten, PLQ041 question to ask about each parent figure separately. Also, added a display within the other specify response category.

### DISPLAY INSTRUCTIONS:

DISPLAY "you" and "speak" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) and "speaks" IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY CODES 1 – 10 BASED ON ANSWER{S} 1 - 91 IN PLQ040 AND PLQ040OS (if applicable)

### QUESTION TEXT:

Question "You mentioned that {you/NAME} {speak/speaks} two or more languages equally at home. What are these languages?

Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category.

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
0	English
1	{Spanish}
2	{A European language other than Spanish such as French, German, or Russian}
3	{A Chinese language or dialect}
4	{A Filipino language}
5	{A Southeast Asian language such as Vietnamese, Thai, or Khmer}
6	{A South Asian language such as Hindi or Tamil}
7	{Another Asian language such as Japanese or Korean}
8	{A Middle Eastern language such as Arabic or Farsi}
9	{An African language such as Swahili or Amharic}
10	{OTHER SPECIFY ANSWER FROM PLQ040}

---

## PLQ050a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ050a, modified for web to delete “Would you say very well, pretty well, not very well, or not well at all?” and show PLQ050a-d in a grid.

### DISPLAY INSTRUCTIONS:

DISPLAY “do” AND “you” IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY “does” AND “{NAME}” (AND THAT PERSON'S FIRST NAME) IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PLQ050a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "How well {do/does} {you/NAME} . . .  
Speak English?"

### CODES

- |   |                 |
|---|-----------------|
| 1 | Very well       |
| 2 | Pretty well     |
| 3 | Not very well   |
| 4 | Not well at all |

---

## PLQ050b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ050b, modified for web to delete “Would you say very well, pretty well, not very well, or not well at all?” and show PLQ050a-d in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PLQ050a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Read English?"

### CODES

- |   |                 |
|---|-----------------|
| 1 | Very well       |
| 2 | Pretty well     |
| 3 | Not very well   |
| 4 | Not well at all |

---

## PLQ050c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ050c, modified for web to delete “Would you say very well, pretty well, not very well, or not well at all?” and show PLQ050a-d in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PLQ050a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Write English?"

### CODES

- |   |                 |
|---|-----------------|
| 1 | Very well       |
| 2 | Pretty well     |
| 3 | Not very well   |
| 4 | Not well at all |

---

## PLQ050d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ050d, modified for web to delete “Would you say very well, pretty well, not very well, or not well at all?” and show PLQ050a-d in a grid.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PLQ050a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Understand someone speaking English?"

### CODES

- |   |                 |
|---|-----------------|
| 1 | Very well       |
| 2 | Pretty well     |
| 3 | Not very well   |
| 4 | Not well at all |

---

## Box 5

Round: Fall Kindergarten Field Test

GO BACK TO BOX 2 FOR SECOND "KEY" PARENT FIGURE (IF APPLICABLE). ELSE, GO TO BOX 6.

---

## Box 6

Round: Fall Kindergarten Field Test

IF (THERE ARE 2 KEY PARENT FIGURES IN THE HOUSEHOLD AND PLQ041a FOR ONE KEY PARENT FIGURE IS NOT EQUAL TO PLQ041a FOR THE OTHER KEY PARENT FIGURE) OR (PLQ041c FOR ONE KEY PARENT FIGURE IS NOT EQUAL TO PLQ041c FOR THE OTHER KEY PARENT FIGURE) OR (THERE IS ONLY 1 KEY PARENT FIGURE BUT THERE ARE OTHER HOUSEHOLD MEMBERS WHO ARE 18 YEARS OLD OR OLDER OR PERSONS WITH UNKNOWN AGE), ASK PLQ060.

ELSE, GO TO PLQ083.

## PLQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring fifth grade, question PLQ060 with modified response categories

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES ON ONE PAGE.

DISPLAY CODES 3 – 12 BASED ON ANSWER{S} 1-91 IN PLQ040.

### QUESTION TEXT:

Question "What is the primary language spoken in your home?"

### CODES

1	English	PLQ083
2	Two or more languages are spoken the same amount	PLQ060b
3	{Spanish}	PLQ083
4	{A European language other than Spanish such as French, German, or Russian}	PLQ083
5	{A Chinese language or dialect}	PLQ083
6	{A Filipino language}	PLQ083
7	{A Southeast Asian language such as Vietnamese, Thai, or Khmer}	PLQ083
8	{A South Asian language such as Hindi or Tamil}	PLQ083
9	{Another Asian language such as Japanese or Korean}	PLQ083
10	{A Middle Eastern language such as Arabic or Farsi}	PLQ083
11	{An African language such as Swahili or Amharic}	PLQ083
12	{OTHER SPECIFY ANSWER FROM PLQ040}	PLQ083

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD "Primary language" AND "Two or more languages spoken the same amount" IN HELP TEXT.

HELP FOR STEM: Primary language: The language spoken most of the time.

HELP FOR CODE 2: Two or more languages spoken the same amount: If there is more than one language spoken in your home and they are spoken the same amount of time, choose this category. English may be one of these languages, but does not have to be.

---

**Box 7**

Round: Fall Kindergarten Field Test

GO TO PLQ083.

---

## PLQ060b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages. Edited question text to reflect asking for more than one language for respondents who stated more than one language is spoken equally at home. Added an instruction for when more than one language spoken at home fell under the same category.

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY CODES 1 – 10 BASED ON ANSWER{S} 1-91 IN PLQ040.

### QUESTION TEXT:

Question "You mentioned that two or more languages are spoken equally at home. What are these languages?"

Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category."

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
0	English
1	{Spanish}
2	{A European language other than Spanish such as French, German, or Russian}
3	{A Chinese language or dialect}
4	{A Filipino language}
5	{A Southeast Asian language such as Vietnamese, Thai, or Khmer}
6	{A South Asian language such as Hindi or Tamil}
7	{Another Asian language such as Japanese or Korean}
8	{A Middle Eastern language such as Arabic or Farsi}
9	{An African language such as Swahili or Amharic}
10	{OTHER SPECIFY ANSWER FROM PLQ040}

---

## Box 8

Round: Fall Kindergarten Field Test

ASK PLQ083 AND PLQ090 AS A LOOP FOR UP TO 2 “KEY” PARENT FIGURES (AS DEFINED IN BOX 12 OF FSQ).

---

### PLQ083

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ083, modified to change a probe to a display and change the wording in that display. Also, deleted “Would you say never, sometimes, often, or very often.”

#### DISPLAY INSTRUCTIONS:

DISPLAY "all" IN "use all languages" IN BOLDED TEXT.

DISPLAY “you” IF THE KEY PARENT FIGURE IS THE RESPONDENT. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE. IF PLQ040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 91, DISPLAY THE NAME OF THE LANGUAGE IN "{NON-ENGLISH LANGUAGE}". ELSE IF PLQ040 = SK OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ040, DISPLAY "a language other than English" AND “In other words.../{NAME}?”

#### QUESTION TEXT:

Question "How often {do/does} {{you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}?"

{In other words, in general how often {do/does} {you/{NAME}} use all languages, other than English, in speaking to {CHILD}?"

#### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## PLQ090

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PLQ090, modified to change a probe to a display and change the wording in that display. Also, deleted "Would you say never, sometimes, often, or very often."

### DISPLAY INSTRUCTIONS:

DISPLAY "you" IF THE KEY PARENT FIGURE IS THE RESPONDENT. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE. IF PLQ040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 91, DISPLAY THE NAME OF THE LANGUAGE IN "{NON-ENGLISH LANGUAGE}". ELSE IF PLQ040 = SK, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ040, DISPLAY "a language other than English" AND "In other words.../{NAME}?"

### QUESTION TEXT:

Question "How often does {CHILD} use {{NON-ENGLISH LANGUAGE}}/a language other than English} in speaking to {you/{NAME}}?"

{In other words, in general how often {do/does} {CHILD} use all languages, other than English, in speaking to {you/{NAME}}?"

### CODES

- |   |            |
|---|------------|
| 1 | Never      |
| 2 | Sometimes  |
| 3 | Often      |
| 4 | Very often |

---

## Box 9

Round: Fall Kindergarten Field Test

ASK PLQ083 AND PLQ090 AS A LOOP FOR THE NEXT KEY PARENT FIGURE FOR UP TO 2 "KEY" PARENT FIGURES AS DEFINED IN BOX 12 OF FSQ IF THERE ARE NO OTHER PARENT FIGURES TO BE ASKED ABOUT, GO TO BOX 10.

---

**Box 10**

Round: Fall Kindergarten Field Test

GO TO SECTION HEQ.

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## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section	HEQ	[Home Environment, Activities, and Cognitive Stimulation]	Sequence: 7
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### HEQ010a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring second grade, question HEQ010a

#### DISPLAY INSTRUCTIONS:

DISPLAY "week" and "family members" in UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ010a-d ON SAME SCREEN IN A GRID.

#### QUESTION TEXT:

Question "Now we would like to ask about {CHILD}'s activities with family members.

In a typical week, how often do you or any other family members do the following things with {CHILD}?

Tell stories to {CHILD}"

#### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

#### PROGRAMMER INSTRUCTIONS:

BOLD "Family member" and "Tell stories" IN HELP TEXT.

HELP FOR STEM: Family member: A family member refers to any person who lives in {CHILD}'s household and any relative of {CHILD} living outside {CHILD}'s household.

HELP FOR HEQ010a: Tell stories: Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.

---

## HEQ010b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010b

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ010a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Sing songs with {CHILD}"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Sing songs" IN HELP TEXT.

HELP FOR HEQ010b: Sing songs: Include times that a family member sings to or with {CHILD}. This may include teaching {CHILD} songs, singing along with tapes or to the radio, or singing while playing musical instruments.

---

## HEQ010c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010c

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ010a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Help {CHILD} to do arts and crafts"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "arts and crafts" IN HELP TEXT.

HELP FOR HEQ010c: Help child to do arts and crafts: Arts and crafts may include making seasonal decorations, making cutouts or drawing pictures, painting or finger-painting, whittling wood, etc. It also includes helping {CHILD} with arts and crafts projects assigned by school but done at home.

---

## HEQ010d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010d

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS HEQ010a-d ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Involve {CHILD} in household chores, like cooking, cleaning, setting the table, or caring for pets"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "household chores" IN HELP TEXT.

HELP FOR HEQ010d: Involve child in household chores: Chores other than cooking, cleaning, setting the table, or caring for pets also apply.

---

## HEQ010e

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010e

### DISPLAY INSTRUCTIONS:

DISPLAY "week" and "family members" in UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010e-i ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "In a typical week, how often do you or any other family members do the following things with {CHILD}?"

Play games or do puzzles with {CHILD}"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Play games or do puzzles" IN HELP TEXT.

HELP FOR HEQ010e: Play games or do puzzles: Includes indoor "quiet" games like board games or puzzles, or more active indoor games like Ping-Pong.

---

## HEQ010f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010f

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010e-i ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Talk about nature or do science projects with {CHILD}"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Talk about nature or do science projects" IN HELP TEXT.

HELP FOR HEQ010f: Talk about nature or do science projects: Talking about nature could include answering any questions {CHILD} may have about trees, weather, etc. or watching a television program or video about nature together and then discussing it. Science projects include any type of project designed to show {CHILD} how the world works, such as understanding how plants grow, studying rocks, using flashlights to create shadows, or mixing paints to create different colors.

---

## HEQ010g

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010g

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010e-i ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Build something or play with construction toys with {CHILD}"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Build something or play with construction toys" IN HELP TEXT.

HELP FOR HEQ010g: Build something or play with construction toys: This includes activities that {CHILD} does with family members, such as making a tent, constructing a toy car, building a doghouse, and using Legos, Brio, or other construction toys or tools.

---

## HEQ010h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010h

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010e-i ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Play a sport or exercise together"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Play a sport or exercise together" IN HELP TEXT.

HELP FOR HEQ010h: Play a sport or exercise together: This includes calisthenics (for example, jumping jacks, sit-ups), riding bicycles, rollerblading, individual or team sports, games like hide-and-go-seek, or other outdoor activities where activity or exercise is involved. Do not include times when {CHILD} does the sport or activity by him or herself.

---

## HEQ010i

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ010i

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010e-i ON SAME SCREEN IN A GRID.

### QUESTION TEXT:

Question "Practice reading, writing, or working with numbers"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

### PROGRAMMER INSTRUCTIONS:

BOLD "Practice reading, writing or working with numbers" IN HELP TEXT.

HELP FOR HEQ010i: Practice reading, writing, or working with numbers: This includes time family members spend on homework, reading a calendar, or practicing in an exercise or workbook.

---

## Box 1

Round: Fall Kindergarten Field Test

IF ANY HEQ010a-i = 2, 3, or 4 (ONE OF THE HOME ACTIVITIES WAS DONE AT LEAST ONCE A WEEK), GO TO HEQ020. ELSE, GO TO HEQ030.

---

### HEQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ020, modified to only ask about a language other than English generally (not primary language).

#### DISPLAY INSTRUCTIONS:

IF HEQ010a = 2, 3, OR 4, DISPLAY “telling stories”. IF HEQ010b = 2, 3, OR 4, DISPLAY “singing songs”. IF HEQ010c = 2, 3, OR 4, DISPLAY “helping with arts and crafts”. IF HEQ010d = 2, 3, OR 4, DISPLAY “doing chores”. IF HEQ010e = 2, 3, OR 4, DISPLAY “playing games or doing puzzles”. IF HEQ010f = 2, 3, OR 4, DISPLAY “talking about nature or doing science projects”. IF HEQ010g = 2, 3, OR 4, DISPLAY “building”. IF HEQ010h = 2, 3, OR 4, DISPLAY “playing a sport or exercising”. IF HEQ010i = 2, 3, OR 4, DISPLAY “practicing reading, writing, or working with numbers”.

IF THERE ARE ONLY TWO ACTIVITIES DISPLAYED, DISPLAY “and” BETWEEN THE TWO DISPLAYS.

ELSE IF THERE ARE THREE OR MORE ACTIVITIES DISPLAYED, DISPLAY “,” AFTER EACH ONE EXCEPT THE FINAL ONE IN THE LIST. IF THERE ARE THREE OR MORE ACTIVITIES DISPLAYED, DISPLAY “and” BEFORE THE FINAL DISPLAY.

#### QUESTION TEXT:

Question "How often do you or other family members use a language other than English when doing any of the activities listed in the previous questions, such as {telling stories{,} {and}/singing songs{,} {and}/helping with arts and crafts{,} {and}/doing chores/playing games or doing puzzles{,} {and}/talking about nature or doing science projects{,} {and}/building{,} {and}/playing a sport or exercising{,} {and}/practicing reading, writing, or working with numbers}?"

#### CODES

- |   |                  |
|---|------------------|
| 1 | Always           |
| 2 | Most of the time |
| 3 | Sometimes        |
| 4 | Never            |

---

**HEQ030**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ030

**DISPLAY INSTRUCTIONS:**

DISPLAY: UNDERLINE "week".

**QUESTION TEXT:**

Question "In a typical week, how often do you or any other family members read books to {CHILD}?"

InstResp "Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by him or herself. Please include reading of books in any language."

**CODES**

1	Not at all	HEQ040
2	Once or twice a week	
3	3-6 times a week	
4	Every day	

**PROGRAMMER INSTRUCTIONS:**

SK SKIPS TO HEQ040.

---

**Box 2**

Round: Fall Kindergarten Field Test

IF PLQ020 = 1 CONTINUE WITH HEQ035. ELSE, GO TO HEQ036.

---

## HEQ035

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ035, modified to refer to a language other than English rather than a specific language because of changes to language categories in the ECLS-K:2023. Also, deleted "Would you say..."

### DISPLAY INSTRUCTIONS:

DISPLAY "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Not at all           |
| 2 | Once or twice a week |
| 3 | 3-6 times a week     |
| 4 | Every day            |

---

## HEQ036

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ036

### QUESTION TEXT:

Question "Generally, how long is {CHILD} read to at each of these times?"

InstResp "Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

### ENTER NUMBER

Range	0 to 300
Soft Range	0 to 120

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HEQ036}. Are you sure this is correct? When it is correct, select Next to continue."

---

## HEQ036a

Copyright: No

Round: Fall Kindergarten Field Test

Source: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Deleted “How often do you and {CHILD} do the following:” from the question stem. Also changed “your child” to {CHILD} and reorganized words in the question.

### DISPLAY INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH “How often...” AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

### QUESTION TEXT:

Question "How often...

Does {CHILD} start talking about a story you are reading together or something it has reminded {him/her} of?"

### CODES

- |   |               |
|---|---------------|
| 1 | Almost never  |
| 2 | Rarely        |
| 3 | Sometimes     |
| 4 | Often         |
| 5 | Very often    |
| 6 | Almost always |

---

## HEQ036b

Copyright: No

Round: Fall Kindergarten Field Test

Source: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question text modified to include the words "books with pictures" to not assume that all books contain pictures. First part of the sentence moved to the last part to go with modified question stem in HEQ036a. Also changed "your child" to {CHILD} and reorganized words in the question.

### DISPLAY INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "How often..." AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

### QUESTION TEXT:

Question "Do you spend time talking about the pictures when you and {CHILD} are reading books with pictures?"

### CODES

- |   |               |
|---|---------------|
| 1 | Almost never  |
| 2 | Rarely        |
| 3 | Sometimes     |
| 4 | Often         |
| 5 | Very often    |
| 6 | Almost always |

---

## HEQ036c

Copyright: No

Round: Fall Kindergarten Field Test

Source: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question modified to ask how often (6 point response scale) rather than the last time (number of days). Also changed "your child" to {CHILD} and reorganized words in the question.

### DISPLAY INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "How often..." AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

### QUESTION TEXT:

Question "Do you and {CHILD} talk about a book you read sometime in the past?"

### CODES

- |   |               |
|---|---------------|
| 1 | Almost never  |
| 2 | Rarely        |
| 3 | Sometimes     |
| 4 | Often         |
| 5 | Very often    |
| 6 | Almost always |

---

## HEQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ040

### QUESTION TEXT:

Question "About how many children's books does {CHILD} have in your home now, including library books? Please only include books that are for children."

InstResp "Include all children's books that are borrowed or from the library, as well as electronic or eBooks, and those that may be shared with siblings."

Watermark "Enter number of books"

### ENTER NUMBER

Range

0 to 5000

### PROGRAMMER INSTRUCTIONS:

BOLD "Number of children's books" IN HELP TEXT.

---

## Box 3

Round: Fall Kindergarten Field Test

IF (PLQ020 = 1) AND (HEQ040 IS GREATER THAN OR EQUAL TO 1), GO TO HEQ045. ELSE, GO TO HEQ060.

---

## HEQ045

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question HEQ045, modified to replace a display of a specific language with “a language other than English” because of the changed language categories in the ECLS-K:2023. Also display instructions were simplified, but wording was not changed.

### DISPLAY INSTRUCTIONS:

IF HEQ040 = 1, DISPLAY THE FIRST SENTENCE “Is this book... English” AND DISPLAY RESPONSE CATEGORIES 1 AND 2.

ELSE, IF HEQ040 = 2, DISPLAY THE SECOND SENTENCE “Are these books... English” AND DISPLAY RESPONSE CATEGORIES 1-3.

ELSE, DISPLAY THE THIRD SENTENCE “Are these books... language” AND DISPLAY RESPONSE CATEGORIES 1-3.

IF ONE LANGUAGE IS CHOSEN IN PLQ040 CODES 1 – 91, DISPLAY THAT LANGUAGE FOR “NON-ENGLISH LANGUAGE” IN THE QUESTION TEXT AND CATEGORY 2. FOR CATEGORIES 2-9 IN THE DISPLAY FROM PLQ040, DISPLAY THE FIRST LETTER AS LOWER CASE. ELSE DISPLAY “a language other than English” AND “another language” IN THE QUESTION TEXT AND “A language other than English” IN CATEGORY 2.

### QUESTION TEXT:

Question “Is this book in English or {{NON-ENGLISH LANGUAGE/ a language other than English}}/Are these books in English, {{NON-ENGLISH LANGUAGE}}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}}/another language}?”

### CODES

- |   |                                                                                      |
|---|--------------------------------------------------------------------------------------|
| 1 | English                                                                              |
| 2 | {{NON-ENGLISH LANGUAGE}}/A language other than English}                              |
| 3 | {Same number in English and {{NON-ENGLISH LANGUAGE}}/a language other than English}} |

---

## HEQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, HEQ060

### DISPLAY INSTRUCTIONS:

DISPLAY "the past week" IN UNDERLINED TEXT.

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Now...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

### QUESTION TEXT:

Question "Now, please think about the past week. How often did {CHILD}..."

Look at picture books outside of school? "

### CODES

- |   |                      |
|---|----------------------|
| 1 | Never                |
| 2 | Once or twice a week |
| 3 | 3 to 6 times a week  |
| 4 | Every day            |

---

## HEQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, HEQ070, removed "to" after "Read to"

### DISPLAY INSTRUCTIONS:

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Now...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

### QUESTION TEXT:

Question "Read or pretend to read to {himself/herself} or to others outside of school?"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Never                |
| 2 | Once or twice a week |
| 3 | 3 to 6 times a week  |
| 4 | Every day            |

---

## Box 4

Round: Fall Kindergarten Field Test

GO TO SECTION CCQ.

---

# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section      CCQ                      [Child Care]

---

Sequence: 8

### CCQ005

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ005 modified for web

#### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/FATHER/PARENT OR MALE/ FEMALE/OTHER GUARDIAN (FSQ130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{his/her} {parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ140 OR FSQ150 = 1, 2, OR 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

#### QUESTION TEXT:

Question "Now, we would like to ask about child care arrangements. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or back-up care providers."

InstResp "Press Next to continue."

---

## CCQ010

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ010 modified by removing parentheses around “including care provided before or after school”. Modified help text for web and placed in respondent instructions.

### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

DISPLAY "now" (FIRST INSTANCE ONLY) IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/ FATHER/PARENT OR MALE/FEMALE/OTHER GUARDIAN (FSQ130 = 1 OR 2- THIS INCLUDES BIRTH, ADOPTIVE, STEP, AND FOSTER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ130 = 1 OR 2 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ140 OR FSQ150 = 1, 2, 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

### QUESTION TEXT:

Question "Is {CHILD} now receiving care from a relative on a regular basis including care provided before or after school? This may include care provided by grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}.

InstResp “Do not include care from parents or guardians, even if they do not live with {CHILD}.”

### CODES

1	Yes	CCQ020a
2	No	

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD “Care from a relative” and “Regular basis” IN HELP TEXT.

HELP FOR STEM: “Care from a relative would be with any relative other than {CHILD}'s parents or guardians and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ015

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ015

### DISPLAY INSTRUCTIONS:

DISPLAY "ever" AND "regular basis" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Has {CHILD} ever received care from a relative on a regular basis?"

### CODES

1	Yes	
2	No	CCQ115

### PROGRAMMER INSTRUCTIONS:

BOLD "Care from a relative" and "Regular basis" IN HELP TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ020a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ020a. Added instruction to enter 0 for babies less than 1 year old.

### DISPLAY INSTRUCTIONS:

DISPLAY "first" "any" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ020a AND CCQ020b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} in years and months when {he/she} first received care from any relative on a regular basis?"

InstRsp "For babies less than 1 year old, enter 0 years."

Watermark "Enter age in years"

### ENTER NUMBER

Range

0 to 7

### PROGRAMMER INSTRUCTIONS:

BOLD "Care from a relative" and "Regular basis" IN HELP TEXT.

HELP TEXT FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ020b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ020b

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ020a AND CCQ020b TOGETHER.

DISPLAY "first" "any" AND "regular basis" IN UNDERLINED TEXT.

### QUESTION TEXT:

InstRsp "For babies less than 1 month old, enter 0 months."

Watermark "Enter age in months"

### ENTER NUMBER

Range

0 to 12

### PROGRAMMER INSTRUCTIONS:

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ020a=0.

BOLD "Care from a relative" and "Regular basis" IN HELP TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ025

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ025, modified to change instruction to interviewer to instruction to respondent

### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Did {CHILD} receive care from a relative on a regular basis the year before {he/she} started kindergarten?"

InstResp "This means anytime in the year before {CHILD} entered kindergarten."

### CODES

1 Yes

2 No

Box 3

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 3.

BOLD "Care from a relative" and "Regular basis" IN HELP TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ030, modified to add instruction to interviewer and help text from preschool item CCQ060 and changed this instruction and help text to past tense

### DISPLAY INSTRUCTIONS:

DISPLAY “regular” AND “the year before” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How many different regular care arrangements did you have with relatives for {CHILD}'s care in the year before {he/she} started kindergarten?”

InstResp “Please do not include care from a parent or guardian who lived in the home or elsewhere.”

### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

### PROGRAMMER INSTRUCTIONS:

BOLD “Care from a relative” and “Regular care arrangements” IN HELP TEXT.

HELP FOR STEM: Care from a relative would have been with any relative other than {CHILD}'s parents and would have taken place in a private home. It may be have been free or cost money. It should have been a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who did not have custody.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or “back-up” arrangements.

---

## CCQ035

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ035, made transitional text about the relative who provided the most care for the child before kindergarten started a display, changed "Varies" to "Varied" for children with care from more than one relative. Added transitional sentence.

### DISPLAY INSTRUCTIONS:

DISPLAY "For... kindergarten." IF CCQ030 = (2, 3, 4, or 5). ELSE USE A NULL DISPLAY.

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "{For the next few questions please think about the relative who provided the most care for {CHILD} the year before {he/she} started kindergarten.} Was that care provided in your home or in another home?"

### CODES

- |   |             |
|---|-------------|
| 1 | Own home    |
| 2 | Other home  |
| 3 | Both/Varied |

---

## CCQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ040, modified to change "his/her" relative to "this" relative. Also changed instruction to interviewer to instruction to respondent and reworded for web

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"

InstResp "If the schedule changed, answer based on the schedule kept most often."

Watermark "Days per week"

### ENTER NUMBER

- |            |        |
|------------|--------|
| Range      | 1 to 7 |
| Soft Range | 1 to 5 |

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ040}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ045

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ045, modified to change "his/her" relative to "this" relative. Also changed instruction to interviewer to instruction to respondent and reworded for web

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER NUMBER

Range

0 to 168

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ040 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ040 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ040 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ040 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ045}. Are you sure this is correct? When it is correct, select Next to continue."

---

**CCQ050**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ050, modified to remove “Would you say...” for the web. Modified to change “his/her” relative to “this” relative. Also, modified to have five response categories to match ECLS-K:2023 preschool question CCQ095 and have a response category for "Less than a month."

**DISPLAY INSTRUCTIONS:**

DISPLAY "the year before" IN UNDERLINED TEXT.

**QUESTION TEXT:**

Question "For how long did {CHILD} receive care from this relative the year before {he/she} started kindergarten?"

**CODES**

- |   |                       |
|---|-----------------------|
| 1 | Less than a month     |
| 2 | One to two months     |
| 3 | Three to five months  |
| 4 | Six to eight months   |
| 5 | Nine to eleven months |
| 6 | Twelve months         |

---

## CCQ050b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ050b, modified to change “his/her” relative to “this” relative. Also changed to have response categories from High School and Beyond (HS&B) 2020. Modified ‘Chinese’ to ‘A Chinese language or dialect.’ Modified with additional response category to include African languages.

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "What language did this relative speak most when caring for {CHILD}?"

### CODES

- |    |                                                                           |
|----|---------------------------------------------------------------------------|
| 0  | English                                                                   |
| 1  | Spanish                                                                   |
| 2  | A European language other than Spanish such as French, German, or Russian |
| 3  | A Chinese language or dialect                                             |
| 4  | A Filipino language                                                       |
| 5  | A Southeast Asian language such as Vietnamese, Thai, or Khmer             |
| 6  | A South Asian language such as Hindi or Tamil                             |
| 7  | Another Asian language such as Japanese or Korean                         |
| 8  | A Middle Eastern language such as Arabic or Farsi                         |
| 9  | An African language such as Swahili or Amharic                            |
| 91 | Other language(s) (Please specify):                                       |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 1

Round: Fall Kindergarten Field Test

IF CCQ050b = 91, GO TO CCQ050bOS. ELSE, GO TO CCQ050c.

---

## CCQ05obOS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ05obOS

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ05ob.

### ENTER TEXT

Length

50

---

## CCQ05oc

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ05oc

### QUESTION TEXT:

Question "Was this relative 18 years of age or older at the time he or she cared for {CHILD}?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CCQ051

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten, CCQ031, modified to add instruction to interviewer used in ECLS-K:2023 preschool item CCQ098

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

DISPLAY "Was...relative" IF CCQ030 = 1. ELSE, DISPLAY "Were...relatives".

### QUESTION TEXT:

Question "Head Start is a federally sponsored preschool program primarily for children from low-income families. {Was the regular care arrangement that {CHILD} had with a relative/Were any of the regular care arrangements that {CHILD} had with relatives} in the year before kindergarten Head Start?"

SaVisible "True"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD FIRST INSTANCE OF "Head Start" AND BOLD "Regular care arrangements" IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is related to {CHILD} but is not his or her parent.

If {CHILD} participated in a home Head Start program where a parent was the caregiver, select no.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## Box 2

Round: Fall Kindergarten Field Test

IF CHILD HAD ONLY ONE ARRANGEMENT WITH A RELATIVE OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ030 = 1 OR SK), GO TO BOX 3 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE WAS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ030 = 2, 3, 4, OR 5) AND THE CHILD WAS IN HEAD START (CCQ051=1), GO TO CCQ052 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE WAS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ030 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ051=2), GO TO BOX 3.

---

## CCQ052

Copyright: No

Round: Fall Kindergarten Field Test

Source: New, with help text from ECLS-K:2011, fall kindergarten, question CCQ031, modified to ask about the year before kindergarten

### QUESTION TEXT:

Question "Was the relative who provided the most care for {CHILD} in the year before kindergarten providing the care as part of a Head Start program?"

### CODES

1	Yes	Box 3
2	No	CCQ053

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCE OF "Head Start" IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is related to {CHILD} but is not his or her parent.

If {CHILD} participated in a home Head Start program where a parent was the caregiver, select no.

---

## CCQ053

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade, question CCQ085, modified to ask about Head Start the year before kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} receive care in the year before kindergarten from a relative in Head Start?"

InstResp "If the schedule changed, answer based on the schedule kept most often."

Watermark "Days per week"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ053}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ054

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade, question CCQ090, modified to ask about Head Start the year before kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week did {CHILD} receive care in the year before kindergarten from this relative in Head Start?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER TEXT

Length	168
--------	-----

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ053 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ053 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ053 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ053 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ054}. Are you sure this is correct? When correct, select Next to continue."

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CCQ

---

## Box 3

Round: Fall Kindergarten Field Test

IF CHILD IS CURRENTLY RECEIVING CARE FROM A RELATIVE (CCQ010= 1), CONTINUE WITH CCQ060.  
OTHERWISE, GO TO CCQ115.

---

### CCQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ060, modified “Let’s talk” to “Next, we have questions”. Also, added instruction to respondent from ECLS-K:2023 preschool question CCQ060.

#### DISPLAY INSTRUCTIONS:

IF CCQ025 = 1, DISPLAY THE SENTENCE " Next, we have ... with relatives." OTHERWISE, USE A NULL DISPLAY.

DISPLAY “regular” AND “currently” IN UNDERLINED TEXT.

#### QUESTION TEXT:

Question "{Next, we have questions about your current care arrangements with relatives.} How many different regular care arrangements do you currently have with relatives?"

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere."

#### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

#### PROGRAMMER INSTRUCTIONS:

BOLD “Care from a relative” and “Regular care arrangements” IN HELP TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than {CHILD}'s parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

CCQ065

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ065, modified “Let’s talk” to “We'd like to know more”. Also, added instruction to respondent from ECLS-K:2023 preschool question CCQ060.

DISPLAY INSTRUCTIONS:

DISPLAY “now” IN UNDERLINED TEXT.

DISPLAY “{We’d like to know more about the relative who provides the most care for {CHILD} now.}” IF CCQ060 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

QUESTION TEXT:

Question “{We'd like to know more about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?”

InstResp “Please do not include care from a parent or guardian who lives in the home or elsewhere.”

CODES

1	Grandparent	CCQ070
2	Aunt	
3	Uncle	
4	Brother	
5	Sister	
6	Another relative	

Box 2B

Round: Fall Kindergarten Field Test

IF CCQ065 = 1, AUTOCODE CCQ066 = 1 AND GO TO CCQ070.

OTHERWISE, GO TO CCQ066.

---

## CCQ066

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ066

### DISPLAY INSTRUCTIONS:

DISPLAY "{CHILD}'S {RELATIVE}" IF CCQ065 = 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

### QUESTION TEXT:

Question "Is {{CHILD}}'s {RELATIVE}/ that relative} 18 years of age or older?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CCQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ070

### DISPLAY INSTRUCTIONS:

DISPLAY "{CHILD}'S {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

### QUESTION TEXT:

Question "Is the care provided by {{CHILD}}'s {RELATIVE}/ that relative} in your home or another home?"

### CODES

- |   |             |
|---|-------------|
| 1 | Own home    |
| 2 | Other home  |
| 3 | Both/Varied |

---

## CCQ075

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ075

### QUESTION TEXT:

Question "Does {CHILD} receive that care before school, after school, or on weekends?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	Before school
2	After school
3	Weekends

---

## CCQ085

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ085

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

### QUESTION TEXT:

Question "How many days each week does {CHILD} receive care from {{his/her}{RELATIVE}}/that relative?"

InstResp "If the schedule changes, answer based on the schedule kept most often."

Watermark "Days per week"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ085}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ090

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ090

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

### QUESTION TEXT:

Question "How many hours each week does {CHILD} receive care from {{his/her}{RELATIVE}}/that relative}?"

InstResp "Please round to the nearest hour."

If the schedule changes, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER NUMBER

Range

1 to 168

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ085 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ085 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct? When it is correct, select Next to continue."

CCQ092

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ092, modified interviewer instruction to be an instruction to the respondent

DISPLAY INSTRUCTIONS:

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

QUESTION TEXT:

Question "Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}}/that relative}, paid either by you or someone else?"

InstResp "Please only think about the relative who provides the most care for {CHILD}."

CODES

- |   |     |       |
|---|-----|-------|
| 1 | Yes |       |
| 2 | No  | Box 5 |

---

## CCQ093

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ093a-e modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

### DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN UNDERLINED TEXT.

DISPLAY '{his/her} {RELATIVE}' IF CCQ065 = 1, 2, 3,4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for {{his/her}} {RELATIVE}/that relative to care for {CHILD}?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                                                                            |
|----|--------------------------------------------------------------------------------------------|
| 1  | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2  | Temporary Assistance for Needy Families, or TANF                                           |
| 3  | Another social service or welfare agency                                                   |
| 4  | An employer                                                                                |
| 5  | No one else helps to pay for this                                                          |
| 91 | Someone else (Please specify):                                                             |

### PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

IF CODE 5 IS SELECTED, CODES 1 - 4 AND 91 CANNOT BE SELECTED

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 4

Round: Fall Kindergarten Field Test

IF CCQ093 = 91, GO TO CCQ093OS. ELSE, GO TO CCQ094.

---

## CCQ093OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ093.

### ENTER TEXT

Length

50

---

## CCQ094

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ094, modified to add an instruction to the respondent. Also, increased the range

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ094 AND CCQ095 ON THE SAME SCREEN.

DISPLAY "{his/her}{RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

### QUESTION TEXT:

Question "How much does your household pay for {CHILD}'s {RELATIVE}/that relative to care for {him/her}, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and then whether that is per hour, per week, etc. in the next question."

Pre-unit "Dollars:"

Watermark "Enter number"

### ENTER NUMBER

Range

0 to 999999999

### PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 5.

ALLOW UP TO 9 DIGITS.

---

## CCQ095

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ095, added text to a question that was just for interviewers to record the unit from the previous question

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ094 AND CCQ095 ON THE SAME SCREEN.

DISPLAY "{his/her} {RELATIVE}" IF CCQ065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ065 = 1; DISPLAY "aunt" IF CCQ065 = 2; DISPLAY "uncle" IF CCQ065 = 3; DISPLAY "brother" IF CCQ065 = 4; DISPLAY "sister" IF CCQ065 = 5.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ095.

### QUESTION TEXT:

Pre-unit "Unit:"

### CODES

1	Per hour?	Box 4B
2	Per day?	Box 4B
3	Per week?	Box 4B
4	Every two weeks?	Box 4B
5	Per month?	Box 4B
6	Per year?	Box 4B
91	Other (Please specify):	CCQ095OS

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## CCQ095OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ095.

### ENTER TEXT

Length

50

---

**Box 4B**

Round: Fall Kindergarten Field Test

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 5. ELSE, GO TO CCQ096.

---

**CCQ096**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ096, modified to remove soft range check that asked interviewer to verify number of children in the household if the report in CCQ096 did not match the number of children

**QUESTION TEXT:**

Question "How many children is this amount for, including {CHILD}?"

**CODES**

- 1 {CHILD} only
- 2 {CHILD} + 1 more (2 total)
- 3 {CHILD} + 2 more (3 total)
- 4 {CHILD} + 3 or more (4 or more total)

---

**Box 5**

Round: Fall Kindergarten Field Test

IF ONLY ONE CURRENT REGULAR RELATIVE CARE ARRANGEMENT FOR CHILD (CCQ060 = 1 OR SK), GO TO CCQ115.  
OTHERWISE, CONTINUE WITH CCQ110.

---

## CCQ110

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ110

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

FOR "{NUMBER}", DISPLAY "1" IF CCQ060 = 2; "2" IF CCQ060 = 3; DISPLAY "3" IF CCQ060 = 4. IF CCQ060 = 5, USE A NULL DISPLAY.

IF CCQ060 = 2, DISPLAY "relative," "this" and "relative." OTHERWISE, DISPLAY "relatives", "these," and "relatives."

### QUESTION TEXT:

Question "You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many hours each week does {CHILD} receive care from {these/this} other {relatives/relative}?"

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

### ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ110}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ115

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ115, , changed "I'd" to "we'd" in first sentence, deleted probe

### DISPLAY INSTRUCTIONS:

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT IN THE PHRASE "Is {CHILD} now receiving care in a private home on a regular basis from someone...".

DISPLAY "Now . . . centers" IF CCQ010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "It does not include child care centers." IF CCQ010 NE 1. OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{Now we'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}"

### CODES

1	Yes	CCQ125a
2	No	

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ120

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ120

### DISPLAY INSTRUCTIONS:

DISPLAY "ever" AND "regular basis" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Has {CHILD} ever received care in a private home from a nonrelative on a regular basis?"

### CODES

1	Yes	
2	No	CCQ260

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ125a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ125a

### DISPLAY INSTRUCTIONS:

DISPLAY "first", "regular", AND "any" IN UNDERLINED TEXT.

DISPLAY CCQ125a AND CCQ125b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} in years and months when {he/she} first received regular care in a private home from any nonrelative?"

InstRsp "For babies less than 1 year old, enter 0 years."

Watermark: "Enter Years"

### ENTER NUMBER

Range

0 to 7

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ125b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ125b

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ125a AND CCQ125b TOGETHER.

### QUESTION TEXT:

InstRsp "For babies less than 1 month old, enter 0 months."

Watermark: "Enter months"

### ENTER NUMBER

Range

0 to 12

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ125a=0.

---

## CCQ130

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ130, modified to change instruction to interviewer to instruction to respondent

### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Did {CHILD} receive care from a nonrelative on a regular basis the year before {he/she} started kindergarten?"

InstResp "This means anytime in the year before this child entered kindergarten."

### CODES

1 Yes

2 No

Box 7

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ135

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ135

### DISPLAY INSTRUCTIONS:

DISPLAY "regular" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many different regular care arrangements did you have with nonrelatives for {CHILD}'s care the year before {he/she} started kindergarten?"

### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCES ONLY OF "Nonrelative care", "Nonrelatives who live in {CHILD}'s household", AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Nonrelative care is provided in a private home by someone not related to {CHILD}. It may be free or cost money.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ140

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ140

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "For the next few questions please think about the nonrelative who provided the most care for {CHILD} the year before {he/she} started kindergarten. Was that care provided in your home or in another home? "

### CODES

- |   |             |
|---|-------------|
| 1 | Own home    |
| 2 | Other home  |
| 3 | Both/Varied |

---

## CCQ145

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ145, modified to change "a nonrelative" to "this nonrelative". Also changed instruction to interviewer to instruction to respondent and reworded for web

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} receive care from this nonrelative the year before {he/she} started kindergarten?"

InstResp "If the schedule changed, answer based on the schedule kept most often."

Watermark "Days per week"

### ENTER NUMBER

- |            |        |
|------------|--------|
| Range      | 1 to 7 |
| Soft Range | 1 to 5 |

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ145}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ150

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ150, modified to change “a nonrelative” to “this nonrelative”. Also changed instruction to interviewer to instruction to respondent and reworded for web

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week did {CHILD} receive care from this nonrelative the year before {he/she} started kindergarten?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER NUMBER

Range

0 to 168

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ145 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ145 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ145 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ145 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ150}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ155

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ155, modified to have response categories to match ECLS-K:2023 preschool question CCQ095 and have a response category for "Less than a month."

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "For how long did {CHILD} receive care from the nonrelative the year before {he/she} started kindergarten?"

### CODES

- |   |                       |
|---|-----------------------|
| 1 | Less than a month     |
| 2 | One to two months     |
| 3 | Three to five months  |
| 4 | Six to eight months   |
| 5 | Nine to eleven months |
| 6 | Twelve months         |

---

## CCQ155b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ155b modified to have HS&B 2020 language categories. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "What language did {CHILD}'s nonrelative speak most when caring for {CHILD}?"

### CODES

- |    |                                                                           |
|----|---------------------------------------------------------------------------|
| 0  | English                                                                   |
| 1  | Spanish                                                                   |
| 2  | A European language other than Spanish such as French, German, or Russian |
| 3  | A Chinese language or dialect                                             |
| 4  | A Filipino language                                                       |
| 5  | A Southeast Asian language such as Vietnamese, Thai, or Khmer             |
| 6  | A South Asian language such as Hindi or Tamil                             |
| 7  | Another Asian language such as Japanese or Korean                         |
| 8  | A Middle Eastern language such as Arabic or Farsi                         |
| 9  | An African language such as Swahili or Amharic                            |
| 91 | Other language(s) (Please specify):                                       |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 6

Round: Fall Kindergarten Field Test

IF CCQ155b = 91, GO TO CCQ155bOS. ELSE, GO TO CCQ155c.

---

## CCQ155bOS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ155bOS

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ155b.

### ENTER TEXT

Length

50

---

## CCQ155c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ155c

### QUESTION TEXT:

Question "Was this nonrelative 18 years of age or older at the time he or she cared for {CHILD}?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CCQ161

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ136

### DISPLAY INSTRUCTIONS:

DISPLAY "Head Start... families" IF CCQ051 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "Was..nonrelative" IF CCQ135 = 1. ELSE, DISPLAY "Were... nonrelatives".

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

{Head Start is a federally sponsored preschool program primarily for children from low-income families.}  
{Was the regular care arrangement that {CHILD} had with a nonrelative /Were any of the regular care arrangements that {CHILD} had with nonrelatives} in the year before kindergarten Head Start ?

SaVisible "True"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "Head Start" AND "Regular care arrangements" IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is not his or her parent and is not related to {CHILD}.

Regular care arrangements: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

**Box 6B**

Round: Fall Kindergarten Field Test

IF CHILD HAS ONLY ONE ARRANGEMENT WITH NONRELATIVES OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ135 = 1 OR SK), GO TO BOX 7 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ135 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ161=1 ), GO TO CCQ162 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ135 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ161=2), GO TO BOX 7.

ELSE GO TO BOX 7.

---

**CCQ162**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New with ECLS-K:2011, fall kindergarten, question CCQ136 help text.

**QUESTION TEXT:**

Question "Was the nonrelative who provided the most care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?"

SaVisible "True"

**CODES**

1	Yes	Box 7
2	No	CCQ163
	DON'T KNOW	

**PROGRAMMER INSTRUCTIONS:**

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "Head Start" IN HELP TEXT.

HELP TEXT: Head Start is a federally funded early childhood education program designed to improve the school- readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where {CHILD} was cared for by someone who is not his or her parent and is not related to {CHILD}.

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CCQ

---

## CCQ163

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?"

InstResp "If the schedule changed, answer based on the schedule kept most often."

Watermark "Enter days"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ163}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ164

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade CCQ190, modified to be about Head Start. Also modified to change "that person" to "a nonrelative."

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week does {CHILD} receive care in the year before kindergarten from a nonrelative in Head Start?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER NUMBER

Range	0 to 168
-------	----------

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ163 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ163 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ163 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ163 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ164}. Are you sure this is correct? When it is correct, select Next to continue."

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CCQ

---

## Box 7

Round: Fall Kindergarten Field Test

IF CHILD IS NOT CURRENTLY RECEIVING CARE FROM A NONRELATIVE (CCQ115 = 2 OR SK), GO TO CCQ260.  
OTHERWISE, CONTINUE WITH CCQ165.

---

## CCQ165

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ165 modified "Let's talk" to "Next, we have questions".

### DISPLAY INSTRUCTIONS:

DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

IF CCQ130 = 1, DISPLAY THE SENTENCE "Next, we have questions about ... with nonrelatives." OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{Next, we have questions about your current care arrangements with nonrelatives.} How many different regular care arrangements do you currently have with nonrelatives?"

### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

### PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCE OF "Nonrelatives", "If neither parent lives in the household", and "Regular care arrangements" IN HELP TEXT.

HELP FOR STEM: Nonrelatives: Nonrelative care is provided by someone not related to {CHILD} and is located in a private home. The private home may be {CHILD}'s home, the caregiver's home, or another home.

Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household.

If neither parent lives in the household, do not include care provided by guardians who live with {CHILD} (they are treated the same as parents).

Nonrelative care arrangements or programs may or may not have a charge or fee.

Regular care arrangements: Arrangements or programs occurring on a routine schedule. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ166

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ166, changed "Let's talk" to "We'd like to know more"

### DISPLAY INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY "We'd like to know more about the nonrelative who provides the most care for {CHILD} now.}" IF CCQ165 = 2, 3, 4, 5, OR SK. OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.}" Is this person 18 years of age or older?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CCQ170

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ170

### QUESTION TEXT:

Question "Is that care provided in your home or another home?"

### CODES

- |   |             |
|---|-------------|
| 1 | Own home    |
| 2 | Other home  |
| 3 | Both/Varied |

---

## CCQ175

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ175

### QUESTION TEXT:

Question "Does {CHILD} receive that care before school, after school, or on weekends?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	Before school
2	After school
3	Weekends

---

## CCQ185

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ185

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week does {CHILD} receive care from that person?"

InstResp "If the schedule changes, answer based on the schedule kept most often."

Watermark "Days per week"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ185}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ190

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ190

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week does {CHILD} receive care from that person?  
Hours:"

InstResp "Please round to the nearest hour.

If the schedule changes, answer based on the schedule kept most often."

Watermark "Hours per week"

### ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ185 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ185 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ192

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ192

### QUESTION TEXT:

Question "Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or someone else?"

InstResp "Please only think about the nonrelative who provides the most care for {CHILD}."

### CODES

1	Yes	
2	No	Box 9

---

## CCQ193

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ193a-e modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

### DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN UNDERLINED TEXT.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                                                                            |
|----|--------------------------------------------------------------------------------------------|
| 1  | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2  | Temporary Assistance for Needy Families, or TANF                                           |
| 3  | Another social service or welfare agency                                                   |
| 4  | An employer                                                                                |
| 5  | No one else helps to pay for this                                                          |
| 91 | Someone else (Please specify):                                                             |

### PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

IF CODE 5 IS SELECTED, CODES 1 - 4 AND 91 CANNOT BE SELECTED.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 8

Round: Fall Kindergarten Field Test

IF CCQ193 = 91, GO TO CCQ193OS. ELSE, GO TO CCQ194.

---

## CCQ193OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ193.

### ENTER TEXT

Length

50

---

## CCQ194

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ194, modified to add an instruction to the respondent. Also, increased the range

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ194 AND CCQ195 ON THE SAME SCREEN.

### QUESTION TEXT:

Question "How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and whether that is per hour, per week, etc."

Pre-unit "Dollars:"

Watermark "Enter number"

### ENTER NUMBER

Range

0 to 999999999

### PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 9.

ALLOW UP TO 9 DIGITS.

---

## CCQ195

Copyright: No

Round: Fall Kindergarten Field Test

Source: CLS-K:2011, fall kindergarten question CCQ195, added text to a question that was just for interviewers to record the unit from the previous question

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ194 AND CCQ195 ON THE SAME SCREEN.

### QUESTION TEXT:

Pre-unit "Unit:"

### CODES

1	Per hour?	Box 8B
2	Per day?	Box 8B
3	Per week?	Box 8B
4	Every two weeks?	Box 8B
5	Per month?	Box 8B
6	Per year?	Box 8B
91	Other (Please specify):	CCQ195OS

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## CCQ195OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ195.

### ENTER TEXT

Length

50

---

**Box 8B**

Round: Fall Kindergarten Field Test

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 9. ELSE, GO TO CCQ196.

---

**CCQ196**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ196, modified to remove soft range check that asked interviewer to verify number of children in the household if the report in CCQ096 did not match the number of children

**QUESTION TEXT:**

Question "How many children is this amount for, including {CHILD}?"

**CODES**

- 1 {CHILD} only
- 2 {CHILD} + 1 more (2 total)
- 3 {CHILD} + 2 more (3 total)
- 4 {CHILD} + 3 or more (4 or more total)

---

**Box 9**

Round: Fall Kindergarten Field Test

IF ONLY ONE CURRENT REGULAR NON-RELATIVE CARE ARRANGEMENT FOR CHILD (CCQ165 = 1 OR SK), GO TO CCQ260.  
  
OTHERWISE, CONTINUE WITH CCQ205.

---

## CCQ205

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ205, added "in a private home".

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

FOR "{NUMBER}", DISPLAY "1" IF CCQ165 = 2; DISPLAY "2" IF CCQ165 = 3; DISPLAY "3" IF CCQ165 = 4.

IF CCQ165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

### QUESTION TEXT:

Question "You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis in a private home. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?"

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

### ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ205}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ260

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ260, modified language to take out the word "I"

### DISPLAY INSTRUCTIONS:

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY 'The next . . . programs' IF CCQ110 = 1 OR CCQ115 = 1, OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{The next questions are about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?"

### CODES

1	Yes	CCQ275a
2	No	

### PROGRAMMER INSTRUCTIONS:

BOLD "Day care centers or before- or after-school programs" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day care centers or before- or after-school programs: Please include any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ265

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ265

### DISPLAY INSTRUCTIONS:

DISPLAY "ever" AND "regular basis" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Has {CHILD} ever attended a day care center, nursery school, preschool, prekindergarten, or before- or after-school program at a school or in a center on a regular basis?"

### CODES

1 Yes

2 No

Box 16

### PROGRAMMER INSTRUCTIONS:

BOLD "Day Care Center or Before- or After-School Program" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ275a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ275a

### DISPLAY INSTRUCTIONS:

DISPLAY "first", "any" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ275a AND CCQ275b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} in years and months when {he/she} first attended any day care center, nursery school, preschool, prekindergarten, or before- or after-school program on a regular basis? "

InstResp "For babies less than 1 year old, enter 0 years."

Watermark: "Enter years"

### ENTER NUMBER

Range

0 to 7

### PROGRAMMER INSTRUCTIONS:

BOLD "Day Care Center or Before- or After-School Program" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ275b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ275b

### DISPLAY INSTRUCTIONS:

DISPLAY "first", "any", AND "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ275a AND CCQ275b TOGETHER.

### QUESTION TEXT:

InstRsp "For babies less than 1 month old, enter 0 months."

Watermark "Enter months"

### ENTER NUMBER

Range

0 to 12

### PROGRAMMER INSTRUCTIONS:

BOLD "Day Care Center or Before- or After-School Program" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it was used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

ONLY ALLOW "12" IF CCQ275a=0.

---

## CCQ280

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ280

### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Did {CHILD} attend a day care center, nursery school, preschool or prekindergarten program on a regular basis the year before {he/she} started kindergarten?"

InstResp "This means anytime in the year before this child entered kindergarten."

### CODES

- |   |     |        |
|---|-----|--------|
| 1 | Yes |        |
| 2 | No  | Box 13 |

### PROGRAMMER INSTRUCTIONS:

BOLD "Day Care Center or Before- or After-School Program" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs (some of which may be sponsored by the state) are also included.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements that are just used once in a while.

---

## CCQ285

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ285

### DISPLAY INSTRUCTIONS:

DISPLAY "regular basis the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many different day care centers, nursery schools, preschools, or prekindergarten programs did {CHILD} attend on a regular basis the year before {he/she} started kindergarten?"

### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

---

## CCQ287

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ287

### DISPLAY INSTRUCTIONS:

DISPLAY "Was... program" IF CCQ285 = 1. ELSE, DISPLAY "Were... programs".

### QUESTION TEXT:

Question "{Was the day care center, nursery school, preschool, or prekindergarten program/Were any of the day care centers, nursery schools, preschools, or prekindergarten programs} a state-sponsored preschool or state sponsored prekindergarten program?"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

BOLD "State-sponsored preschool or state-sponsored prekindergarten program" ON FIRST APPEARANCE ONLY IN HELP TEXT.

HELP FOR STEM: State-sponsored preschool or state-sponsored prekindergarten program: State-sponsored preschool or prekindergarten programs are child care programs that are paid for by the state. In some states, the programs are for all children, while in others they are only for some children such as those whose families have low incomes. State-sponsored programs can be in a public or private setting and can be part-day or full-day programs. Many state prekindergarten programs are delivered through child care programs.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## Box 11

Round: Fall Kindergarten Field Test

IF THERE IS MORE THAN ONE CENTER BASED CARE ARRANGEMENT (CCQ285 = 2, 3, 4, 5 OR SK), GO TO CCQ300.

ELSE, GO TO CCQ301

---

## CCQ300

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ300

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "For the next few questions please think about the program that {CHILD} attended most the year before {he/she} started kindergarten."

InstResp "This means anytime in the year before {CHILD} entered kindergarten.

Press NEXT to continue."

---

## CCQ301

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ301, modified to add mosque to place of worship response, rewrote response option 10 from 'an office building or storefront building that shares walls with other businesses', and removed probes for respondents.

### DISPLAY INSTRUCTIONS:

DISPLAY "most" IF CCQ285 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "Where was the program that {CHILD} attended {most} located? For example, was it in its own building, a school, in a church or synagogue, or some other place?"

### CODES

1	Its own building	CCQ305
2	A public elementary, junior high, or high school	
3	A private elementary, junior high, or high school	
4	A college or university	CCQ305
5	A church, mosque, synagogue, or other place of worship	CCQ305
6	Your home	CCQ305
7	Another home	CCQ305
8	A community center	CCQ305
9	A public library	CCQ305
10	A building or storefront that shares walls with other businesses	CCQ305
11	More than one place	CCQ305
12	Some other place	CCQ305

---

## CCQ303

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ303

### QUESTION TEXT:

Question "Was that program located in the school where {CHILD} now attends kindergarten?"

### CODES

1	Yes
2	No

---

## CCQ305

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ305, modified to refer to "that" program

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} go to that program?"

InstResp "If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."

Watermark "Days per week"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ305}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ310

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ310, modified to refer to "that" program and change instruction to interviewer to instruction to respondent and reworded for web

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week did {CHILD} go to that program?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."

Watermark "Hours per week"

### ENTER NUMBER

Range	0 to 168
-------	----------

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ305 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ305 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ305 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ305 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ310}. Are you sure this is correct? When it is correct, select Next to continue."

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CCQ

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## CCQ315

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ315 modified to have response categories to match ECLS-K:2023 preschool question CCQ095 and have a response category for "Less than a month."

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "For how long did {CHILD} receive care at that program the year before {he/she} started kindergarten? "

### CODES

- |   |                       |
|---|-----------------------|
| 1 | Less than a month     |
| 2 | One to two months     |
| 3 | Three to five months  |
| 4 | Six to eight months   |
| 5 | Nine to twelve months |

---

## CCQ320

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ320 modified to have HS&B 2020 language categories. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages. Also, added display to other specify category.

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### QUESTION TEXT:

Question "What language did {CHILD}'s main care provider or teacher at that program speak most when caring for {CHILD}?"

### CODES

- |    |                                                                           |
|----|---------------------------------------------------------------------------|
| 0  | English                                                                   |
| 1  | Spanish                                                                   |
| 2  | A European language other than Spanish such as French, German, or Russian |
| 3  | A Chinese language or dialect                                             |
| 4  | A Filipino language                                                       |
| 5  | A Southeast Asian language such as Vietnamese, Thai, or Khmer             |
| 6  | A South Asian language such as Hindi or Tamil                             |
| 7  | Another Asian language such as Japanese or Korean                         |
| 8  | A Middle Eastern language such as Arabic or Farsi                         |
| 9  | An African language such as Swahili or Amharic                            |
| 91 | Other language(s) (Please specify):                                       |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 12

Round: Fall Kindergarten Field Test

IF CCQ320 = 91, GO TO CCQ320OS. ELSE, GO TO CCQ321.

---

## CCQ320OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ320OS

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ320.

### ENTER TEXT

Length

50

---

## CCQ321

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CCQ286

### DISPLAY INSTRUCTIONS:

DISPLAY "the year before" IN UNDERLINED TEXT.

DISPLAY "Head Start... families" IF CCQ031 AND CCQ136 WERE NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "Was" and "arrangement" IF CCQ285 = 1. ELSE, DISPLAY "Were any of" AND "arrangements".

### QUESTION TEXT:

Question "{Head Start is a federally sponsored preschool program primarily for children from low-income families.}{Was/Were any of }{CHILD}'s care arrangement{s} in a day care center, nursery school, preschool, or prekindergarten program in the year before kindergarten Head Start?"

SaVisible "True"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD 'Head Start' IN HELP TEXT.

HELP FOR STEM: Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a center setting.

---

## Box 12B

Round: Fall Kindergarten Field Test

IF CHILD HAS ONLY ONE ARRANGEMENT WITH A DAY CARE CENTER, NURSERY SCHOOL, PREKINDERGARTEN, OR BEFORE- OR AFTER-SCHOOL PROGRAM OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ285 = 1 OR SK), GO TO BOX 13 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH CENTER CARE (CCQ285 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ321=1), GO TO CCQ322 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ285 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ321=2), GO TO BOX 13.

ELSE GO TO BOX 13.

---

## CCQ322

Copyright: No

Round: Fall Kindergarten Field Test

Source: New with ECLS-K:2011, fall kindergarten, question CCQ286 modified to ask about arrangement with most hours

### QUESTION TEXT:

Question "Was the care arrangement in a day care center, nursery school, preschool, or prekindergarten program that provided the most care for {CHILD} the year before kindergarten providing the care as part of a Head Start program?"

SaVisible "True"

### CODES

1	Yes	Box 13
2	No	CCQ323
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

BOLD "Head Start" IN HELP TEXT.

HELP FOR STEM: "Head Start is a federally funded early childhood education program designed to improve the school- readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a center setting.

---

## CCQ323

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week did {CHILD} receive care in the year before kindergarten from Head Start?"

InstResp "If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."

Watermark "Enter days"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ323}. Are you sure this is correct? When it is correct, select Next to continue."

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CCQ

---

## CCQ324

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade CCQ190, modified to be about Head Start.

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many hours each week does {CHILD} receive care in the year before kindergarten from Head Start?"

InstResp "Please round to the nearest hour.

If the schedule changed, answer for the arrangement where the most time was spent in the year prior to kindergarten."

Watermark "Hours per week"

### ENTER NUMBER

Range

1 to 168

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ323 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ323 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ323 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ323 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ324}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 13

Round: Fall Kindergarten Field Test

IF CHILD IS NOT CURRENTLY IN CENTER CARE (CCQ260 = 2 OR SK), GO TO BOX 16. OTHERWISE, CONTINUE WITH CCQ325.

---

## CCQ325

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring first grade CCQ325

### DISPLAY INSTRUCTIONS:

DISPLAY "currently" AND "regular" IN UNDERLINED TEXT.

IF CCQ280 = 1, DISPLAY THE SENTENCE 'Let's ... programs.' OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{Let's talk about your current care arrangements with day care centers or before or after school programs.} How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis? "

### CODES

- |   |              |
|---|--------------|
| 1 | One          |
| 2 | Two          |
| 3 | Three        |
| 4 | Four         |
| 5 | Five or more |

### PROGRAMMER INSTRUCTIONS:

BOLD "Day Care Center or Before- or After-School Program" AND "Regular basis" IN HELP TEXT.

HELP FOR STEM: Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

---

## CCQ330

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ330, changed "Let's talk about the program to "The next questions are about the program."

### DISPLAY INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY {Let's talk about the program where {CHILD} spends the most time now.} IF CCQ325 = 2, 3, 4, 5, OR SK. OTHERWISE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{The next questions are about the program where {CHILD} spends the most time now.} Is that program located in the school where {CHILD} attends kindergarten?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CCQ335

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ335

### QUESTION TEXT:

Question "Does {CHILD} go to that program before school, after school, or on weekends?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |   |               |
|---|---------------|
| 1 | Before school |
| 2 | After school  |
| 3 | Weekends      |

---

## CCQ350

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ350

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many days each week does {CHILD} go to that program?"

InstResp "If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent.

If the schedule changes, answer for the arrangement where the most time is spent."

Days:"

Watermark "Days per week"

### ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ350}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ355

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ355

### DISPLAY INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Other than regular school hours, how many hours each week does {CHILD} go to that program?"

InstResp "Please round to the nearest hour."

If {CHILD} receives care from more than one program, answer for the arrangement where the most time is spent.

If the schedule changes, answer for the arrangement where the most time is spent."

Pre-unit "Hours:"

Watermark "Hours per week"

### ENTER NUMBER

Range

1 to 168

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ350 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ350 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ350 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ355}. Are you sure this is correct? When it is correct, select Next to continue."

---

## CCQ365

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ365, modified to refer to "that" program

### DISPLAY INSTRUCTIONS:

DISPLAY "most" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Is there any charge or fee for that program, paid either by you or someone else?"

InstResp "Please only think about the program that provides the most care for {CHILD}."

### CODES

1 Yes

2 No

Box 15

### PROGRAMMER INSTRUCTIONS:

IF CCQ365 IS SK, GO TO BOX 15.

---

## CCQ370

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ370a-e-modified interviewer instruction to be an instruction to the respondent, modified individual items to be select all that apply, added a response category for "No one else helps to pay for this."

### DISPLAY INSTRUCTIONS:

DISPLAY "specifically" IN RESPONSE CATEGORY 1 IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "Do any of the following people or organizations help to pay for {CHILD} to go to that program?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                                                                            |
|----|--------------------------------------------------------------------------------------------|
| 1  | A relative of {CHILD} outside your household who provides money specifically for that care |
| 2  | Temporary Assistance for Needy Families, or TANF                                           |
| 3  | Another social service or welfare agency                                                   |
| 4  | An employer                                                                                |
| 5  | No one else helps to pay for this                                                          |
| 91 | Someone else (Please specify):                                                             |

### PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 5.

IF CODE 5 IS SELECTED, CODES 1 - 4 AND 91 CANNOT BE SELECTED.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 14

Round: Fall Kindergarten Field Test

IF CCQ370 = 91, GO TO CCQ370OS. ELSE, GO TO CCQ371.

---

## CCQ3700S

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ370.

### ENTER TEXT

Length

50

---

## CCQ371

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ371, modified to add an instruction to the respondent. Also, increased the range

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ371 AND CCQ372 ON THE SAME SCREEN.

### QUESTION TEXT:

Question "How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?"

InstrResp "Round to the nearest dollar. Enter the amount you pay here and whether that is per hour, per week, etc. in the next question."

Pre-unit "Dollars:"

Watermark "Enter number"

### ENTER NUMBER

Range

0 to 999999999

### PROGRAMMER INSTRUCTIONS:

IF ZERO OR SK IS ENTERED FOR AMOUNT, GO TO BOX 15.

ALLOW UP TO 9 DIGITS.

---

## CCQ372

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ372, added text to a question that was just for interviewers to record the unit from the previous question

### DISPLAY INSTRUCTIONS:

DISPLAY CCQ371 AND CCQ372 ON THE SAME SCREEN.

### QUESTION TEXT:

Pre-unit "Unit:"

### CODES

1	Per hour?	Box 14B
2	Per day?	Box 14B
3	Per week?	Box 14B
4	Every two weeks?	Box 14B
5	Per month?	Box 14B
6	Per year?	Box 14B
91	Other (Please specify):	CCQ372OS

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 15.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## CCQ372OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ372.

### ENTER TEXT

Length

50

---

## Box 14B

Round: Fall Kindergarten Field Test

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR  
EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 15. ELSE, GO TO CCQ373.

---

## CCQ373

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ373

### QUESTION TEXT:

Question "How many children is this amount for, including {CHILD}?"

### CODES

- |   |                                       |
|---|---------------------------------------|
| 1 | {CHILD} only                          |
| 2 | {CHILD} + 1 more (2 total)            |
| 3 | {CHILD} + 2 more (3 total)            |
| 4 | {CHILD} + 3 or more (4 or more total) |

---

## Box 15

Round: Fall Kindergarten Field Test

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ325 = 1 OR  
SK), GO TO BOX 16.

OTHERWISE, CONTINUE WITH CCQ375.

---

## CCQ375

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CCQ375

### DISPLAY INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

FOR "{NUMBER}", DISPLAY "1" IF CCQ325 = 2; DISPLAY "2" IF CCQ325 = 3; DISPLAY "3" IF CCQ325 = 4. IF CCQ325 = 5, USE A NULL DISPLAY.

IF CCQ325 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

### QUESTION TEXT:

Question "You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?"

InstResp "Please round to the nearest hour."

Pre-unit "Hours:"

Watermark "Hours per week"

### ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ375}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 16

Round: Fall Kindergarten Field Test

GO TO SECTION CHQ.

# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section

CHQ

[Child's Health and Well-Being]

Sequence: 9

CHQ005

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ005

QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s health. How much did {CHILD} weigh when {he/she} was born?"

InstResp "Your best guess is fine."

SaVisible "True"

CODES

- |   |                  |         |
|---|------------------|---------|
| 1 | Answer in pounds | CHQ006a |
| 2 | Answer in grams  | CHQ007  |
|   | DON'T KNOW       |         |

PROGRAMMER INSTRUCTIONS:

SK AND "Don't know" RESPONSES SKIP TO CHQ010.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

**CHQ006a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ006a, deleted the word "for" in front of "how much"

**DISPLAY INSTRUCTIONS:**

DISPLAY CHQ006a AND CHQ006b TOGETHER ON ONE SCREEN.

**QUESTION TEXT:**

Question "Please answer how much {CHILD} weighed when {he/she} was born in pounds and ounces."  
Pre-unit "Pounds:"  
Watermark: "Enter pounds"  
SaVisible "True"

**ENTER NUMBER**

Range	0 to 13
Soft Range	1 to 10
DON'T KNOW	

**PROGRAMMER INSTRUCTIONS:**

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ006a}. Are you sure this is correct? When it is correct, select Next to continue."  
  
DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## CHQ006b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ006b

### DISPLAY INSTRUCTIONS:

DISPLAY CHQ006a AND CHQ006b TOGETHER ON ONE SCREEN.

### QUESTION TEXT:

Question "and"

Pre-unit "Ounces:"

Watermark: "Enter ounces"

SaVisible "True"

### ENTER NUMBER

Range	0 to 208
Soft Range	0 to 160
DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ006b}. Are you sure this is correct? When it is correct, select Next to continue."

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## Box 1

Round: Fall Kindergarten Field Test

IF BOTH POUNDS AND OUNCES ARE ENTERED IN CHQ006a and b AND NEITHER ANSWER IS DON'T KNOW OR SK, GO TO CHQ025.

ELSE, IF (CHQ006a IS DON'T KNOW OR SK FOR THE NUMBER OF POUNDS) OR (THE NUMBER OF POUNDS IN CHQ006a IS 5 AND DON'T KNOW OR SK FOR THE NUMBER OF OUNCES IN CHQ006b), GO TO CHQ010.

ELSE, IF THE NUMBER OF POUNDS IN CHQ006a IS 3 AND DON'T KNOW OR SK FOR THE NUMBER OF OUNCES IN CHQ006b, GO TO CHQ015. ELSE, IF THE NUMBER OF POUNDS IN CHQ006a IS 10 AND DON'T KNOW OR SK FOR THE NUMBER OF OUNCES IN CHQ006b, GO TO CHQ016.

ELSE, GO TO CHQ010.

---

## CHQ007

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ007, deleted the word "for" in front of "how much"

### QUESTION TEXT:

Question "Please answer how much {CHILD} weighed when {he/she} was born in grams.

"Pre-unit "Grams:"

Watermark: "Enter grams"

SaVisible "True"

### ENTER NUMBER

Range	0 to 6322
Soft Range	453 to 4535

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ007}. Are you sure this is correct? When it is correct, select Next to continue."

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## Box 2

Round: Fall Kindergarten Field Test

IF GRAMS ARE ENTERED IN CHQ007, GO TO CHQ025.

ELSE, IF CHQ007 IS DON'T KNOW OR SK, GO TO CHQ010.

---

**CHQ010**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ010

**QUESTION TEXT:**

Question: “When {he/she} was born, did {CHILD} weigh more than 5 and a half pounds?”

InstResp: “5 and a half pounds means 5 pounds and 8 ounces. If {CHILD} was weighed in grams, 5 and a half pounds is 2,495 grams. Your best guess is fine.”

SaVisible "True"

**CODES**

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

**Box 3**

Round: Fall Kindergarten Field Test

IF THE NUMBER OF POUNDS IN CHQ006a WAS 5 AND DON'T KNOW OR SK FOR THE NUMBER OF OUNCES IN CHQ006b, GO TO CHQ025.

ELSE IF CHQ010 = 1, GO TO CHQ016 TO ASK IF THE CHILD WEIGHED MORE THAN 10 POUNDS.

ELSE, GO TO CHQ015 TO ASK IF THE CHILD WEIGHED MORE THAN 3 POUNDS.

---

## CHQ015

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ015

### QUESTION TEXT:

Question: "Did {he/she} weigh more than 3 pounds?"

InstResp: "3 pounds is 1,361 grams. Your best guess is fine."

SaVisible "True"

### CODES

1	Yes
2	No
	DON'T KNOW

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## Box 4

Round: Fall Kindergarten Field Test

IF (CHQ015 = 1 OR 2) OR (CHQ010 = 2 AND CHQ015 = DK OR SK), GO TO CHQ025. ELSE, GO TO CHQ016.

---

## CHQ016

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ016

### QUESTION TEXT:

Question "Did {he/she} weigh more than 10 pounds?"

InstResp: "10 pounds is 4,536 grams. Your best guess is fine."

SaVisible "True"

### CODES

- |   |            |
|---|------------|
| 1 | Yes        |
| 2 | No         |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## CHQ025

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ025

### QUESTION TEXT:

Question "Was {CHILD} born more than two weeks before {he/she} was due?"

### CODES

- |   |     |        |
|---|-----|--------|
| 1 | Yes |        |
| 2 | No  | CHQ031 |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ031.

---

## CHQ030a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ030a

### QUESTION TEXT:

Question "How many days or weeks early was {he/she}?"

### CODES

1	Answer in weeks	CHQ030b
2	Answer in days	CHQ030c

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ031.

---

## CHQ030b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ030b

### QUESTION TEXT:

Question "How many weeks early was {he/she}?"

Weeks:"

Watermark: "Enter weeks"

### ENTER NUMBER

Range

0 to 20

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ031.

---

## Box 4b

Round: Fall Kindergarten Field Test

GO TO CHQ031.

---

## CHQ030c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ030c

### QUESTION TEXT:

Question "How many days early was {he/she}?"

Days:"

Watermark: "Enter days"

### ENTER NUMBER

Range

0 to 31

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ031.

---

## CHQ031

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ031

### QUESTION TEXT:

Question "Was {CHILD} ever breastfed or fed breast milk?"

### CODES

1 Yes

2 No

CHQ035

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ035.

---

## CHQ032a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ032a

### QUESTION TEXT:

Question "How old was {CHILD} when {he/she} completely stopped breastfeeding or being fed breast milk?"

### CODES

1	Answer in months	CHQ032b
2	Answer in years	CHQ032c
3	{CHILD} is still breastfeeding	CHQ035

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ033.

---

## CHQ032b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ032b; modified for web to have a separate question about age that was just for months rather than one answer for either months or years

### QUESTION TEXT:

Question "How old was {CHILD} in months when {he/she} completely stopped breastfeeding or being fed breast milk?

Months:"

Watermark: "Enter age in months"

### ENTER NUMBER

Range

0 to 36

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ033.

---

**Box 4c**

Round: Fall Kindergarten Field Test

GO TO CHQ035.

---

**CHQ032c**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ032b; modified for web to have a separate question about age that was just for years rather than one answer for either months or years

**QUESTION TEXT:**

Question “How old was {CHILD} in years when {he/she} completely stopped breastfeeding or being fed breast milk?  
Years:”  
Watermark: “Enter age in years”

**ENTER NUMBER**

Range 0 to 36

**PROGRAMMER INSTRUCTIONS:**

SK SKIPS TO CHQ033.

---

**Box 5**

Round: Fall Kindergarten Field Test

GO TO CHQ035.

---

## CHQ033

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ033

### QUESTION TEXT:

Question "How old was {CHILD} when {he/she} completely stopped breastfeeding or being fed breast milk?"

### CODES

1	0 to 3 months
2	4 to 6 months
3	7 to 9 months
4	10 to 12 months
5	13 to 15 months
6	16 to 18 months
7	Over 18 months

---

## CHQ035

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ035

### QUESTION TEXT:

Question "Was {CHILD} a twin, triplet, or other child born as part of a multiple birth?"

InstResp: For twins, triplets, and other multiple births, please answer for how many children were born together even if one or more were stillborn or did not survive.

### CODES

1	No	CHQ085
2	Yes, a twin	CHQ070a
3	Yes, a triplet	CHQ070b
4	Yes, a multiple birth with four or more babies	CHQ070b

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ085.

---

## CHQ070a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ070a

### QUESTION TEXT:

Question "Were {CHILD} and {his/her} twin identical twins or fraternal (non-identical) twins?"

### CODES

1	Identical	CHQ085
2	Fraternal	CHQ085

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ085.

---

## CHQ070b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ070b

### QUESTION TEXT:

Question "Was {CHILD} identical to any of the other children born with {CHILD}?"

### CODES

1	Yes
2	No

---

## CHQ085

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ085

### QUESTION TEXT:

Question "Were there any complications in {CHILD}'s birth or delivery?"

### CODES

1	Yes	
2	No	CHQ091

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ091.

---

## CHQ090

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ090, changed category 1 from “FEBRILE” to “The mother had fever” and changed 100 degrees to 100.4, added category 2 for the baby having fever, defined “membrane” as “the amniotic sac” in category 3, added “rapid” to category 8, added “labor” in parentheses to category 9 to define what was more than 20 hours, added examples to category 14 about anesthesia complications

### QUESTION TEXT:

Question "What were the complications?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	The mother had fever (more than 100.4 degrees F. or 38 degrees C.)
2	The baby had fever (more than 100.4 degrees F. or 38 degrees C.)
3	Meconium (baby's fecal matter) was moderate or heavy
4	Premature rupture of membrane (the amniotic sac broke more than 12 hours before labor)
5	Aruptio placenta (the placenta lining separated from uterus)
6	Placenta previa (the placenta covered all or part of the opening to the cervix)
7	Other excessive bleeding
8	Seizures during labor
9	Precipitous labor (rapid or fast labor, less than 3 hours)
10	Prolonged labor (labor for more than 20 hours)
11	Dysfunctional labor (did not go forward in a normal pattern of labor)
12	Breech/malpresentation (baby's feet came out first)
13	Cephalopelvic disproportion (the baby's head or body was too large for the mother's pelvis)
14	Cord prolapse (the umbilical cord dropped through the mother's cervix ahead of the baby)
15	Anesthesia complications (for example, problems with pain medication, an epidural, or general anesthesia)
16	Fetal distress
91	Other complication of labor and/or delivery

---

## CHQ091

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ091

### QUESTION TEXT:

Question "Did {CHILD} receive any newborn care in an intensive care unit, premature nursery, or any other type of special care facility? "

### CODES

1	Yes
2	No

---

## CHQ092

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ092, with instructions added to define IFSP (CHQ118 in preschool)

### DISPLAY INSTRUCTIONS:

BOLD "Early Intervention Services" AND "Individualized Family Service Plan or IFSP" IN InstResp.

### QUESTION TEXT:

Question "Before {CHILD} turned 3, did {he/she} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."

### CODES

1	Yes	CHQ092a
2	No	CHQ093

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

---

## CHQ092a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services, CHQ118a in preschool

### DISPLAY INSTRUCTIONS:

BOLD “Early Intervention Services” AND “Individualized Family Service Plan or IFSP” IN InstResp

### QUESTION TEXT:

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"

InstResp “Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3).”

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CHQ093

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan. Also modified to ask about ever having received services, CHQ119 in preschool

### DISPLAY INSTRUCTIONS:

BOLD “Individualized Education Program (IEP)” IN InstResp.

### QUESTION TEXT:

Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"

InstResp “An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services.”

### CODES

- |   |     |         |
|---|-----|---------|
| 1 | Yes | CHQ093a |
| 2 | No  | CHQ094  |

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

---

## CHQ093a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan, CHQ119a in preschool

### DISPLAY INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

BOLD “Individualized Education Program (IEP)” IN InstResp.

### QUESTION TEXT:

Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CHQ094

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan. Also modified to ask whether the child has ever received services, CHQ21 in preschool

### DISPLAY INSTRUCTIONS:

BOLD “504 plan” IN InstResp.

### QUESTION TEXT:

Question "Has {CHILD} ever received any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

### CODES

- |   |     |         |
|---|-----|---------|
| 1 | Yes | CHQ094a |
| 2 | No  | CHQ095  |

---

## CHQ094a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan, CHQ121a in preschool

### DISPLAY INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

BOLD “504 plan” IN InstResp.

### QUESTION TEXT:

Question "Is {CHILD} currently receiving any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CHQ095

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ095

### QUESTION TEXT:

Question "Has {CHILD} ever had an ear infection?"

### CODES

- |   |     |         |
|---|-----|---------|
| 1 | Yes | CHQ100a |
| 2 | No  | CHQ096  |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ096.

---

## CHQ096

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ096

### QUESTION TEXT:

Question "Has {CHILD} ever had an ear ache?"

### CODES

1 Yes

2 No

CHQ330

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

---

## CHQ100a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ100a

### DISPLAY INSTRUCTIONS:

DISPLAY "ear infection" IF CHQ095 = 1. ELSE, DISPLAY "ear ache".

DISPLAY CHQ100a AND CHQ100b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} when {he/she} had {his/her} first {ear infection/ear ache}?"

Years:"

Watermark "Enter age in years"

### ENTER NUMBER

Range

0 to 8

---

## CHQ100b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ100b

### DISPLAY INSTRUCTIONS:

DISPLAY “ear infection” IF CHQ095 = 1. ELSE, DISPLAY “ear ache”.

DISPLAY CHQ100a and CHQ100b together.

### QUESTION TEXT:

Pre-unit “Months:”

Watermark “Enter age in months”

### ENTER NUMBER

Range

0 to 60

---

## Box 5B

Round: Fall Kindergarten Field Test

IF CHQ100a WAS SK FOR YEARS AND CHQ100b HAS AN ENTRY FOR MONTHS (RESPONDENT SKIPPED THE ENTRY FOR YEARS AND ONLY ANSWERED WITH MONTHS), AUTOCODE CHQ100a = 0.

ELSE IF CHQ100a = SK AND CHQ100b = SK (YEARS AND MONTHS WERE BOTH SKIPPED), GO TO CHQ101. ELSE IF CHQ100a IS GREATER THAN OR EQUAL TO 2 FOR YEARS BUT IS SK FOR MONTHS, AUTOCODE CHQ101 = 2 AND GO TO BOX 6. ELSE, IF CHQ100b IS GREATER THAN OR EQUAL TO 24 FOR MONTHS, AUTOCODE CHQ101 = 2 AND GO TO BOX 6. ELSE, GO TO BOX 6.

---

## CHQ101

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ101

### DISPLAY INSTRUCTIONS:

DISPLAY "ear infection" IF CHQ095 = 1. ELSE, DISPLAY "ear ache".

### QUESTION TEXT:

Question "Was {CHILD} less than 2 years old when {he/she} had {his/her} first {ear infection/ear ache }?"

### CODES

1	Yes
2	No

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CHQ330.

---

## Box 6

Round: Fall Kindergarten Field Test

IF CHQ095 = 1 (EAR INFECTION) AND CHQ100a AND CHQ100b TOGETHER ARE [((LESS THAN 2 YEARS AND 0 MONTHS) OR (LESS THAN 0 YEARS AND 24 MONTHS)) OR (CHQ101 = 1)], GO TO CHQ105. ELSE, IF CHQ095 = 1 (EAR INFECTION) AND CHQ100a AND CHQ100b TOGETHER ARE [((MORE THAN OR EQUAL TO 2 YEARS AND 0 MONTHS) OR (MORE OR EQUAL TO THAN 0 YEARS AND 24 MONTHS)) OR (CHQ101 = 2)], GO TO CHQ135.

ELSE, IF CHQ096 = 1 (EAR ACHE) AND [(CHQ100a AND CHQ100b TOGETHER ARE (LESS THAN 2 YEARS AND 0 MONTHS) OR (LESS THAN 0 YEARS AND 24 MONTHS)) OR (CHQ101 = 1)], GO TO CHQ110. ELSE, IF CHQ096 = 1 (EAR ACHE) AND [(CHQ100a AND CHQ100b TOGETHER ARE (MORE THAN OR EQUAL TO 2 YEARS AND 0 MONTHS) OR (MORE THAN OR EQUAL TO 0 YEARS AND 24 MONTHS)) OR (CHQ101 = 2)], GO TO CHQ140.

---

## CHQ105

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ105

### QUESTION TEXT:

Question "Before 2 years, or 24 months of age, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?"

Times:"

Watermark "Enter number of times"

### ENTER NUMBER

Range

0 to 30

---

## Box 6B

Round: Fall Kindergarten Field Test

IF CHQ105 IS GREATER THAN OR EQUAL TO 1, GO TO CHQ110. ELSE, GO TO CHQ125.

---

## CHQ110

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ110, added categories 7, 8, and 9 from spring first grade CCQ110, and deleted category for "CHILD HAS NOT HAD ANY EAR INFECTIONS SINCE HIS/HER SECOND BIRTHDAY".

### DISPLAY INSTRUCTIONS:

DISPLAY "ear infections" IF CHQ095 = 1. ELSE, DISPLAY "ear aches".

DISPLAY CHQ110 AND CHQ110OS TOGETHER.

### QUESTION TEXT:

Question "Before 2 years, or 24 months of age, how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	No treatment (watch and wait)
2	Decongestants, antihistamines, or allergy medicine
3	Antibiotics
4	Ear tubes were put into {CHILD}'s ears
5	Analgesics (for example, fever reducer or pain reliever)
6	Ear drops
7	Flushing the ear, irrigation, or taking out ear wax
8	Took out tonsils or adenoids
9	Chiropractic treatments
10	{CHILD} did not go to a doctor, nurse, or other medical professional CHQ125
91	Other (Please specify):

### PROGRAMMER INSTRUCTIONS:

CODE ALL THAT APPLY FOR 1-9 and 91. IF CODE 10 IS SELECTED DO NOT ALLOW FOR ANY OTHER ANSWER CHOICES TO BE SELECTED.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 7

Round: Fall Kindergarten Field Test

IF ONE OF THE CODES IN CHQ110 = 91, GO TO CHQ110OS. ELSE, GO TO BOX 8.

---

## CHQ110OS

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ110OS

### DISPLAY INSTRUCTIONS:

DISPLAY CHQ110 AND CHQ110OS TOGETHER.

ENTER TEXT

Length

80

---

## Box 8

Round: Fall Kindergarten Field Test

IF ONE OF THE CODES IN CHQ110 = 4 (EAR TUBES), GO TO CHQ115a. ELSE, GO TO CHQ125.

---

## CHQ115a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ115a

### DISPLAY INSTRUCTIONS:

DISPLAY "first" IN UNDERLINED TEXT.

DISPLAY CHQ115a AND CHQ115b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} when {he/she} first had surgery to place ear tubes in {his/her} ears to treat ear infections?

Years:"

Watermark "Enter age in years"

### ENTER NUMBER

Range

0 to 8

---

## CHQ115b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ115b

### DISPLAY INSTRUCTIONS:

DISPLAY CHQ115a AND CHQ115b TOGETHER.

### QUESTION TEXT:

Pre-unit "Months:"

Watermark "Enter age in months"

### ENTER NUMBER

Range

0 to 48

### PROGRAMMER INSTRUCTIONS:

THE LOW SOFT RANGE IS 0.

THE HIGH SOFT RANGE = AGE IN CHQ100a AND b.

IF CHQ115a = SK AND THERE IS AN ENTRY FOR CHQ115b THAT IS NOT SK (YEARS WERE SKIPPED BUT MONTHS WERE NOT SKIPPED), AUTOCODE CHQ115a = 0. ELSE IF CHQ115b = SK AND THERE IS AN ENTRY FOR CHQ115a THAT IS NOT SK (YEARS WERE NOT SKIPPED BUT MONTHS WERE SKIPPED), AUTOCODE CHQ115b = 0.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ115a} years and {DISPLAY RESPONSE AT CHQ115b} months. Are you sure this is correct? When it is correct, select Next to continue."

---

## CHQ120

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ120, changed "your child" to {CHILD}

### QUESTION TEXT:

Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her} ears?"

InstResp "Please consider all surgeries if {CHILD} had more than one to place ear tubes before {he/she} turned 2."

### CODES

- |   |           |
|---|-----------|
| 1 | Right ear |
| 2 | Left ear  |
| 3 | Both ears |

---

## CHQ125

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ125

### DISPLAY INSTRUCTIONS:

DISPLAY "other" IF [(CHQ105 NE 0 OR SK) OR (CHQ110 NE EMPTY OR 7)].

DISPLAY "ear infection" IF CHQ095 = 1. ELSE, DISPLAY "ear ache".

### QUESTION TEXT:

Question "{Before 2 years, or 24 months of age, how many {other} times do you think {CHILD} had an {ear infection/earache} for which you did not seek medical treatment?"

### CODES

- |   |                 |
|---|-----------------|
| 1 | Never           |
| 2 | Once            |
| 3 | Twice           |
| 4 | 3 to 5 times    |
| 5 | 6 or more times |

---

## CHQ130

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ130

### DISPLAY INSTRUCTIONS:

DISPLAY "ear infections" IF CHQ095 = 1. ELSE, DISPLAY "ear aches".

### QUESTION TEXT:

Question "Before 2 years, or 24 months of age, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12 month time period?"

### CODES

1	Yes
2	No

---

## Box 8B

Round: Fall Kindergarten Field Test

IF CHQ095 = 1, GO TO CHQ135. ELSE, GO TO CHQ140.

---

## CHQ135

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ135, changed "your child" to "CHILD"

### QUESTION TEXT:

Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?

Times:"

Watermark "Enter number of times"

### ENTER NUMBER

Range

0 to 15

---

## Box 9

Round: Fall Kindergarten Field Test

IF CHQ135 GREATER THAN OR EQUAL TO 1, GO TO CHQ140. ELSE, GO TO CHQ155.

---

### CHQ140

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ140, changed “your child” to “CHILD”, added categories 7, 8, and 9 from the ECLS-K:2011 spring fifth grade item, removed the category “CHILD HAS NOT HAD ANY EAR INFECTIONS SINCE HIS/HER SECOND BIRTHDAY”

#### DISPLAY INSTRUCTIONS:

DISPLAY “ear infections” IF CHQ095 = 1. ELSE, DISPLAY “ear aches”.

DISPLAY CHQ140 AND CHQ140OS TOGETHER.

#### QUESTION TEXT:

Question “After {CHILD}'s second birthday (24 months or older), how were {CHILD}'s {ear infections/ear aches} treated by your doctor, nurse, or other medical professional?”

<b>CODES</b>	<b>Code All That Apply</b>	
1	No treatment (watch and wait)	
2	Decongestants, antihistamines, or allergy medicine	
3	Antibiotics	
4	Ear tubes were put into {CHILD}'s ears	
5	Analgesics (for example, fever reducer or pain reliever)	
6	Ear drops	
7	Flushing the ear, irrigation, or taking out ear wax	
8	Took out tonsils or adenoids	
9	Chiropractic treatments	
10	{CHILD} did not go to a doctor, nurse, or other medical professional	CHQ155
91	Other (Please specify):	

#### PROGRAMMER INSTRUCTIONS:

CODE ALL THAT APPLY FOR 1-9 and 91. IF CODE 10 IS SELECTED DO NOT ALLOW FOR ANY OTHER ANSWER CHOICES TO BE SELECTED.

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

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CHQ

---

**Box 10**

Round: Fall Kindergarten Field Test

IF ONE OF THE CODES IN CHQ140 = 91, GO TO CHQ140OS. ELSE, GO TO BOX 11.

---

**CHQ140OS**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ140OS

**DISPLAY INSTRUCTIONS:**

DISPLAY CHQ140 AND CHQ140OS TOGETHER.

**ENTER TEXT**

Length 80

---

**Box 11**

Round: Fall Kindergarten Field Test

IF (ONE OF THE CODES IN CHQ110 = 4) AND (ONE OF THE CODES IN CHQ140 = 4), GO TO CHQ150. ELSE, IF ONE OF THE CODES IN CHQ140 = 4, GO TO CHQ145a. ELSE, GO TO CHQ155.

---

## CHQ145a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ145a, changed "your child" to "CHILD"

### DISPLAY INSTRUCTIONS:

DISPLAY "first" IN UNDERLINED TEXT.

DISPLAY "ear infections" IF CHQ095 = 1. ELSE, DISPLAY "ear aches".

DISPLAY CHQ145a AND CHQ145b TOGETHER.

### QUESTION TEXT:

Question "How old was {CHILD} when {he/she} first had surgery to place ear tubes in {his/her} ears to treat {ear infections/ear aches}?"

Years:"

Watermark "Enter age in years"

### ENTER NUMBER

Range

0 to 8

---

## CHQ145b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ145b

### DISPLAY INSTRUCTIONS:

DISPLAY CHQ145a AND CHQ145b TOGETHER.

### QUESTION TEXT:

Pre-unit "Months:"

Watermark "Enter age in months"

### ENTER NUMBER

Range

0 to 48

### PROGRAMMER INSTRUCTIONS:

THE LOW SOFT RANGE IS 0.

THE HIGH SOFT RANGE = AGE IN CHQ100a AND b.

IF CHQ145a = SK AND THERE IS AN ENTRY FOR CHQ145b THAT IS NOT SK (YEARS WERE SKIPPED BUT MONTHS WERE NOT SKIPPED), AUTOCODE CHQ145a = 0. ELSE IF CHQ145b = SK AND THERE IS AN ENTRY FOR CHQ145a THAT IS NOT SK (YEARS WERE NOT SKIPPED BUT MONTHS WERE SKIPPED), AUTOCODE CHQ145b = 0.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CCQ145a} years and {DISPLAY RESPONSE AT CHQ145b} months. Are you sure this is correct? When it is correct, select Next to continue."

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CHQ

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## CHQ150

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ150, changed “your child” to “CHILD”

### DISPLAY INSTRUCTIONS:

DISPLAY “after {his/her} second birthday?” IF ONE OF THE CODES IN CHQ110 = 4. ELSE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her} ears {after {his/her} second birthday, but before the start of this school year}?"

### CODES

1	Right ear
2	Left ear
3	Both ears

---

## CHQ155

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ155

### DISPLAY INSTRUCTIONS:

DISPLAY “other” IF [(CHQ135 NE 0 OR SK) OR (CHQ140 NE EMPTY OR 7)].

DISPLAY “ear infections” IF CHQ095 = 1. ELSE, DISPLAY “ear aches”.

### QUESTION TEXT:

Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, how many {other} times do you think {CHILD} has had an {ear infection/earache} for which you did not seek medical treatment?"

### CODES

1	Never
2	Once
3	Twice
4	3 to 5 times
5	6 or more times

---

## CHQ326

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ326

### DISPLAY INSTRUCTIONS:

DISPLAY "ear infections" IF CHQ095 = 1. ELSE, DISPLAY "ear aches".

### QUESTION TEXT:

Question "After {CHILD}'s second birthday (24 months or older) but before the start of this school year, did {CHILD} ever have 3 or more {ear infections/ear aches} in a 12-month time period?"

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CHQ330

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CHQ330

### QUESTION TEXT:

Question "Would you say {CHILD}'s health is ..."

### CODES

- |   |            |
|---|------------|
| 1 | Excellent, |
| 2 | Very good, |
| 3 | Good,      |
| 4 | Fair, or   |
| 5 | Poor?      |

### PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

---

**Box 12**

Round: Fall Kindergarten Field Test

GO TO SECTION MHQ.

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section      MHQ                      [Parent Marital History]

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Sequence: 10

### MHQ010

Copyright: No

#### QUESTION TEXT:

Next are a few questions about marital history.

Please press the Next button to continue.

---

## Box 1

Round: Fall Kindergarten Field Test

1. IF [(RESPONDENT IS BIOLOGICAL PARENT (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT)) AND ((NO OTHER PARENT IS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ130 - OTHER THAN THE RESPONDENT) OR (SECOND PARENT IS NONBIOLOGICAL PARENT ((FSQ130 = 1 OR 2) AND (FSQ140 IS NOT CODED '1') AND (FSQ150 IS NOT CODED '1')) OR (FSQ130 = 5 OR 6) FOR A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT))) AND [THE BIOLOGICAL PARENT RESPONDENT IS NOT MARRIED (FSQ200 NE 1)], AUTOCODE THAT BIOLOGICAL PARENT IS NOT MARRIED TO A NON-BIOLOGICAL PARENT (MHQ040 = 2) AND GO TO MHQ045 (TO ASK ABOUT COHABITATION).
2. ELSE, IF [(RESPONDENT IS BIOLOGICAL PARENT (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT)) AND ((NO OTHER PARENT IS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ130 - OTHER THAN THE RESPONDENT) OR (SECOND PARENT IS NONBIOLOGICAL PARENT ((FSQ130 = 1 OR 2) AND (FSQ140 IS NOT CODED '1') AND (FSQ150 IS NOT CODED '1')) OR (FSQ130 = 5 OR 6) FOR A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT))) AND [THE BIOLOGICAL PARENT RESPONDENT IS MARRIED (FSQ200 EQ 1)], GO TO MHQ040 (TO ASK IF BIOLOGICAL PARENT IS MARRIED TO A NON-BIOLOGICAL PARENT).
3. ELSE, IF [(RESPONDENT IS NOT A BIOLOGICAL PARENT, BUT ONE BIOLOGICAL PARENT IS IN HOUSEHOLD (FSQ140 = 1 OR FSQ150 = 1 FOR A HOUSEHOLD MEMBER WHO IS NOT FLAGGED AS THE RESPONDENT)) AND (RESPONDENT IS NOT SOMEONE WHO COULD BE A PARTNER TO HIM/HER (FSQ130 IS NOT CODED '1', '2', '5', OR '6' FOR A HOUSEHOLD MEMBER WHO IS FLAGGED AS THE RESPONDENT))] AND [THE BIOLOGICAL PARENT IS NOT MARRIED (FSQ200 NE 1)], AUTOCODE THAT BIOLOGICAL PARENTS ARE NOT MARRIED (MHQ060 = 2), AND GO TO MHQ070 (TO ASK ABOUT COHABITATION).
4. ELSE, IF [(RESPONDENT IS NOT A BIOLOGICAL PARENT, BUT ONE BIOLOGICAL PARENT IS IN HOUSEHOLD (FSQ140 = 1 OR FSQ150 = 1 FOR A HOUSEHOLD MEMBER WHO IS NOT FLAGGED AS THE RESPONDENT)) AND (RESPONDENT IS NOT SOMEONE WHO COULD BE A PARTNER TO HIM/HER (FSQ130 IS NOT CODED '1', '2', '5', OR '6' FOR A HOUSEHOLD MEMBER WHO IS FLAGGED AS THE RESPONDENT))] AND [THE BIOLOGICAL PARENT IS MARRIED (FSQ200 EQ 1)], GO TO MHQ060 (TO ASK IF THE BIOLOGICAL PARENTS ARE MARRIED TO EACH OTHER).
5. ELSE, IF [(RESPONDENT IS NOT A BIOLOGICAL PARENT, BUT ONE BIOLOGICAL PARENT IS IN HOUSEHOLD (FSQ140 = 1 OR FSQ150 = 1 FOR A HOUSEHOLD MEMBER WHO IS NOT FLAGGED AS THE RESPONDENT)) AND (RESPONDENT IS A NONBIOLOGICAL PARENT OR SPOUSE/PARTNER OF RESIDENT BIOLOGICAL PARENT ((FSQ130 = 1 OR 2) AND (FSQ140 IS NOT CODED '1' AND FSQ150 IS NOT CODED '1') OR (FSQ130 = 5 OR 6) FOR THE HOUSEHOLD MEMBER WHO IS FLAGGED AS THE RESPONDENT))] AND THE RESPONDENT IS NOT MARRIED (FSQ200 NE 1), AUTOCODE THAT THE RESPONDENT AND THE BIOLOGICAL PARENT ARE NOT MARRIED (MHQ080 = 2) AND GO TO MHQ090 (TO ASK ABOUT COHABITATION).
6. ELSE, IF [(RESPONDENT IS NOT A BIOLOGICAL PARENT, BUT ONE BIOLOGICAL PARENT IS IN HOUSEHOLD (FSQ140 = 1 OR FSQ150 = 1 FOR A HOUSEHOLD MEMBER WHO IS NOT FLAGGED AS THE RESPONDENT)) AND (RESPONDENT IS A NONBIOLOGICAL PARENT OR SPOUSE/PARTNER OF RESIDENT BIOLOGICAL PARENT (FSQ130 = 1 OR 2) AND (FSQ140 IS NOT CODED '1' AND FSQ150 IS NOT CODED '1') OR (FSQ130 = 5 OR 6) FOR THE HOUSEHOLD MEMBER WHO IS FLAGGED AS THE RESPONDENT))] AND THE RESPONDENT IS MARRIED (FSQ200 EQ 1), GO TO MHQ080 (TO ASK IF THE RESPONDENT IS MARRIED TO THE BIOLOGICAL PARENT).
7. ELSE, IF NO BIOLOGICAL PARENTS ARE IN HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' AT FSQ140 OR WITH A CODE '1' AT FSQ150), GO TO MHQ100 (TO ASK IF THE RESPONDENT IS MARRIED).
8. ELSE, IF [THERE ARE TWO BIOLOGICAL PARENTS IN THE HOUSEHOLD AND THE RESPONDENT IS ONE OF THEM (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT AND

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MHQ

ANOTHER HOUSEHOLD MEMBER)) AND [THEY ARE NOT MARRIED (FSQ200 NE 1)], AUTOCODE THAT THE BIOLOGICAL PARENT RESPONDENT IS NOT MARRIED TO THE OTHER BIOLOGICAL PARENT (MHQ020 = 2) AND GO TO MHQ030 (TO ASK ABOUT COHABITATION).

9. ELSE, IF [THERE ARE TWO BIOLOGICAL PARENTS IN THE HOUSEHOLD AND THE RESPONDENT IS ONE OF THEM (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT AND ANOTHER HOUSEHOLD MEMBER)) AND [THEY ARE MARRIED (FSQ200 EQ 1)], CONTINUE WITH MHQ020.

**MHQ020**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ020, added display for “parent, deleted categories 3 (NO, MARRIED TO SAME-SEX PARTNER) and category 4 (NO, LIVING WITH SAME-PARTNER) to ask all respondents the same questions

**DISPLAY INSTRUCTIONS:**

DISPLAY "father" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). DISPLAY "mother" IF THE BIOLOGICAL FATHER IS THE RESPONDENT (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

**QUESTION TEXT:**

Question "Are you legally married to {CHILD}'s biological {father/mother}?"

**CODES**

1	Yes	
2	No	MHQ030

**PROGRAMMER INSTRUCTIONS:**

SK SKIPS TO MHQ030.

---

## MHQ025a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ025a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ025a AND MHQ025b TOGETHER.

### QUESTION TEXT:

Question "When did you get married?"

Month:"

InstResp "Please answer for your current marriage."

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ165.

---

## MHQ025b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ025b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ025a AND MHQ025b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2021

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ025b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ030

### DISPLAY INSTRUCTIONS:

DISPLAY "father" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). DISPLAY "mother" IF THE BIOLOGICAL FATHER IS THE RESPONDENT (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

### QUESTION TEXT:

Question "Are you and {CHILD}'s biological {father/mother} currently living together in a marriage like relationship?"

### CODES

1	Yes	
2	No	MHQ040

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ040.

---

## MHQ035a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ035a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ035a AND MHQ035b TOGETHER.

DISPLAY "father" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). DISPLAY "mother" IF THE BIOLOGICAL FATHER IS THE RESPONDENT (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

### QUESTION TEXT:

Question "When did you and {CHILD}'s biological {father/mother} begin living together?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range 0 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ165.

---

## MHQ035b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ035b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ035a AND MHQ035b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ035b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ040

### DISPLAY INSTRUCTIONS:

DISPLAY "not" IN UNDERLINED TEXT.

DISPLAY "father" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). DISPLAY "mother" IF THE BIOLOGICAL FATHER IS THE RESPONDENT (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

### QUESTION TEXT:

Question "Are you legally married to someone who is not {CHILD}'s biological {father/mother} at the present time?"

### CODES

1	Yes	MHQ050a
2	No	

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ045.

---

## MHQ045

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ045

### DISPLAY INSTRUCTIONS:

DISPLAY "not" IN UNDERLINED TEXT.

DISPLAY "father" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). DISPLAY "mother" IF THE BIOLOGICAL FATHER IS THE RESPONDENT (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

### QUESTION TEXT:

Question "Are you currently living in a marriage-like relationship with someone who is not {CHILD}'s biological {father/mother}?"

SaVisible "True"

### CODES

1	Yes	MHQ055a
2	No	MHQ125
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK SKIP TO MHQ125.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## MHQ050a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ050a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ050a AND MHQ050b TOGETHER.

### QUESTION TEXT:

Question "When did your current marriage begin?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ125.

---

## MHQ050b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ050b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ050a AND MHQ050b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ125.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ050b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ055a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ055a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ055a AND MHQ055b TOGETHER.

### QUESTION TEXT:

Question "When did you and this person begin living together?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range	1 to 12
-------	---------

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ125.

---

## MHQ055b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ055b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ050a AND MHQ050b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ125.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ055b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ060

### QUESTION TEXT:

Question "Are {CHILD}'s biological parents legally married?"

SaVisible "True"

### CODES

1	Yes	
2	No	MHQ070
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK SKIP TO MHQ070.

---

## MHQ065a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ065a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ065a AND MHQ065b TOGETHER.

### QUESTION TEXT:

Question "When did their marriage begin?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

"Don't know"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO MHQ165.

---

## MHQ065b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ065b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ065a AND MHQ065b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

"Don't know"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

DON'T KNOW

MHQ165

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

GO TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ065b}. Are you sure this is correct? When it is correct, select Next to continue."

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MHQ

---

## MHQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ070

### QUESTION TEXT:

Question "Are {CHILD}'s biological parents currently living together in a marriage-like relationship?"

SaVisible "True"

### CODES

1	Yes	
2	No	MHQ125
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK SKIP TO MHQ125.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## MHQ075a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ075a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ075a AND MHQ075b TOGETHER.

### QUESTION TEXT:

Question "When did {CHILD}'s biological parents begin living together?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

SaVisible "True"

"Don't know"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO MHQ165.

---

## MHQ075b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ075b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ075a AND MHQ075b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

"Don't know"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020
DON'T KNOW	MHQ165

### PROGRAMMER INSTRUCTIONS:

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

GO TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ075b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ080

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ080

### QUESTION TEXT:

Question "Are you and {CHILD}'s biological parent legally married?"

### CODES

1	Yes	
2	No	MHQ090

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ090.

---

## MHQ085a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ085a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ085a AND MHQ085b TOGETHER.

### QUESTION TEXT:

Question "When did you get married?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ125.

---

## MHQ085b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ085b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ085a AND MHQ085b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ125.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ050b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ090

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ090

### QUESTION TEXT:

Question "Are you and {CHILD}'s biological parent living together in a marriage-like relationship?"

### CODES

1 Yes

2 No

MHQ125

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ125.

---

## MHQ095a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ095a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ095a AND MHQ095b TOGETHER.

### QUESTION TEXT:

Question "When did you first start living together?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ125.

---

## MHQ095b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ095b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ095a AND MHQ095b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ125.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ095b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ100

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ100

### QUESTION TEXT:

Question "Are you legally married?"

### CODES

1	Yes	
2	No	MHQ110

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ110.

---

## MHQ105a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ105a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ105a AND MHQ105b TOGETHER.

### QUESTION TEXT:

Question "When did you get married?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ120.

---

## MHQ105b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ105b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ105a AND MHQ105b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ120.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ105b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ110

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ110

### QUESTION TEXT:

Question "Are you living with someone in a marriage-like relationship?"

### CODES

1 Yes

2 No

MHQ120

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO MHQ120.

---

## MHQ115a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ115a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ115a AND MHQ115b TOGETHER.

### QUESTION TEXT:

Question "When did you begin living together?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

**MHQ115b**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ115b

**DISPLAY INSTRUCTIONS:**

DISPLAY MHQ115a AND MHQ115b TOGETHER.

**QUESTION TEXT:**

Pre-unit "Year:"

Watermark "Enter the year"

**ENTER NUMBER**

Range	1945 to 2020
Soft Range	1995 to 2020

**PROGRAMMER INSTRUCTIONS:**

SK CONTINUES WITH MHQ120.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ115b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ120

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ120

### DISPLAY INSTRUCTIONS:

"{Next are .... be helpful.}" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ140 OR FSQ150. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "for adoptive parents" IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ140 OR FSQ150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

### QUESTION TEXT:

Question "{Next are a few question about {CHILD}'s biological parents. We understand that some of these questions may be difficult {for adoptive parents} to answer, however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.} To the best of your knowledge, are {CHILD}'s biological parents currently legally married to each other?"

SaVisible "True"

### CODES

1	Yes	MHQ130
2	No	
3	The {biological/adoptive} {mother/father} is not known	Box 6
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DON'T KNOW AND SK RESPONSES CONTINUE WITH MHQ125.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## MHQ125

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ125

### DISPLAY INSTRUCTIONS:

IF THE RESPONDENT IS NOT A BIOLOGICAL PARENT (THERE ARE NO ANSWERS OF "1" TO FSQ140 OR FSQ150) DISPLAY "To the best of your knowledge". ELSE USE A NULL DISPLAY.

DISPLAY "Have you" AND "father" IN THE LAST FILL IF THE RESPONDENT IS A BIOLOGICAL MOTHER (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

DISPLAY "Have you" AND "mother" IN THE LAST FILL IF THE RESPONDENT IS A BIOLOGICAL FATHER (FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT).

OTHERWISE, DISPLAY "Has {CHILD}'s biological {mother/father}".

DISPLAY "mother" (SECOND FILL) and "father" (NEXT FILL) IF THE RESPONDENT IS A FATHER FIGURE/PARTNER (FSQ130 = 2 OR 6 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT) OR IF THERE ARE NOT BIOLOGICAL PARENTS IN THE HOUSEHOLD (FSQ140 AND FSQ150 DO NOT EQUAL 1 FOR ANY HOUSEHOLD MEMBER). OTHERWISE, DISPLAY "father" (SECOND FILL) and "mother" (NEXT FILL).

### QUESTION TEXT:

Question "{To the best of your knowledge,} {Have you/Has {CHILD}'s biological {mother/father}} EVER been married to {CHILD}'s biological {father/mother}?"

SaVisible "True"

### CODES

1	Yes	
2	No	MHQ150
	DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO MHQ150.

---

## MHQ130a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ130a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ130a AND MHQ130b TOGETHER.

### QUESTION TEXT:

Question "To the best of your knowledge, when did that marriage begin?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## MHQ130b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ130b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ130a AND MHQ130b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 2.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ130b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 2

Round: Fall Kindergarten Field Test

IF [(BIOLOGICAL PARENTS CURRENTLY MARRIED (MHQ120 = 1)) OR ((MHQ120 = DON'T KNOW OR SK) AND (MHQ125 = 1)), GO TO BOX 4.

OTHERWISE, CONTINUE WITH MHQ135.

---

## MHQ135

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ135

### QUESTION TEXT:

Question "To the best of your knowledge, did that marriage end in..."

### CODES

- |   |                                |
|---|--------------------------------|
| 1 | Legal separation?              |
| 2 | Divorce?                       |
| 3 | Annulment?                     |
| 4 | Death?                         |
| 5 | They are still legally married |

---

## Box 3

Round: Fall Kindergarten Field Test

IF THE MARRIAGE ENDED IN DEATH (MHQ135 = 4), GO TO BOX 4. ELSE, GO TO MHQ136a.

---

## MHQ136a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ136a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ1306a AND MHQ136b TOGETHER.

### QUESTION TEXT:

Question "In what month and year did the marriage legally end?"

InstResp "Your best guess is fine."

Month:"

InstrResp "If still legally married but separated, enter date of separation."

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## MHQ136b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ136b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ1306a AND MHQ136b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

InstrResp "If still legally married but separated, enter date of separation."

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 4.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ136b}. Are you sure this is correct? When it is correct, select Next to continue."

---

**Box 4**

Round: Fall Kindergarten Field Test

IF (RESPONDENT IS THE BIOLOGICAL MOTHER, FATHER, OR PARENT) OR (THE BIOLOGICAL MOTHER, FATHER, OR PARENT IS IN THE HOUSEHOLD) (FSQ140 = 1 OR FSQ150 = 1 ), GO TO MHQ160a.  
OTHERWISE, CONTINUE WITH MHQ145a.

---

**MHQ145a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ145a

**DISPLAY INSTRUCTIONS:**

DISPLAY MHQ145a AND MHQ145b TOGETHER.

**QUESTION TEXT:**

Question "To the best of your knowledge, when did {CHILD} stop living in a household with at least one biological parent?  
Month:"  
Watermark "Enter the month"

**ENTER NUMBER**

Range 1 to 12

---

## MHQ145b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ145b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ145a AND MHQ145b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	1945 to 2020
Soft Range	1995 to 2020

### PROGRAMMER INSTRUCTIONS:

GO TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ145b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## MHQ150

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ150

### DISPLAY INSTRUCTIONS:

DISPLAY 'you' IF THE RESPONDENT IS A BIOLOGICAL MOTHER, BIOLOGICAL FATHER, OR BIOLOGICAL PARENT (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY "{CHILD}'S BIOLOGICAL {mother/father}".

ELSE DISPLAY "mother" and "father" " IN "{CHILD}'S BIOLOGICAL {mother/father}" AND "{and {CHILD}'s {other} biological {father/mother}} IF THE RESPONDENT IS A FATHER FIGURE/PARTNER (FSQ130 = 2 OR 6 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT) OR IF THERE ARE NOT BIOLOGICAL PARENTS IN THE HOUSEHOLD (FSQ140 AND FSQ150 DO NOT EQUAL 1 FOR ANY HOUSEHOLD MEMBER). OTHERWISE, DISPLAY "father" and "mother".

### QUESTION TEXT:

Question "To the best of your knowledge, since {CHILD} was born, have {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s {other} biological {father/mother}} ever lived together in a marriage-like relationship?"

### CODES

1	Yes	
2	No	MHQ165

---

## MHQ155a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ155a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ155a AND MHQ155b TOGETHER.

DISPLAY 'you' IF THE RESPONDENT IS A BIOLOGICAL MOTHER, BIOLOGICAL FATHER, OR BIOLOGICAL PARENT (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY "{CHILD}'S BIOLOGICAL {mother/father}".

ELSE DISPLAY "mother" and "father" " IN "{CHILD}'S BIOLOGICAL {mother/father}" AND "{and {CHILD}'s {other} biological {father/mother}}}" IF THE RESPONDENT IS A FATHER FIGURE/PARTNER (FSQ130 = 2 OR 6 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT) OR IF THERE ARE NOT BIOLOGICAL PARENTS IN THE HOUSEHOLD (FSQ140 AND FSQ150 DO NOT EQUAL 1 FOR ANY HOUSEHOLD MEMBER). OTHERWISE, DISPLAY "father" and "mother".

### QUESTION TEXT:

Question "To the best of your knowledge, when did {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s biological {father/mother}} first live together in the same household?"

InstResp "Your best guess is fine."

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## MHQ155b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ155b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ155a AND MHQ155b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1997 to 2011

---

## MHQ160a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ160a

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ160a AND MHQ160b TOGETHER.

DISPLAY 'you' IF THE RESPONDENT IS A BIOLOGICAL MOTHER, BIOLOGICAL FATHER, OR BIOLOGICAL PARENT (FSQ140 = 1 OR FSQ150 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY "{CHILD}'S BIOLOGICAL {parents/mother/father}".

ELSE DISPLAY "mother" and "father" " IN "{CHILD}'S BIOLOGICAL {mother/father}" AND "{and {CHILD}'s biological {parent/father/mother}}}" IF THE RESPONDENT IS A FATHER FIGURE/PARTNER (FSQ130 = 2 OR 6 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT) OR IF THERE ARE NOT BIOLOGICAL PARENTS IN THE HOUSEHOLD (FSQ140 AND FSQ150 DO NOT EQUAL 1 FOR ANY HOUSEHOLD MEMBER). OTHERWISE, DISPLAY "father" and "mother".

### QUESTION TEXT:

Question " To the best of your knowledge, when did {you/{CHILD}'s biological {mother/father}} {and {CHILD}'s biological {father/mother}} last live together?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## MHQ160b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ160b

### DISPLAY INSTRUCTIONS:

DISPLAY MHQ160a AND MHQ160b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1945 to 2020

Soft Range

1995 to 2020

### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO MHQ165.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT MHQ160b}. Are you sure this is correct? When it is correct, select Next to continue."

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MHQ

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## MHQ165

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ165

### DISPLAY INSTRUCTIONS:

DISPLAY 'were you' AND 'you' IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY 'was {CHILD}'S biological mother' AND 'she'.

### QUESTION TEXT:

Question "How old {were you/was {CHILD}'s biological mother} when {you/she} had a child for the first time?"

### ENTER NUMBER

Range

12 to 55

---

## Box 5

Round: Fall Kindergarten Field Test

IF BIOLOGICAL MOTHER WAS MARRIED OR LIVING AS MARRIED WHEN CHILD WAS BORN (THE DATE OF MARRIAGE/LIVING AS MARRIED ENTERED AT MHQ025a/b, MHQ035a/b, MHQ050a/b, MHQ055a/b, MHQ065a/b, MHQ075a/b, MHQ085a/b, MHQ095a/b, MHQ130a/b, OR MHQ155a/b IS BEFORE THE FOCAL CHILD'S DATE OF BIRTH), GO TO BOX 6.

NOTE: THE RESPONDENT MUST BE THE BIOLOGICAL MOTHER (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT) IN ORDER FOR THE DATE AT MHQ050a/b AND MHQ055a/b TO QUALIFY FOR THIS CHECK.

NOTE: THE BIOLOGICAL MOTHER MUST BE IN THE HOUSEHOLD (FSQ140 = 1 FOR A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT) IN ORDER FOR THE DATE AT MHQ085a/b AND MHQ095a/b TO QUALIFY FOR THIS CHECK.

NOTE: AS LONG AS THE YEAR IN THESE QUESTIONS IS BEFORE THE YEAR OF CHILD'S BIRTH, THE MONTH CAN BE SK. IF THE YEAR IN THESE QUESTIONS AND THE YEAR OF THE FOCAL CHILD'S BIRTH ARE THE SAME, COMPARE THE MONTHS (THE MONTH MUST BE BEFORE THE MONTH OF THE CHILD'S BIRTH). OTHERWISE, CONTINUE WITH MHQ175.

---

## MHQ175

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ175

### DISPLAY INSTRUCTIONS:

DISPLAY "Were you" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY "Was {CHILD}'S biological mother".

### QUESTION TEXT:

Question " {Were you/Was {CHILD}'s biological mother} married to anyone when {CHILD} was born?"

### CODES

1	Yes	Box 6
2	No	

### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO MHQ180.

---

## MHQ180

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten MHQ180

### DISPLAY INSTRUCTIONS:

DISPLAY "Were you" IF THE BIOLOGICAL MOTHER IS THE RESPONDENT (FSQ140 = 1 FOR THE HOUSEHOLD MEMBER FLAGGED AS THE RESPONDENT). OTHERWISE, DISPLAY "Was {CHILD}'S biological mother".

### QUESTION TEXT:

Question "{Were you/Was {CHILD}'s biological mother} living in a marriage-like relationship with anyone when {CHILD} was born?"

### CODES

1	Yes
2	No

### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 6.

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## Box 6

Round: Fall Kindergarten Field Test

GO TO SECTION HRQ (HISTORICAL ROSTER).

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Section      HRQ      [Historical Roster]

Sequence: 11

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### HRQ010

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

#### DISPLAY INSTRUCTIONS:

DISPLAY “not” IN UNDERLINED TEXT.

#### QUESTION TEXT:

Question “Does {CHILD} have any biological or adoptive parents who are not currently living in your household?”

InstrResp “Please include parents who are deceased.”

#### CODES

1                      Yes

2                      No

Box 4

#### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 4.

---

### HRQ015

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

#### QUESTION TEXT:

Question “Which biological or adoptive parent(s) are not currently living in your household?”

InstrResp “Please include parents who are deceased.

Select all that apply.”

#### CODES

##### Code All That Apply

1                      Biological mother

2                      Biological father

3                      Adoptive mother

4                      Adoptive father

#### PROGRAMMER INSTRUCTIONS:

SK CONTINUES TO BOX 4.

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HRQ

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## Box 1

Round: Fall Kindergarten Field Test

LOOP 1

ASK HRQ030 ONE TIME FOR EACH BIOLOGICAL MOTHER (HRQ015 = 1), BIOLOGICAL FATHER (HRQ015 = 2), ADOPTIVE MOTHER (HRQ015 = 3), OR ADOPTIVE FATHER (HRQ015 = 4) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD .

---

## HRQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ030

### DISPLAY INSTRUCTIONS:

DISPLAY "biological" IF HRQ015 = 1 OR 2. DISPLAY "adoptive" IF HRQ015 = 3 or 4.

DISPLAY "mother" IF LOOPING ON BIOLOGICAL OR ADOPTIVE MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1 OR 3). DISPLAY "father" IF LOOPING ON BIOLOGICAL OR ADOPTIVE FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2 OR 4).

### QUESTION TEXT:

We would like to ask a few questions about {CHILD}'s {biological/adoptive}{mother/father}. Is {CHILD}'s {biological/adoptive}{mother/father} currently living?

SaVisible "True"

### CODES

- |   |                                                        |       |
|---|--------------------------------------------------------|-------|
| 1 | Yes                                                    |       |
| 2 | No                                                     |       |
| 3 | The {biological/adoptive} {mother/father} is not known | Box 4 |
|   | DON'T KNOW                                             |       |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

**Box 1b**

END LOOP 1

ASK HRQ030 FOR NEXT BIOLOGICAL MOTHER (HRQ015 = 1), BIOLOGICAL FATHER (HRQ015 = 2), ADOPTIVE MOTHER (HRQ015 = 3), OR ADOPTIVE FATHER (HRQ015 = 4) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 1c.

---

**Box 1c**

LOOP 2

ASK HRQ040a-HRQ100 ONE TIME FOR EACH BIOLOGICAL MOTHER (HRQ015 = 1) AND/OR BIOLOGICAL FATHER (HRQ015 = 2) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD.

---

## HRQ040a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ040a

### DISPLAY INSTRUCTIONS:

DISPLAY HRQ040a AND HRQ040b ON THE SAME SCREEN .

DISPLAY "was" if HRQ030 = 2. ELSE, DISPLAY "is".

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1) . DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2)).

### QUESTION TEXT:

What {was/is} {CHILD}'s biological {mother's/father's} date of birth?

Month:"

InstResp "Please enter only the month and year."

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## HRQ040b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ040b

### DISPLAY INSTRUCTIONS:

DISPLAY HRQ040a AND HRQ040b ON THE SAME SCREEN.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range

1930 to 2021

Soft Range

1940 to 2007

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQ040b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 2

Round: Fall Kindergarten Field Test

IF A YEAR IS ENTERED AT HRQ040b AND BIOLOGICAL PARENT IS DECEASED (HRQ030 = 2), GO TO HRQ060.

IF (A YEAR IS ENTERED OR YEAR IS SK AT HRQ040b (HRQ040b HAS THE YEAR OR WAS SK)) AND (BIOLOGICAL PARENT IS NOT DECEASED OR ANSWER TO WHETHER LIVING WAS DK OR SK (HRQ030=1, DK, OR SK)), GO TO HRQ090.

OTHERWISE, CONTINUE WITH HRQ060.

---

## HRQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ060

### DISPLAY INSTRUCTIONS:

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2).

DISPLAY "is" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "was".

DISPLAY "when {he/she} died" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED) ABOUT IS DECEASED (HRQ030=2). DISPLAY "he" IF LOOPING ON THE FATHER. ELSE, DISPLAY "she" IF LOOPING ON THE MOTHER.

### QUESTION TEXT:

Question "How old {is/was} {CHILD}'s biological {mother/father} {when {he/she} died}?"

Years:"

Watermark "Enter age in years"

### ENTER NUMBER

Range	12 to 90
Soft Range	14 to 61

### PROGRAMMER INSTRUCTIONS:

USE A SOFT RANGE ONLY IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, ONLY USE THE HARD RANGE.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQ060}. Are you sure this is correct? When it is correct, select Next to continue."

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

HRQ

---

**Box 3**

Round: Fall Kindergarten Field Test

IF BIOLOGICAL PARENT IS DECEASED (HRQ030=2), CONTINUE WITH HRQ080a. OTHERWISE, GO TO HRQ090.

---

**HRQ080a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ080a

**DISPLAY INSTRUCTIONS:**

DISPLAY HRQ080a AND HRQ080b TOGETHER.

DISPLAY “mother” IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1). DISPLAY “father” IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2).

**QUESTION TEXT:**

Question "What is {CHILD}'s biological {mother's/father's} date of death?"

Pre-unit "Month:"

InstResp "Please enter only the month and year."

Watermark "Enter the month"

**ENTER NUMBER**

Range

1 to 12

---

## HRQo8ob

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQo8ob

### DISPLAY INSTRUCTIONS:

DISPLAY HRQo8oa AND HRQo8ob TOGETHER.

DISPLAY "mother" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 1). DISPLAY "father" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 2).

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	2010 to 2021
Soft Range	2012 to 2021

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQo8ob}. Are you sure this is correct? When it is correct, select Next to continue."

---

## HRQo9o

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQo9o

### DISPLAY INSTRUCTIONS:

BOLD "Hispanic or Latino/Latina" IN InstResp.

DISPLAY "Is" IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQo3o=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "Was".

DISPLAY "he" AND "Latino" IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 2). DISPLAY "she" AND "Latina" IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQo15 = 1).

### QUESTION TEXT:

Question "{Is/Was} {he/she} Hispanic or {Latino/Latina}?"

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

### CODES

1	Yes
2	No

---

## HRQ100

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ100

### DISPLAY INSTRUCTIONS:

DISPLAY “is” IF BIOLOGICAL PARENT (CURRENTLY BEING ASKED ABOUT) IS NOT DECEASED (HRQ030=1, DON’T KNOW, OR SK). OTHERWISE, DISPLAY “was”.

DISPLAY “his”, “he”, AND “himself” IF LOOPING ON BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2). DISPLAY “her”, “she”, AND “herself” IF LOOPING ON BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1).

DISPLAY “considered” IF HRQ030=2, OTHERWISE “considers”.

### QUESTION TEXT:

Question “What {is/was} {his/her} race? You may name one or more races to indicate what {he/she} {considers/considered} {himself/herself} to be.”

InstResp “For the purposes of this study, Hispanic origins are not races.

Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	American Indian or Alaska Native
2	Asian
3	Black or African American
4	Native Hawaiian or other Pacific Islander
5	White

### PROGRAMMER INSTRUCTIONS:

BOLD IN HELP TEXT: “American Indian or Alaska Native”, “Asian”, “Black or African American”, “Native Hawaiian or Other Pacific Islander”, and “White”

HELP FOR CODE 1: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

HELP FOR CODE 2: Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa.

HELP FOR CODE 4: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

---

## HRQ110

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ110

### DISPLAY INSTRUCTIONS:

DISPLAY "has" AND "lived" IF BIOLOGICAL PARENT CURRENTLY BEING ASKED ABOUT IS NOT DECEASED (HRQ030=1, DON'T KNOW, OR SK). OTHERWISE, DISPLAY "did" AND "live".

DISPLAY "his" IF THE CHILD IS MALE. ELSE, DISPLAY "her" IF THE CHILD IS FEMALE.

DISPLAY "CODE '3' "Biological father died before {CHILD} was born." IF CURRENTLY ASKING ABOUT THE BIOLOGICAL FATHER NOT CURRENTLY LIVING IN THE HOUSEHOLD.

DISPLAY "CODE '4' "Biological mother died before or when {CHILD} was born." IF CURRENTLY ASKING ABOUT THE BIOLOGICAL MOTHER NOT CURRENTLY LIVING IN THE HOUSEHOLD.

### QUESTION TEXT:

Question "To the best of your knowledge, {has/did} {CHILD} ever {lived/live} with {his/her} biological {mother/father}?"

### CODES

1	Yes	
2	No	Box 4
3	{Biological father died before {CHILD} was born.}	Box 4
4	{Biological mother died before or when {CHILD} was born.}	Box 4

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 4.

---

## HRQ120a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ120a

### DISPLAY INSTRUCTIONS:

DISPLAY HRQ120a AND HRQ120b TOGETHER.

### QUESTION TEXT:

Question "When did {CHILD}'s {mother/father} last live in the same household as {CHILD}?"

Month:"

Watermark "Enter the month"

### ENTER NUMBER

Range

1 to 12

---

## HRQ120b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten HRQ120b

### DISPLAY INSTRUCTIONS:

DISPLAY HRQ120a AND HRQ120b TOGETHER.

### QUESTION TEXT:

Pre-unit "Year:"

Watermark "Enter the year"

### ENTER NUMBER

Range	2010 to 2020
Soft Range	2012 to 2020

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HRQ120b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 3b

END LOOP 2

ASK HRQ040a-HRQ100 FOR NEXT BIOLOGICAL MOTHER (HRQ015 = 1) AND/OR BIOLOGICAL FATHER (HRQ015 = 2) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 4.

---

## Box 4

Round: Fall Kindergarten Field Test

GO TO SECTION NRQ.

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# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section	NRQ	[Non-Resident Parent Questions]	Sequence: 12
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### Box 1

Round: Fall Kindergarten Field Test

IF RESPONDENT REPORTS THAT THERE ARE NO BIOLOGICAL OR ADOPTIVE PARENTS WHO DO NOT LIVE IN THE HOUSEHOLD OR THE RESPONDENT SKIPPED THAT QUESTION (HRQ010 = 2 OR SK) OR THE QUESTION ABOUT WHICH BIOLOGICAL OR ADOPTIVE PARENTS DO NOT LIVE IN THE HOUSEHOLD WAS SKIPPED (HRQ015 = SK), GO TO BOX 5.

OTHERWISE, CONTINUE WITH NRQ010.

---

### NRQ010

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring second grade, question NRQ040, top two paragraphs used to divide screen for question into two parts, deleted "{biological/adoptive}{father/mother}" in first sentence and replaced with "parents who live outside the household," and deleted "{his/her} biological" in second paragraph and replaced with "all."

#### DISPLAY INSTRUCTIONS:

DISPLAY "{We... helpful.}" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ140 OR FSQ150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY "for adoptive parents" IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ140 OR FSQ150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

#### QUESTION TEXT:

Question "The next questions are about {CHILD}'s contact with {his/her} parents who live outside the household.

{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.}

Please press Next to continue."

---

## Box 2

Round: Fall Kindergarten Field Test

### LOOP 1

ASK BOX 3 – BOX 4 ONE TIME FOR EACH BIOLOGICAL MOTHER, BIOLOGICAL FATHER, ADOPTIVE MOTHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.

DETERMINING LOOPING ELIGIBILITY:

- 1.BIOLOGICAL MOTHER NOT IN HOUSEHOLD: HRQ015 = 1
- 2.BIOLOGICAL FATHER NOT IN HOUSEHOLD: HRQ015 = 2
- 3.ADOPTIVE MOTHER NOT IN HOUSEHOLD: HRQ015 = 3
- 4.ADOPTIVE FATHER NOT IN HOUSEHOLD: HRQ015 = 4

---

## Box 3

Round: Fall Kindergarten Field Test

IF ASKING ABOUT BIOLOGICAL MOTHER NOT IN HOUSEHOLD AND BIOLOGICAL MOTHER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL MOTHER IS (HRQ015 = 1 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL MOTHER NOT IN HOUSEHOLD AND BIOLOGICAL MOTHER IS STILL LIVING (HRQ015 = 1 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL MOTHER.

IF ASKING ABOUT BIOLOGICAL FATHER NOT IN HOUSEHOLD AND BIOLOGICAL FATHER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL FATHER IS (HRQ015 = 2 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL FATHER NOT IN HOUSEHOLD AND BIOLOGICAL FATHER IS STILL LIVING (HRQ015 = 2 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL FATHER.

IF ASKING ABOUT THE ADOPTIVE MOTHER NOT IN HOUSEHOLD AND ADOPTIVE MOTHER IS NOT LIVING (HRQ015 = 3 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE MOTHER NOT IN HOUSEHOLD AND ADOPTIVE MOTHER IS STILL LIVING (HRQ015 = 3 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE MOTHER.

IF ASKING ABOUT THE ADOPTIVE FATHER NOT IN HOUSEHOLD AND ADOPTIVE FATHER IS NOT LIVING (HRQ015 = 4 AND HRQ030 = 2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE FATHER NOT IN HOUSEHOLD AND ADOPTIVE FATHER IS STILL LIVING (HRQ015 = 4 AND HRQ030 = 1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE FATHER.

ELSE, GO TO BOX 4.

## NRQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring second grade, question NRQ040, third paragraph only

### DISPLAY INSTRUCTIONS:

IF THE LOOP IS ABOUT THE BIOLOGICAL MOTHER, DISPLAY “biological” AND “mother” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Biological” WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL FATHER, DISPLAY “biological” AND “father” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Biological” WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE ADOPTIVE MOTHER, DISPLAY “adoptive” AND “mother” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Adoptive” WITH THE FIRST LETTER CAPITALIZED. DISPLAY “mother” IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT THE ADOPTIVE FATHER, DISPLAY “adoptive” AND “father” IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY “Adoptive” WITH THE FIRST LETTER CAPITALIZED. DISPLAY “father” IN ANSWER CATEGORY 7.

### QUESTION TEXT:

Question “How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}?”

SaVisible "True"

### CODES

1	Less than one month	
2	More than a month but less than a year	Box 4
3	More than a year	Box 4
4	No contact since birth	Box 4
5	{Biological/Adoptive} {father/mother} is deceased	Box 4
6	{CHILD} has had no contact with {his/her} {biological/adoptive} {father/mother} since adoption	Box 4
7	{{CHILD} does not have an adoptive {mother/father}}	Box 4
8	{CHILD}'s {biological/adoptive} {father/mother} is not known or was only a donor	Box 4
	DON'T KNOW	Box 4

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DISPLAY CODE 7 IF HRQ015 = 3 OR 4 (AN ADOPTIVE NONRESIDENT PARENT WAS REPORTED) AND THE LOOP IS FOR AN ADOPTIVE MOTHER OR FATHER.

---

## NRQ123

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring second grade, question NRQ123

### DISPLAY INSTRUCTIONS:

IF THE LOOP IS ABOUT THE BIOLOGICAL MOTHER, DISPLAY “biological” AND “mother”.

IF THE LOOP IS ABOUT THE BIOLOGICAL FATHER, DISPLAY “biological” AND “father”.

IF THE LOOP IS ABOUT THE ADOPTIVE MOTHER, DISPLAY “adoptive” AND “mother”.

IF THE LOOP IS ABOUT THE ADOPTIVE FATHER, DISPLAY “adoptive” AND “father”.

DISPLAY “not in person” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?

Pre-unit "Times:"

Watermark "Number of times"

SaVisible "True"

### ENTER NUMBER

Range	0 to 300
Soft Range	0 to 120
DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT NRQ123}. Are you sure this is correct? When it is correct, select Next to continue."

---

## Box 4

Round: Fall Kindergarten Field Test

ASK NRQ040 TO NRQ123 FOR THE NEXT NONRESIDENTIAL PARENT. IF NO NEXT NONRESIDENTIAL PARENT, GO TO BOX 5.

---

## Box 5

Round: Fall Kindergarten Field Test

GO TO SECTION CFQ.

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# Early Childhood Longitudinal Study Parent Survey Fall

## K - Form PSFK-FT

Section	CFQ	[Critical Family Processes]	Sequence: 13
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### Box 1

Round: Fall Kindergarten Field Test

IF (FSQ130 = 1) (MOTHER OR FEMALE GUARDIAN) FOR ANY HOUSEHOLD MEMBER) OR (NRQ040 = 1 FOR THE NON-RESIDENT ADOPTIVE/BIOLOGICAL MOTHER) (THE NON-RESIDENT ADOPTIVE OR BIOLOGICAL MOTHER HAS CONTACTED THE CHILD LESS THAN A MONTH AGO), GO TO BOX 2. ELSE, GO TO CFQ010.

---

### CFQ010

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ010

#### QUESTION TEXT:

Question "Now I have some questions about relationships {CHILD} may have with other people. Is there any person who is like a mother to {CHILD}?"

#### CODES

- |   |     |       |
|---|-----|-------|
| 1 | Yes |       |
| 2 | No  | Box 2 |

#### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO BOX 2.

---

## CFQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ020

### QUESTION TEXT:

Question "Who is this person?"

InstResp: "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	Grandmother
2	Biological mother
3	Stepmother
4	Adoptive mother
5	Foster mother
6	Your girlfriend or partner
7	Teacher or coach
8	Religious leader or clergy member
9	Aunt
10	{CHILD}'s sibling
11	Friend of the family
12	Babysitter, nanny, or caregiver
13	Other relative
14	Other nonrelative

---

## Box 2

Round: Fall Kindergarten Field Test

IF (FSQ130 = 2) (FATHER OR MALE GUARDIAN) FOR ANY HOUSEHOLD MEMBER) OR (NRQ040 = 1 FOR THE NONRESIDENT ADOPTIVE/BIOLOGICAL FATHER) (THE NONRESIDENT ADOPTIVE OR BIOLOGICAL FATHER HAS CONTACTED THE CHILD LESS THAN A MONTH AGO), GO TO CFQ060. ELSE, GO TO CFQ030.

---

## CFQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ030

### DISPLAY INSTRUCTIONS:

DISPLAY "Now...people" IF CFQ010 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{Now I have some questions about relationships {CHILD} may have with other people.} Is there any person who is like a father to {CHILD}?"

### CODES

- |   |     |        |
|---|-----|--------|
| 1 | Yes |        |
| 2 | No  | CFQ060 |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CFQ060.

---

## CFQ040

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ040

### QUESTION TEXT:

Question "Who is this person?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |    |                                   |
|----|-----------------------------------|
| 1  | Grandfather                       |
| 2  | Biological father                 |
| 3  | Stepfather                        |
| 4  | Adoptive father                   |
| 5  | Foster father                     |
| 6  | Your boyfriend or partner         |
| 7  | Teacher or coach                  |
| 8  | Religious leader or clergy member |
| 9  | Uncle                             |
| 10 | {CHILD}'s sibling                 |
| 11 | Friend of the family              |
| 12 | Babysitter, nanny, or caregiver   |
| 13 | Other relative                    |
| 14 | Other nonrelative                 |

---

## CFQ060

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ060, modified "Now I'd like to ask" to "Now we have some questions" in first sentence

### QUESTION TEXT:

Question "Now we have some questions about {CHILD}'s grandparents. How many of {CHILD}'s grandparents are still living?"

SaVisible "True"

### CODES

0	None	Box 3
1	One	
2	Two	
3	Three	
4	Four	
5	More than four	

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True")

---

## CFQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CFQ070, modified to add categories about grandparents living in another country and being deceased

### QUESTION TEXT:

Question "How many grandparents would you say {CHILD} has a close relationship with?"

### CODES

0	None
1	One
2	Two
3	Three
4	Four
5	More than four

---

## Box 3

Round: Fall Kindergarten Field Test

GO TO SECTION PEQ.

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## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section      PEQ      [Parent Education and Human Capital]      Sequence: 14

---

### Box 1

Round: Fall Kindergarten Field Test

#### LOOP 1

ASK PEQ020 FOR 2 "KEY" PARENT FIGURES AS DEFINED IN BOX 12 OF FSQ AND UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS (EVEN IF DECEASED).

ALWAYS ASK ABOUT THE NON-RESIDENTIAL PARENT(S) LAST. DEFINE NON-RESIDENT PARENTS AS FOLLOWS:

1. NON-RESIDENT BIOLOGICAL MOTHER (IF HRQ030=1 OR 2 FOR A BIOLOGICAL MOTHER).
2. NON-RESIDENT BIOLOGICAL FATHER (IF HRQ030=1 OR 2 FOR A BIOLOGICAL FATHER).
3. NON-RESIDENT ADOPTIVE MOTHER (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE MOTHER).
4. NON-RESIDENT ADOPTIVE FATHER (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE FATHER).

NOTE: FOR RESIDENT PARENTS/RESPONDENT, LOOP 1 WILL BE ASKED A MINIMUM OF 1 TIME AND A MAXIMUM OF 2 TIMES. FOR NON-RESIDENT PARENTS, LOOP 1 WILL BE ASKED A MINIMUM OF 0 TIMES AND A MAXIMUM OF 4 TIMES.

## PEQ020

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question PEQ020, added “or degree” to the question stem, modified to add category 0 from later rounds, spelled out “Vocational and technical” in categories 15 and 16, added punctuation and capitalization changes to categories 22 and 23

### DISPLAY INSTRUCTIONS:

DISPLAY "Now we would... parent(s)." THE FIRST TIME PEQ020 IS SHOWN ONLY.

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY “{CHILD}'s {biological/adoptive} {mother/father}” IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT ADOPTIVE PARENT.

DISPLAY “mother” IF THE NONRESIDENTIAL MOTHER IS BEING ASKED ABOUT. DISPLAY “father” IF THE NON-RESIDENTIAL FATHER IS BEING ASKED ABOUT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY “had” IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT BIOLOGICAL PARENT AND HRQ030 = 2 FOR THAT PARENT. OTHERWISE, DISPLAY "has".

### QUESTION TEXT:

Question “{Now we would like to ask about the education of {CHILD}'s parent(s).}

What is the highest grade or year of school or degree that {you/{NAME}}{CHILD}'s {biological/adoptive} {mother/father} {have/had/has} completed?”

### CODES

0	Never went to school
1	1st grade
2	2nd grade
3	3rd grade
4	4th grade
5	5th grade
6	6th grade
7	7th grade
8	8th grade
9	9th grade
10	10th grade
11	11th grade
12	12th grade but no diploma
13	High school equivalent/GED
14	High school diploma

- 15 Vocational or technical program after high school but no vocational/technical diploma
- 16 Vocational or technical program after high school, diploma
- 17 Some college but no degree
- 18 Associate's degree
- 19 Bachelor's degree
- 20 Graduate or professional school but no degree
- 21 Master's degree (MA, MS)
- 22 Doctorate degree (Ph.D, Ed.D)
- 23 Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)

**PROGRAMMER INSTRUCTIONS:**

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

IN HELP TEXT BOLD "Highest Grade or Year of School Completed", "12th grade but no diploma", "High school equivalent/GED", "High school diploma", "Vocational/technical program after high school but no voc/tech diploma", "Vocational/technical program after high school, diploma", "Some college but no degree", "Associate's degree", "Bachelor's degree", "Graduate or professional school but no degree", "Master's (MA, MS)", "Doctorate Degree (Ph.D., Ed.D.)", "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB)"

HELP FOR STEM: Highest Grade or Year of School Completed: Please select the highest grade or year of school that was finished, even if took more or less time to reach that year of school than expected.

HELP FOR CODE 12: 12th grade but no diploma: Select this if the 12th grade was finished, but there was not a high school diploma or GED.

HELP FOR CODE 13: High school equivalent/GED: Select this if a person has a high-school equivalency diploma or GED from passing the General Educational Development Test and does not have a diploma from a high school.

HELP FOR CODE 14: High school diploma: A certificate showing that the courses required for high school graduation were completed.

HELP FOR CODE 15: Vocational/technical program after high school but no voc/tech diploma: Select this if a person attended a vocational or technical program, but did not earn a degree/diploma/certificate of successful completion of the program. These programs are training or education for a trade and are completed after high school, but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 16: Vocational/technical program after high school, diploma: Select this if a person attended a vocational or technical program, and earned a degree/diploma/certificate of successful completion of the program. These programs are work or education for a trade and are completed after high school, but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 17: Some college but no degree: Select this if a person does not have a 4-year college (bachelor's) degree, but has completed a class for credit at a college or university.

HELP FOR CODE 18: Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

HELP FOR CODE 19: Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

PEQ

sometimes called an "undergraduate degree."

HELP FOR CODE 20: Graduate or professional school but no degree: Select this if a person went to graduate or professional school and got some credit toward a degree beyond a bachelor's degree (for example, a master's, doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

HELP FOR CODE 21: Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

HELP FOR CODE 22: Doctorate Degree (Ph.D., Ed.D.): Studies beyond a master's degree that result in a doctorate degree.

HELP FOR CODE 23: Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

---

## Box 2

Round: Fall Kindergarten Field Test

END LOOP 1

ASK PEQ020 FOR NEXT "KEY" PARENT FIGURE AS DEFINED IN BOX 12 OF FSQ IN THE CURRENT SURVEY AND FOR UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS AS DEFINED AT THE BEGINNING OF LOOP 1.

IF NO NEXT "KEY" PARENT FIGURE OR NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENT, GO TO BOX 3.

---

## Box 3

Round: Fall Kindergarten Field Test

GO TO SECTION EMQ.

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section      EMQ      [Parent Employment]

---

Sequence: 15

### Box 1

Round: Fall Kindergarten Field Test

ASK EMQ200 FOR 2 "KEY" PARENT FIGURES AS DEFINED IN FSQ.

---

### EMQ200

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, spring third grade, question EMQ200

#### DISPLAY INSTRUCTIONS:

DISPLAY "your" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT.

OTHERWISE, DISPLAY "{NAME}'s".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

#### QUESTION TEXT:

"Which best describes {your/{NAME}'s} current employment situation?"

#### CODES

- |   |                                               |
|---|-----------------------------------------------|
| 1 | Working part-time (less than 35 hours a week) |
| 2 | Working full-time (35 or more hours a week)   |
| 3 | A stay-at-home parent or guardian             |
| 4 | Not working                                   |

---

**Box 2**

Round: Fall Kindergarten Field Test

ASK EMQ200 FOR NEXT "KEY" PARENT FIGURE IN THE HOUSEHOLD AS DEFINED IN FSQ.

IF NO NEXT "KEY" PARENT, GO TO BOX 3.

---

**Box 3**

GO TO SECTION CMQ (CHILD MOBILITY AND CONTACT INFORMATION).

---

## Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT

Section	CMQ	[Child Mobility and Contact Information]	Sequence: 16
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---

### CMQ005

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQ050, changed “interview” to “survey”, shortened by removing “which will take place”, changed “find” to “contact”, and added an instruction to the respondent.

#### QUESTION TEXT:

Question “In case we need to contact you for the next survey in the spring, we would like to ask a few questions about how to reach you.”

InstResp “Select Next to continue.”

#### ENTER TEXT

Length

1

---

### Box 1

Round: Fall Kindergarten Field Test

IF (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED ON THE MYECLS WEBSITE), GO TO CMQ026a. ELSE GO TO BOX 2.

---

## CMQ026a

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ026a – 026b ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Please enter your contact information.

Email Address:"

Watermark "name@domain.com"

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN  
(E.G.,NAME@DOMAIN.COM).

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at least one period in the email address."

---

## CMQ026b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ026a – 026b ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Or

Mobile Number:"

By providing my mobile phone number, I agree to receive a text message to log back into this survey.  
Message and data rates may apply.

### ENTER TEXT

Length

12

### PROGRAMMER INSTRUCTIONS:

FOR MOBILE NUMBER (CMQ026b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)###-####.

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

---

## Box 2

Round: Fall Kindergarten Field Test

IF (A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE) OR (A MOBILE NUMBER WAS PROVIDED IN CMQ026b) GO TO CMQ030. ELSE GO TO CMQ070.

---

## CMQ030

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### DISPLAY INSTRUCTIONS:

DISPLAY "We...spring." IF CMQ026b WAS NOT ASKED. ELSE USE A NULL DISPLAY.

### QUESTION TEXT:

Question "{We might like to contact you in the future to remind you about the parent survey in the spring.}  
Do we have permission to text you?"

By providing my mobile phone number, I agree to receive a text message. Message and data rates may apply."

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## CMQ070

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQ070, deleted ", or a beeper or cell phone number" and modified sentence for this deletion

### QUESTION TEXT:

Question "Is there a second phone number, such as a work number or a friend or relative's number where you can sometimes be reached?"

InstResp "We will only contact this number if we cannot locate you for the next survey."

### CODES

- |   |     |        |
|---|-----|--------|
| 1 | Yes |        |
| 2 | No  | CMQ100 |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ100.

---

## CMQo80a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQo80, added an instruction to the respondent

### DISPLAY INSTRUCTIONS:

DISPLAY CMQo80a AND CMQo80b ON THE SAME SCREEN.

### QUESTION TEXT:

Question "What is that telephone number?

Telephone Number:"

InstResp "If it is a mobile phone number, message and data rates may apply."

### ENTER TEXT

Length

12

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ100.

FOR TELEPHONE NUMBER (CMQo80a), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

TELEPHONE NUMBERS FOR THE SECOND CONTACT NUMBER SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

---

## CMQo80b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQo80

### DISPLAY INSTRUCTIONS:

DISPLAY CMQo80a AND CMQo80b ON THE SAME SCREEN.

### QUESTION TEXT:

Question "Please enter an extension if there is one.

Extension"

### ENTER TEXT

Length

10

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQo90.

EXTENSION FIELD SHOULD BE LIMITED TO FOUR NUMBERS.

---

## CMQ090

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQ090, added “or to whom does this number belong” to the question stem, deleted option for “beeper number,” changed “Cell phone” to “Mobile phone” to match language in the rest of the ECLS-K:2023 instrument, added option for “Home phone/landline.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CMQ090. ELSE, IF THE BROWSER SIZE IS SMALL AND THE OTHER SPECIFY IS ON A SEPARATE SCREEN FROM CMQ090, DISPLAY THE INSTRUCTION TO THE RESPONDENT IN CMQ090OS AS SPECIFIED IN CMQ090OS.

### QUESTION TEXT:

Question "Where is this phone located or to whom does this number belong?"

### CODES

1	Office/place of business	CMQ100
2	Relative (Please specify):	
3	Neighbor (Please specify):	
4	Friend (Please specify):	
5	Mobile phone	CMQ100
6	Home phone/landline	CMQ100
7	Other (Please specify):	

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ100.

HELP FOR CODES 2, 3, 4, AND 7 : Please click NEXT to write in your reply on the next screen.

---

## CMQ090OS

Copyright: No

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CMQ090. ELSE, IF THE BROWSER SIZE IS SMALL AND THE OTHER SPECIFY IS ON A SEPARATE SCREEN FROM CMQ090, DISPLAY THE INSTRUCTION TO THE RESPONDENT AS SPECIFIED BELOW.

- 1.DISPLAY 'relative' IF CMQ090=2.
- 2.DISPLAY 'neighbor' IF CMQ090=3.
- 3.DISPLAY 'friend' IF CMQ090=4.
- 4.DISPLAY 'other location or person' IF CMQ090 = 7.

### QUESTION TEXT:

InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"

### ENTER TEXT

Length

40

---

## CMQ100

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQ100, changed instruction to assessor to an instruction to the respondent and modified for web

### DISPLAY INSTRUCTIONS:

DISPLAY "another" IF CMQ090 = 2 OR 4. ELSE DISPLAY "a".

### QUESTION TEXT:

Question "Is there {another/a} relative or friend, who does not live in this household, who will always know where you are if you move?"

InstResp "We will only contact this person if we cannot locate you for the next survey."

### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

CMQ805

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ805.

---

## CMQ110a

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "What is the contact information for that person?"

First Name: "

### ENTER TEXT

Length

100

---

## CMQ110b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "Last Name:"

### ENTER TEXT

Length

100

---

## CMQ110c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "Email Address:"

Watermark "name@domain.com"

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

---

## CMQ110d1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

### ENTER TEXT

Length

100

---

## CMQ110d2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

### ENTER TEXT

Length

100

---

## CMQ110e

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## CMQ110f

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### ENTER TEXT

Length

50

---

## CMQ110g

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

---

## CMQ110h

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-h TOGETHER.

### QUESTION TEXT:

Question "What is this person's relationship to you?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Relative           |
| 2 | Person at your job |
| 3 | Neighbor           |
| 4 | Friend             |
| 5 | Other              |

---

## Box 3

Round: Fall Kindergarten Field Test

IF A FIRST NAME FOR THE FIRST CONTACT PERSON IS NOT EMPTY OR SK (CMQ110a HAS DATA) OR THERE WAS AN EMAIL ADDRESS PROVIDED FOR THIS CONTACT (CMQ110c HAS DATA) OR A MAILING ADDRESS WAS PROVIDED FOR THIS CONTACT (CMQ110d1, e, AND f HAVE DATA), GO TO CMQ130 TO ASK FOR A SECOND CONTACT PERSON. ELSE, GO TO CMQ805.

---

## CMQ130

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, question CMQ130, changed instruction to assessor to an instruction to the respondent and modified for web

### DISPLAY INSTRUCTIONS:

IF CMQ110a HAS DATA, DISPLAY THE FIRST NAME FROM CMQ110a. ELSE DISPLAY “the person you just gave contact information for”.

### QUESTION TEXT:

Question “Besides {{FIRST NAME}}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?”

InstResp “We will only contact this person if we cannot locate you for the next survey.”

### CODES

1	Yes	
2	No	CMQ805

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ805.

---

## CMQ140a

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question “What is the contact information for that person?”

First Name: "

### ENTER TEXT

Length	100
--------	-----

---

## CMQ14ob

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "Last Name:"

### ENTER TEXT

Length

100

---

## CMQ140c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "Email Address:"

Watermark "name@domain.com"

### ENTER TEXT

Length

100

### PROGRAMMER INSTRUCTIONS:

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

---

## CMQ14od1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

### ENTER TEXT

Length

100

---

## CMQ14od2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

### ENTER TEXT

Length

100

---

## CMQ140e

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## CMQ140f

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### ENTER TEXT

Length

50

---

## CMQ140g

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

---

## CMQ140h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten, modified for web

### DISPLAY INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-h TOGETHER.

### QUESTION TEXT:

Question "What is this person's relationship to you?"

### CODES

- |   |                    |
|---|--------------------|
| 1 | Relative           |
| 2 | Person at your job |
| 3 | Neighbor           |
| 4 | Friend             |
| 5 | Other              |

---

## Box 4

Round: Fall Kindergarten Field Test

IF FOCAL CHILD HAS ONE OR MORE NONRESIDENT PARENTS WHO ARE LIVING (HRQ030=1) AND WITH WHOM THE CHILD HAS HAD CONTACT (NRQ040 = 1 OR 2), ASK CMQ170a-g TO OBTAIN CONTACT INFORMATION FOR ONE OF THESE PARENTS (NOTE: IF THERE IS MORE THAN ONE NONRESIDENT PARENT, THE RESPONDENT WILL SELECT ONE FOR CONTACT INFORMATION).

OTHERWISE, GO TO CMQ805.

## CMQ170a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CMQ170 and NHES:2019, questions incent\_name and incent\_address, modified question text. Added response options for "I already provided this contact information.", "Don't know", and "Refused."

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ170a-h TOGETHER.

IF THERE IS ONLY ONE NONRESIDENT PARENT WITH NRQ040 = 1 OR 2, DO THE FOLLOWING:

USE A NULL DISPLAY FOR ALL DISPLAYS SHOWN FOR "or".

DISPLAY 'biological mother' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY 'biological father' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL FATHER. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive mother' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive father' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FATHER. ELSE USE A NULL DISPLAY.

ELSE IF THERE ARE TWO NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL MOTHER, BIOLOGICAL FATHER, ADOPTIVE MOTHER, ADOPTIVE FATHER) AND DISPLAY "or" BETWEEN THE TWO PARENT DISPLAYS.

ELSE IF THERE ARE THREE NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL MOTHER, BIOLOGICAL FATHER, ADOPTIVE MOTHER, ADOPTIVE FATHER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS AND THE SECOND AND THIRD PARENT DISPLAYS.

ELSE IF THERE ARE FOUR NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL MOTHER, BIOLOGICAL FATHER, ADOPTIVE MOTHER, ADOPTIVE FATHER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, AND THE THIRD AND FOURTH DISPLAYS.

FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

### QUESTION TEXT:

Question "What is the contact information for {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?"

First Name:"

"I already provided this contact information."

"Don't know"

"Refused"

### ENTER TEXT

Length

100

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CMQ

**PROGRAMMER INSTRUCTIONS:**

ADD A SPECIAL ANSWER TO DISPLAY “I already provided this contact information.”, “Don’t know”, and “Refused” AS RADIO BUTTONS.

---

**CMQ17ob**

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

**DISPLAY INSTRUCTIONS:**

FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-h TOGETHER.

**QUESTION TEXT:**

Question "Last Name:"

**ENTER TEXT**

Length

100

---

**CMQ170c**

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

**DISPLAY INSTRUCTIONS:**

FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-h TOGETHER.

**QUESTION TEXT:**

Question "Email Address:"

Watermark "name@domain.com"

**ENTER TEXT**

Length

100

**PROGRAMMER INSTRUCTIONS:**

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

---

## CMQ17od1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-h TOGETHER.

### QUESTION TEXT:

Question "Please enter the mailing address:"

Address Line 1:"

### ENTER TEXT

Length

100

---

## CMQ17od2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-h TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

### ENTER TEXT

Length

100

---

## CMQ17oe

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ17oa-h TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## CMQ17of

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ17oa-h TOGETHER.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### ENTER TEXT

Length

50

---

## CMQ17og

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 – 10 CHARACTERS TO BE ENTERED.

DISPLAY CMQ17oa-h TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

---

## CMQ17oh

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten CMQ17o, modified for web

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ17oa-h TOGETHER.

DISPLAY CODE FOR 'Biological mother' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological father' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL FATHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive mother' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive father' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FATHER. ELSE USE A NULL DISPLAY.

### QUESTION TEXT:

Question "Please confirm this person's relationship to {CHILD} by selecting a choice below."

### CODES

- |   |                     |
|---|---------------------|
| 1 | {Biological mother} |
| 2 | {Biological father} |
| 3 | {Adoptive mother}   |
| 4 | {Adoptive father}   |
| 5 | Other               |

---

## CMQ500

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K, spring 2015 CMQ500, modified by changing spring 2004 to fall 2022 for field test

### QUESTION TEXT:

Question "Are you, or is someone else, planning to move to a new home with {CHILD} before spring 2022?"

### CODES

1	Yes	CMQ505a1
2	No	CMQ510

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO CMQ510.

---

## CMQ505a1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

### QUESTION TEXT:

Question "Please enter what {CHILD}'s new address will be in spring 2022.

Address Line 1: "

### ENTER TEXT

Length

100

---

## CMQ505a2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

Watermark "Apartment number"

### ENTER TEXT

Length

100

---

## CMQ505b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## CMQ505c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

DISPLAY InstResp BELOW THE QUESTION FIELD.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### PROGRAMMER INSTRUCTIONS:

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

---

## CMQ505d

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ505a1-d TOGETHER.

### QUESTION TEXT:

Question "Zip code:"

### ENTER TEXT

Length

10

---

## CMQ510

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### QUESTION TEXT:

Question "In the spring of 2022, what school will {CHILD} attend?"

SaVisible "True"

### CODES

- |   |                                                            |        |
|---|------------------------------------------------------------|--------|
| 1 | The same school that {CHILD} attends now                   | CMQ805 |
| 2 | A new school                                               | CMQ520 |
| 3 | {CHILD} will be homeschooled INSTEAD of attending a school | CMQ805 |
|   | DON'T KNOW                                                 |        |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

---

## CMQ520

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2023 preschool FFS020, modified to ask about the fall of 2022 and to not include homeschooled only children and those not in school

### QUESTION TEXT:

Question "Will {CHILD} go to a public or private school in the spring of 2022?"

SaVisible "True"

### CODES

- |   |         |
|---|---------|
| 1 | Public  |
| 2 | Private |

### PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CMQ805.

---

## CMQ525

Copyright: No

Round: Fall Kindergarten Field Test

Source: New

### QUESTION TEXT:

Watermark "Please enter the full name of the school that {CHILD} will attend in spring 2022."

### ENTER TEXT

Length

50

---

## CMQ525a1

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

### QUESTION TEXT:

Question "What is the mailing address of the school?"

Address Line 1:"

### ENTER TEXT

Length

100

---

## CMQ525a2

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

### QUESTION TEXT:

Question "Address Line 2:"

### ENTER TEXT

Length

100

---

## CMQ525b

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## CMQ525c

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

DISPLAY InstResp BELOW THE QUESTION FIELD.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

---

## CMQ525d

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

### QUESTION TEXT:

Question "Zip Code:"

### ENTER TEXT

Length

10

---

## CMQ525e

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

### DISPLAY INSTRUCTIONS:

DISPLAY CMQ525a1-eOS TOGETHER.

### QUESTION TEXT:

Question "What is the county for the school?"

Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."

County: "

"Don't know"

### ENTER TEXT

Length

10

### PROGRAMMER INSTRUCTIONS:

PROVIDE THE LIST OF COUNTIES ASSOCIATED WITH THE STATE OF THE SCHOOL ADDRESS IN CMQ525c.

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON AT THE END OF THE LIST OF COUNTIES.

---

**Box 4b**

Round: Fall Kindergarten Field Test

IF A COUNTY IS SELECTED THAT IS NOT ON THE LIST, GO TO CMQ525eOS. ELSE GO TO CMQ8o5.

---

**CMQ525eOS**

Copyright: No

Round: Fall Kindergarten Field Test

Source: NHES:2019, questions incent\_name and incent\_address, modified question text

**DISPLAY INSTRUCTIONS:**

DISPLAY CMQ525a1-eOS TOGETHER.

**QUESTION TEXT:**

Watermark "Enter county"

**ENTER TEXT**

Length 50

---

**Box 5**

Round: Fall Kindergarten Field Test

GO TO CMQ8o5.

---

## CMQ800

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

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

### PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

---

## Box 6

Round: Fall Kindergarten Field Test

CASE WITH A CHANGE IN RESPONDENTS IS FINISHED AND HAS ROUTED BACK TO MANAGEMENT SYSTEM. NOTE: IN THE MANAGEMENT SYSTEM, THIS CASE WILL HAVE A TASK LEVEL STATUS OF 21 (RESET, RESPONDENT CHANGED TO MOST KNOWLEDGEABLE ADULT) AND ANOTHER CASE WILL BE INITIATED USING THE CONTACT INFORMATION PROVIDED IN INQ005a (FIRST NAME), INQ005b (LAST NAME), INQ005c (EMAIL ADDRESS), INQ005d1 (ADDRESS LINE 1), INQ005d2 (ADDRESS LINE 2), INQ005e (CITY), INQ005f (STATE), AND INQ005g (ZIP).

---

## CMQ805

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

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

### PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

Early Childhood Longitudinal Study Parent Survey Fall K - Form PSFK-FT ::

CMQ

# **Teacher-Level Teacher Survey**

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## Early Childhood Longitudinal Study General Education Teacher Survey (Teacher Level) Fall K - Form TQAFK-FT

Section	TQA	[TQAFK]	Sequence: 0
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### Grid Spec

[(all sections)]

#### 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. ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THERE IS A BREAK OFF OR TIMEOUT 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.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE VERTICALLY ALIGNED TO THE BOTTOM OF THE ROW UNLESS THE RESPONSE OPTION HAS A NUMERIC SCALE AND THE NUMBERS SHOULD BE TOP ALIGNED.

DISPLAY {CHILD} {CHILD'S LAST NAME} AS A RUNNING HEADER ON EVERY SCREEN IN BOLD TEXT. 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.

---

## Spec Skip

|(all sections)

### 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 take another look at the question and provide an answer. Select a choice below 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.

---

## Soft Edit

|(all sections)

### 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.

---

## OS Spec

|(all sections)

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).

---

## Footer

|Footer for the first question in the survey

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:  
“We recommend using a desktop or laptop computer to complete the survey. For the best experience, use Chrome, Edge, Safari, or Firefox. If you need to stop the survey before finishing and return at a later time, please select "Save and exit." This will save your responses and keep them secure.”

---

## A1

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, Fall Kindergarten

NOTE: SOURCES THROUGHOUT THE SURVEY WERE BASED ON THE FIRST TIME AN ITEM APPEARED IN THE ECLS-K:2011 UNLESS AN IMPROVED VERSION OF THE ITEM WAS USED FROM AN LATER ROUND. IF AN IMPROVED VERSION OF AN ITEM WAS USED FROM A LATER ROUND OF THE ECLS-K:2011, THAT ROUND WAS CITED INSTEAD.

### QUESTION TEXT:

Question "The first several questions pertain to your roles and responsibilities as a teacher. Which of the following describes the kindergarten class or classes you currently teach?"

InstResp "Select all that apply."

### **CODES      Code All That Apply**

- |   |                                                                   |
|---|-------------------------------------------------------------------|
| 1 | Full-day                                                          |
| 2 | Morning half-day class                                            |
| 3 | Afternoon half-day class                                          |
| 4 | One class, some children stay for a full-day, some for a half-day |

### **PROGRAMMER INSTRUCTIONS:**

USE TEACHER SURVEY PROBE.

IF CODES 2 OR 3 ARE SELECTED, DO NOT ALLOW CODE 1 OR 4 TO BE SELECTED. IF 1 IS SELECTED, DO NOT ALLOW CODE 4 TO BE SELECTED.

---

## Box 1

### START LOOP 1

LOOP ON QUESTIONS A2 AND A3 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 2.

---

## A2

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, Fall Kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY A2 AND A3 in a grid on the same screen.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “How many hours per day does your {morning class/afternoon class/full-day class} normally meet?”

InstResp “Enter the number to the nearest half hour, for example, 2.5, 3.5...”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 24
Soft Range	1 to 8

### PROGRAMMER INSTRUCTIONS:

ONLY DISPLAY FULL-DAY RESPONSE CHOICE ON THESE ITEMS, IF RESPONSE OPTIONS 1 OR 4 ARE SELECTED IN A1.

---

## A3

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, Fall Kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “How many days per week does your {morning class/afternoon class/full-day class} normally meet?”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 7
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

ONLY DISPLAY FULL-DAY RESPONSE CHOICE ON THESE ITEMS, IF RESPONSE OPTIONS 1 OR 4 ARE SELECTED IN A1.

---

## Box 2

Round: Fall Kindergarten Field Test

END LOOP 1

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A2 AND A3 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 1. ELSE GO TO BOX 3.

---

## Box 3

Round: Fall Kindergarten Field Test

### START LOOP 2

LOOP ON QUESTION A4 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 4.

---

## A4

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

DISPLAY ‘Regular 1-year kindergarten program,’ IN BOLD.

DISPLAY ‘2-year kindergarten program,’ IN BOLD.

DISPLAY ‘Transitional kindergarten program’ IN BOLD.

DISPLAY ‘Transitional/pre-first grade program’ IN BOLD.

DISPLAY ‘Ungraded program’ IN BOLD.

DISPLAY ‘Multigrade program’ IN BOLD.

DISPLAY ‘Special education class’ IN BOLD.

### QUESTION TEXT:

Question “What type of kindergarten program(s) do you teach in your {morning class/afternoon class/full-day class}?”

### CODES

- |   |                                                                  |
|---|------------------------------------------------------------------|
| 1 | Regular 1-year kindergarten program                              |
| 2 | First year of a 2-year kindergarten program                      |
| 3 | Second year of a 2-year kindergarten program                     |
| 4 | Transitional kindergarten program                                |
| 5 | Transitional/pre-first grade program                             |
| 6 | Ungraded program with at least some kindergarten-aged students   |
| 7 | Multigrade program with at least some kindergarten-aged children |
| 8 | Special education                                                |

### PROGRAMMER INSTRUCTIONS:

BOLD “Kindergarten”, “Transitional Kindergarten”, “Transitional/pre-first grade”, “Ungraded, Multi-Grade”, “Special Education” THE FIRST TIME THEY APPEAR IN HELP TEXT.

HELP FOR CODE 1: Kindergarten: Traditional year of school primarily for 5-year-olds prior to first grade

HELP FOR CODE 4: Transitional Kindergarten: A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool or prekindergarten.

HELP FOR CODE 5: Transitional/pre-first grade: Transitional first (or pre-first) grade is a school program between kindergarten and the first grade. The name of this program may vary by school (for example, a K-1 class or placement). It is for children who have attended kindergarten, but need more time to be ready for the first grade.

HELP FOR CODE 6: A classroom containing kindergarten-aged students, possibly in combination with other ages, not formally identified as a “kindergarten” class.

HELP FOR CODE 6: Ungraded: A classroom containing children with an age span of two or more years, not formally identified by grade(s).

HELP FOR CODE 7: Multi-grade: A classroom containing kindergarten and some combination of other grades – for example a combination of pre-kindergarten/kindergarten

HELP FOR CODE 8: Special education: A classroom containing primarily children with disabilities.

---

**Box 4**

Round: Fall Kindergarten Field Test

END LOOP 2

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A4 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP2. ELSE GO TO A5.

---

**A5**

Copyright: No

Round: Fall Kindergarten Field Test

**QUESTION TEXT:**

Question “Do you currently teach a multigrade class?”

**CODES**

- |   |     |    |
|---|-----|----|
| 1 | Yes |    |
| 2 | No  | A7 |

**PROGRAMMER INSTRUCTIONS:**

IF 2 OR SK, GO TO A7.

---

## Box 5

Round: Fall Kindergarten Field Test

START LOOP 3

LOOP ON QUESTION A6 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 6.

---

## A6

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What grade levels are included in your {full-day class/morning class/afternoon class}?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	Prekindergarten
2	Transitional kindergarten
3	Regular kindergarten
4	Transitional/pre-first grade
5	First grade
6	Second grade
7	Third grade or higher

---

## Box 6

Round: Fall Kindergarten Field Test

END LOOP 3

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A6 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 3. ELSE GO TO BOX 7.

---

## Box 7

Round: Fall Kindergarten Field Test

START LOOP 4

LOOP ON QUESTION A7a-h UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 8.

---

## A7a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a –g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “As of today’s date, how many children that you teach in your {full-day class/morning class/afternoon class} are the following ages?

3 years old”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7a}. Are you sure this is correct? When it is correct, select Next to continue."

**A7b**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

**QUESTION TEXT:**

Question “4 years old”

Pre-unit “Number:”

Watermark “Enter number”

**ENTER NUMBER**

Range	0 to 100
Soft Range	0 to 50

**PROGRAMMER INSTRUCTIONS:**

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7b}. Are you sure this is correct? When it is correct, select Next to continue."

A7c

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

QUESTION TEXT:

Question “5 years old”  
Pre-unit “Number:”  
Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7c}. Are you sure this is correct? When it is correct, select Next to continue."

A7d

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

QUESTION TEXT:

Question “6 years old”  
Pre-unit “Number:”  
Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7d}. Are you sure this is correct? When it is correct, select Next to continue."

A7e

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

QUESTION TEXT:

Question “7 years old”  
Pre-unit “Number:”  
Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7e}. Are you sure this is correct? When it is correct, select Next to continue."

A7f

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

QUESTION TEXT:

Question “8 years old”

Pre-unit “Number:”

Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7f}. Are you sure this is correct? When it is correct, select Next to continue

---

## A7g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A7a – g ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “9 years old or older”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A7g}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A7h

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

DISPLAY THE SUM OF QUESTIONS A7a-g FOR {NUMBER}, AND COUNT ANY SKIPPED ITEMS AS ZERO.

### QUESTION TEXT:

Question: “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”

### CODES

1	Yes
2	No

### PROGRAMMER INSTRUCTIONS:

IF ANSWER IS 2 OR SK, DISPLAY ERROR MESSAGE, "Please use the back button (not the back arrow in your browser) to change the numbers of children by age. When they are correct, return to this question and select “Yes.””

---

## Box 8

Round: Fall Kindergarten Field Test

END LOOP 4

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A7a - h FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 4. ELSE GO TO BOX 9.

---

## Box 9

Round: Fall Kindergarten Field Test

START LOOP 5

LOOP ON QUESTIONS A8a - h UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 10.

---

## A8a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “As of today’s date, how many of the students you teach are members of the following groups in your {full-day class/morning class/afternoon class}?”

InstResp “Please count each student only once. Hispanic students should only be counted in the Hispanic or Latino/Latina category regardless of race.”

“Hispanic or Latino/Latina of any race”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A8a}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “Hispanic or Latino/Latina” IN HELP TEXT.

HELP FOR STEM: Hispanic or Latina/Latino: a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

---

## A8b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “American Indian or Alaska Native, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, “You have entered {DISPLAY RESPONSE AT A8b}. Are you sure this is correct? When it is correct, select Next to continue.”

BOLD “American Indian or Alaska Native” IN HELP TEXT.

HELP FOR STEM: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

---

## A8c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Asian, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, “You have entered {DISPLAY RESPONSE AT A8c}. Are you sure this is correct? When it is correct, select Next to continue.”

BOLD “Asian” IN HELP TEXT.

HELP FOR STEM: Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Laos, and Vietnam.

A8d

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

QUESTION TEXT:

Question “Black or African American, non-Hispanic”  
Pre-unit “Number:”  
Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A8d}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “Black or African American” IN HELP TEXT.

HELP FOR STEM: Black or African American: A person having origins in any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

---

## A8e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A8e}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “Native Hawaiian or Other Pacific Islander” IN HELP TEXT.

HELP FOR STEM: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, the Marianas, Tonga, Fiji, the Marshall Islands, or other Pacific Islands.

---

## A8f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “White, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A8f}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “White” IN HELP TEXT.

HELP FOR STEM: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

---

## A8g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A8a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Two or more races, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A8g}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A8h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY THE SUM OF QUESTIONS A8A-G FOR {NUMBER}, AND COUNT ANY SKIPPED ITEMS AS ZERO.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”

### CODES

1	Yes
2	No

### PROGRAMMER INSTRUCTIONS:

IF ANSWER IS 2 OR SK, DISPLAY ERROR MESSAGE, "Please use the back button (not the back arrow in your browser) to change the numbers of children by group. When they are correct, return to this question and select “Yes.”

---

**Box 10**

Round: Fall Kindergarten Field Test

END LOOP 5

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A8a-h FOR ETHNICITY AND RACE FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO BACK TO THE START OF LOOP 5. ELSE GO TO BOX 11.

---

**Box 11**

Round: Fall Kindergarten Field Test

START LOOP 6

LOOP ON QUESTIONS A9a, A9b, and A9c UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 12

---

## A9a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A9a – c ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “As of today’s date, how many boys and girls are there in your {full-day class/morning class/afternoon class}?”

Number of boys”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A9a}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A9b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A9a – c ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Number of girls”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A9b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A9c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY THE SUM OF QUESTIONS A9A-B FOR {NUMBER}, AND COUNT ANY SKIPPED ITEMS AS ZERO.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “Your previous responses indicate that you have a total of {NUMBER} children in your {full-day class/morning class/afternoon class}. Is this correct?”

### CODES

1	Yes
2	No

### PROGRAMMER INSTRUCTIONS:

IF ANSWER IS 2 OR SK, DISPLAY ERROR MESSAGE, "Please use the back button (not the back arrow in your browser) to change the numbers of boys or girls. When they are correct, return to this question and select “Yes.””

---

## Box 12

Round: Fall Kindergarten Field Test

END LOOP 6

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A<sub>9</sub> a - c FOR FULL DAY (A<sub>1</sub> = 1 OR 4), MORNING (A<sub>1</sub> = 2), AND/OR AFTERNOON CLASS (A<sub>1</sub> = 3), GO TO START OF LOOP 6. ELSE GO TO BOX 13.

---

## Box 13

Round: Fall Kindergarten Field Test

START LOOP 7

LOOP ON QUESTION A<sub>10</sub> UP TO TWO TIMES FOR SELECTIONS IN QUESTION A<sub>1</sub> (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A<sub>1</sub> = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A<sub>1</sub> = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A<sub>1</sub> = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 14.

---

## A10

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “How many of the children in your {full-day class/morning class/afternoon class} are repeating kindergarten this year?”

IF NONE, ENTER "0."

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A10}. Are you sure this is correct? When it is correct, select Next to continue."

HELP FOR STEM: Please consider participation in transitional kindergarten (TK), transitional pre-first (pre-first), as well as kindergarten in the number of children that you report as repeating kindergarten.

---

## Box 14

Round: Fall Kindergarten Field Test

END LOOP 7

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A10 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 7. ELSE GO TO BOX 15.

---

## Box 15

Round: Fall Kindergarten Field Test

### START LOOP 8

LOOP ON QUESTION A11a - j UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 16.

A11a

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11a – e ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class} have been identified for an IEP?

Boys”

Pre-unit “Number:”

Watermark “Enter number”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11a}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD "IEP" THE FIRST TIME IT APPEARS IN HELP TEXT.

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.

---

## A11b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Girls”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “English language learners (ELL)”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11c}. Are you sure this is correct? When it is correct, select Next to continue."

HELP FOR STEM: English language learner (ELL): A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

---

## A11d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Hispanic or Latino/Latina of any race”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11d}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “American Indian or Alaska Native, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11e}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11f – j ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “As of today’s date, how many children with the following characteristics in your {full-day class /morning class/afternoon class} have been identified for an IEP?

Asian, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11f}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “IEP” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: Individualized Education Program (IEP): 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.

---

## A11g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Black or African American, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11g}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11h

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Native Hawaiian or Other Pacific Islander, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11h}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11i

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “White, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11i}. Are you sure this is correct? When it is correct, select Next to continue."

---

## A11j

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A11f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Two or more races, non-Hispanic”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A11j}. Are you sure this is correct? When it is correct, select Next to continue."

Box 16

Round: Fall Kindergarten Field Test

END LOOP 8

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS 11a - 11j FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (a1 = 3), GO BACK TO START OF LOOP 8. ELSE GO TO BOX 17.

A12

Copyright: No

Round: Spring Kindergarten Field Test

Source: New item created by Westat

QUESTION TEXT:

Question “During this school year, approximately what percentage of students in your classes that you teach have experienced housing insecurity or homelessness?”

Watermark “Enter percentage”

“Don’t know”

ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

- ADD A SPECIAL ANSWER TO DISPLAY “I don’t know.” AS A RADIO BUTTON.
- IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A12}. Are you sure this is correct? When it is correct, select Next to continue."
- BOLD “Homelessness” IN STEM.
- DISPLAY “Homeless” and “Housing insecurity” IN BOLD THE FIRST TIME IT APPEARS IN HELP TEXT.
- HELP FOR STEM: Homelessness: Lackings a fixed, regular, and adequate nighttime residence, including but not limited to sleeping in a shelter designated for temporary living accommodations or in places not designated for human habitation.
- Housing insecurity: Housing insecurity means that having a place to live is uncertain because of high housing costs, low housing quality, neighborhood problems, or overcrowding. It may or may not include homelessness.

---

## Box 17

Round: Fall Kindergarten Field Test

START LOOP 9.

LOOP ON QUESTION A13a – h UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON . ELSE GO TO BOX 18.

---

## A13a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?

Name all upper and lower case letters”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID. DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?

Read sight words”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?”

Uses morphemes to decode new words”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?”

Uses morphemes to figure out meanings of new words”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?

Recognize numbers to 20”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?”

Counting forward from a given number other than 1”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?

Write numbers to 20”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## A13h

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A13a – h ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” in underlined text.

### QUESTION TEXT:

Question “What proportion of the children in your {full-day class/morning class/afternoon class} demonstrated the following skills when they started school this year?

Add or subtract two single digit numbers”

### CODES

- |   |                                         |
|---|-----------------------------------------|
| 1 | Less than $\frac{1}{4}$ of the children |
| 2 | About $\frac{1}{4}$ of the children     |
| 3 | About $\frac{1}{2}$ of the children     |
| 4 | About $\frac{3}{4}$ of the children     |
| 5 | More than $\frac{3}{4}$ of the children |

---

## Box 18

Round: Fall Kindergarten Field Test

END LOOP 9

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A13a - h FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO BACK TO START OF LOOP 9. ELSE GO TO A14.

---

## A14a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A14a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class spend in the following activities?

Working independently”

InstResp “Do not include lunch or recess breaks.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | No time            |
| 2 | Half hour or less  |
| 3 | About one hour     |
| 4 | About two hours    |
| 5 | About three hours  |
| 6 | Four hours or more |

---

## A14b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A14a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Working on individual tasks under teacher direction”

### CODES

- |   |                    |
|---|--------------------|
| 1 | No time            |
| 2 | Half hour or less  |
| 3 | About one hour     |
| 4 | About two hours    |
| 5 | About three hours  |
| 6 | Four hours or more |

---

## A14c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A14a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Working with peers under teacher direction”

### CODES

- |   |                    |
|---|--------------------|
| 1 | No time            |
| 2 | Half hour or less  |
| 3 | About one hour     |
| 4 | About two hours    |
| 5 | About three hours  |
| 6 | Four hours or more |

---

## A14d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A14a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Working in small groups with teacher”

### CODES

- |   |                    |
|---|--------------------|
| 1 | No time            |
| 2 | Half hour or less  |
| 3 | About one hour     |
| 4 | About two hours    |
| 5 | About three hours  |
| 6 | Four hours or more |

---

## A14e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A14a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Teacher lecture with large group and/or large group discussion led by teacher”

### CODES

- |   |                    |
|---|--------------------|
| 1 | No time            |
| 2 | Half hour or less  |
| 3 | About one hour     |
| 4 | About two hours    |
| 5 | About three hours  |
| 6 | Four hours or more |

---

## A15

Copyright: No

Round: Spring Kindergarten Field Test

Source: New item created by Westat

### QUESTION TEXT:

Question “How often do you provide explicit instruction in morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)?”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A16

Copyright: No

Round: Spring Kindergarten Field Test

Source: New item created by Westat

### DISPLAY INSTRUCTIONS:

UNDERLINE “personal”

### QUESTION TEXT:

Question “Do you implement any of the following technology use practices in your classroom?”

InstResp “Select all that apply.”

### CODES

- |   |                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------|
| 1 | Encourage students to use personal cell phones and/or tablets as tools in class                     |
| 2 | Require students to use personal cell phones and/or tablets as tools                                |
| 3 | Encourage students to use tablets or other digital devices provided by the school as tools in class |
| 4 | Require students to use tablets or other digital devices provided by the school as tools            |
| 5 | Encourage students to use school computers as tools                                                 |
| 6 | Require students to use school computers as tools                                                   |
| 7 | None of the above                                                                                   |

---

## A17

Copyright: No

Round: Spring Kindergarten Field Test

Source: New item created by Westat

### QUESTION TEXT:

Question “Which of the following best describes the mode of instruction that you use in your classes?”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | In person instruction only |
| 2 | Web-based instruction only |
| 3 | Blended instruction        |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 3: Blended instruction: In blended instruction, students are taught with online educational materials in addition to traditional face-to-face teaching.

---

**Box 19**

Round: Spring Kindergarten Field Test

IF A17 =3 GO TO A18. ELSE GO TO A19.

---

**A18**

Copyright: No  
Round: Spring Kindergarten Field Test  
Source: New item created by Westat

**QUESTION TEXT:**

Question “During this school year, approximately what percentage of the blended instruction that you provide is in-person?”  
Watermark “Enter percentage”

**ENTER NUMBER**

Range	0 to 100
Soft Range	0 to 50

**PROGRAMMER INSTRUCTIONS:**

HELP FOR STEM: Blended instruction: In blended instruction, students are taught with online educational materials in addition to traditional face-to-face teaching.  
USE TEACHER SURVEY PROBE.

---

## A19

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

Question "In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Are any of the following done in your school?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	I (or someone at the school) phone or send home information about kindergarten program to parents.
2	Preschoolers spend some time in the kindergarten classroom.
3	The school days are shortened at the beginning of the school year.
4	Parents and children visit kindergarten prior to the start of the school year.
5	I (or another teacher) visit the homes of the children at the beginning of the school year.
6	Parents come to the school for orientation prior to the start of the school year.
7	Staggered school entry where kindergartners start the school year in smaller groups before meeting with the full class.
8	None of the above

---

## A20

Copyright: No

Round: Spring Kindergarten Field Test

Source: New item created by Westat

### QUESTION TEXT:

Question “Many schools have PTAs/PTOs that help provide additional support to their school. Which of the following are supported by funds raised by your PTA/PTO?”

InstResp “Please include programs run by the school and those run by outside groups.”

Select all that apply.”

### CODES

- |    |                                                                                                      |
|----|------------------------------------------------------------------------------------------------------|
| 1  | Books for your class library                                                                         |
| 2  | Technology for your classroom (Smartboards, Chromebooks, tablets, apps, etc.)                        |
| 3  | Basic classroom supplies (paper, pencils, crayons, etc.)                                             |
| 4  | Classroom art supplies (for musical, visual, dance, and dramatic arts activities)                    |
| 5  | Field trips                                                                                          |
| 6  | Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs) |
| 7  | PTA/PTO does not provide funds to support my classroom                                               |
| 8  | Our school does not have a PTA/PTO                                                                   |
| 91 | Other (Please specify):                                                                              |

### PROGRAMMER INSTRUCTIONS:

BOLD “PTA, PTO, or Parent-Teacher-Student organization” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: PTA, PTO, or Parent-Teacher-Student organization: The PTA is the Parent Teacher Association and is usually associated with the state or national PTA. A PTO is a Parent-Teacher Organization that is independent from a state or national organization. A Parent-Teacher-Student organization involves parents, teachers, and school staff to facilitate family involvement.

HELP FOR CODE 91: Please click NEXT to enter in your reply on the next screen.

---

**Box 19b**

Round: Fall Kindergarten Field Test

IF QUESTION A2o = 91, GO TO A2oOS. ELSE GO TO BOX 2o.

---

**A2oOS**

Copyright: No

Round: Spring Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length 100

---

**Box 2o**

Round: Fall Kindergarten Field Test

START LOOP 1o.

LOOP ON QUESTION A21 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON. ELSE GO TO BOX 21.

---

## A21

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often does disruptive student behavior interfere with your instruction in your your {full-day class /morning class/afternoon class}?”

### CODES

1	Never
2	Seldom
3	Usually
4	Always

---

## Box 21

Round: Fall Kindergarten Field Test

END LOOP 10.

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTION A15 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO BACK TO START OF LOOP 10. ELSE GO TO A22.

---

## A22

Copyright: No

Round: Fall Kindergarten Field Test

Source: New item

### DISPLAY INSTRUCTIONS:

BOLD 'per day' IN QUESTION TEXT.

### QUESTION TEXT:

Question "How much time per day would you estimate that you spend handling disruptive student behavior?"

### CODES

- |   |                            |
|---|----------------------------|
| 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            |

---

## A23a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question "How strongly do you agree or disagree that the following behavioral support practices are characteristic of your teaching in your classes

Classroom routines are consistently implemented."

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Expectations of students are clearly communicated in positive terms.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “You gain the attention of all students before beginning a lesson.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “You solicit both group and individual responses to questions.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “You provide all students with individual opportunities to respond to questions.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “There is a system for documenting and rewarding appropriate student behavior.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A23g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A23a – g ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “You use a range of consequences to discourage inappropriate student behavior.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A24a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A24a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “How strongly do you agree or disagree that you teach the following social and emotional competencies in your classes?”

Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A24b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A24a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Self-management (teaching students to regulate emotions and manage daily stressors)”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A24c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A24a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A24d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A24a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A24e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A24a – e ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A25a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A25a – d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “How strongly do you agree or disagree that you utilize the following practices in your classes?”

Display pictures, posters, artwork and other décor that reflect the cultures and ethnic backgrounds of each student in your class”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A25b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A25a – d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Ensure that all notices and communications to families and caregivers are written in their language of origin”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## A25c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A25a – d ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Use alternative formats and varied approaches to communicate and share information with families and caregivers”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

**A25d**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS A25a – d ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before using them in your classes”

**CODES**

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

**Box 22**

Round: Fall Kindergarten Field Test

START LOOP 11.

LOOP ON QUESTION A26 - A28 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS. ELSE GO TO BOX 23.

---

## A26

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “The next series of questions asks about the use of different languages in your classroom by teachers, and other adults. Are any languages other than English used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class}?”

### CODES

1	Yes	
2	No	Box 23

### PROGRAMMER INSTRUCTIONS:

IF SK OR 2, GO TO Box 23.

---

## A27a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in reading/literacy”

### CODES

1	Never
2	Less than half the time
3	About half the time
4	More than half the time
5	All the time

---

## A27b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in mathematics”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A27c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For academic instruction in other subjects”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A27d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in each of your {full-day class/morning class/afternoon class} in the following ways?

For instructional support (for example, explaining directions, etc.)”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A27e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For controlling and directing student behavior (classroom management)”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A27f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS A27a – f ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How often is a non-English language used by teachers, aides, or other adults in your {full-day class/morning class/afternoon class} in the following ways?

For conversation”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Never                   |
| 2 | Less than half the time |
| 3 | About half the time     |
| 4 | More than half the time |
| 5 | All the time            |

---

## A28

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “What languages are used for academic instruction in your {full-day class/morning class/afternoon class}?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	English
2	Spanish
3	A European language other than Spanish such as French, German, or Russian
4	A Chinese language or dialect
5	A Filipino language
6	A Southeast Asian language such as Vietnamese, Thai, or Khmer
7	A South Asian language such as Hindi or Tamil
8	Another Asian language such as Japanese or Korean
9	A Middle Eastern language such as Arabic or Farsi
10	An African language such as such as Swahili or Amharic
91	Other language(s) (Please specify):

---

## Box 23

Round: Fall Kindergarten Field Test

IF QUESTION A28 = 91, GO TO A28OS. ELSE, GO TO BOX 24.

---

**A28OS**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length

100

---

**Box 24**

Round: Fall Kindergarten Field Test

END LOOP 11.

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTION A26 - A28 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO BACK TO START OF LOOP 11. ELSE GO TO A29.

---

## A29

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

Question “In which languages other than English are the books or other written materials in your classroom?”

InstResp “Select all that apply. If you teach more than one class, consider all your classes.”

<b>CODES</b>	<b>Code All That Apply</b>
1	None other than English
2	Spanish
3	A European language other than Spanish such as French, German, or Russian
4	A Chinese language or dialect
5	A Filipino language
6	A Southeast Asian language such as Vietnamese, Thai, or Khmer
7	A South Asian language such as Hindi or Tamil
8	Another Asian language such as Japanese or Korean
9	A Middle Eastern language such as Arabic or Farsi
10	An African language such as Swahili or Amharic
91	Other language(s) (Please specify):

---

## Box 25

Round: Fall Kindergarten Field Test

IF QUESTION A29 = 91, GO TO A29OS. ELSE, GO TO QUESTION A30.

---

## A29OS

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

100

---

## Box 26

Round: Fall Kindergarten Field Test

START LOOP 12.

LOOP ON QUESTION A30 - A31 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 28.

A30

Copyright: No

Round: Fall Kindergarten Field Test

DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “Do any of the children in your {full-day class/morning class/afternoon class} speak a language other than English (aside from native English speakers who are learning a foreign language)? Please include all children who speak a non-English language, including those who speak English well.”

CODES

1	Yes	
2	No	Box 28

PROGRAMMER INSTRUCTIONS:

IF NO OR SK, GO TO BOX 28.

---

## A31

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “Which languages other than English are spoken by one or more children in your {full-day class/morning class/afternoon class}?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	Spanish
2	A European language other than Spanish such as French, German, or Russian
3	A Chinese language or dialect
4	A Filipino language
5	A Southeast Asian language such as Vietnamese, Thai, or Khmer
6	A South Asian language such as Hindi or Tamil
7	Another Asian language such as Japanese or Korean
8	A Middle Eastern language such as Arabic or Farsi
9	An African language such as Swahili or Amharic
91	Other language (Please specify):

---

## Box 27

Round: Fall Kindergarten Field Test

IF QUESTION A31 = 91, GO TO A31OS. ELSE, GO TO Box 28.

---

## A310S

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

100

---

## Box 28

Round: Fall Kindergarten Field Test

END LOOP 12.

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTION A30 - A31 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (a1 = 3), GO BACK TO START OF LOOP 12. ELSE GO TO BOX 29.

---

## Box 29

Round: Fall Kindergarten Field Test

START LOOP 13.

LOOP ON QUESTION A32 AND A33 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING. ELSE GO TO BOX 30.

---

## A32

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “Do you have any students who are English language learners (ELLs) in your {full-day class/morning class/afternoon class}?”

### CODES

1	Yes	
2	No	B1a

### PROGRAMMER INSTRUCTIONS:

IF 2 OR SK, GO TO B1A.

BOLD “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

## A33

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How many English language learners (ELL) do you have in your {full-time class/morning class/afternoon class}?”

Number of ELL children”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range 0 to 100

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A33}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

## Box 30

Round: Fall Kindergarten Field Test

END LOOP 13

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A32-33 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 14. ELSE GO TO BOX 31.

---

## Box 31

Round: Fall Kindergarten Field Test

START LOOP 14

LOOP ON QUESTIONS A34a - c UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON CLASS. ELSE GO TO BOX 32.

---

## A34a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A34a – c ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How many of the ELL children in your {full-day class/morning class/afternoon class} receive instruction designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency in the following ways?

Receive no ELL instruction in the school”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A34a}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

## A34b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A34a – c ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “Receive ELL instruction within the regular class”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, “You have entered {DISPLAY RESPONSE AT A34b}. Are you sure this is correct? When it is correct, select Next to continue.”

BOLD “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

## A34c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEM A34a – c ON ONE SCREEN IN A GRID.

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “Receive ELL instruction outside the regular class within the school setting”

Pre-unit “Number:”

Watermark “Enter number”

### ENTER NUMBER

Range	0 to 100
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT A34c}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

## Box 32

Round: Fall Kindergarten Field Test

END LOOP 14

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A34a - c FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 14. ELSE GO TO BOX 33.

---

## Box 33

Round: Fall Kindergarten Field Test

START LOOP 15

LOOP ON QUESTIONS A35 - A37 UP TO TWO TIMES FOR SELECTIONS IN QUESTION A1 (ONE LOOP FOR FULL DAY, MORNING, OR AFTERNOON CLASS, IF APPLICABLE, AND A SECOND LOOP FOR AFTERNOON CLASS, IF APPLICABLE). IF A1 = 1 OR 4 LOOP ON QUESTIONS WITH DISPLAYS ABOUT FULL-DAY CLASS. IF A1 = 2 LOOP FOR QUESTIONS WITH DISPLAYS ABOUT MORNING CLASS. IF A1 = 3 LOOP ON QUESTIONS WITH DISPLAYS ABOUT AFTERNOON.

---

## A35

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY “full-day class”, “morning class”, or “afternoon class” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “If you provide specialized language instruction in your {full-day class/morning class/afternoon class} for English language learners (ELL), would you say these services are primarily”

### CODES

- |   |                                                             |
|---|-------------------------------------------------------------|
| 1 | English as a Second Language (ESL) program                  |
| 2 | Bilingual education program                                 |
| 3 | Dual-language program (also called two-way immersion (TWI)) |
| 4 | No specialized language instruction provided                |

### PROGRAMMER INSTRUCTIONS:

BOLD “English language learner”, “ESL Instruction”, “Bilingual Instruction”, AND “Dual Language Instruction” IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

HELP FOR CODE 1: English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students with limited proficiency in English.

HELP FOR CODE 2: Bilingual education program: A program in which native language is used to varying degrees in instructing students with limited proficiency in English.

HELP FOR CODE 3: Dual language program: Also known as two-way immersion, the goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language

---

## A36

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY “full-day class” IF A1 = 1 OR 4. DISPLAY “morning class” IF A1 = 2. DISPLAY “afternoon class” IF A1 = 3.

DISPLAY "full-day class", "morning class", or "afternoon class" in underlined text.

### QUESTION TEXT:

Question “Which languages other than English are spoken by you or any other teacher or aide to the ELL children in your {full-day class/morning class/afternoon class} for instructional support or conversation?”

InstResp “Select all that apply.”

<b>CODES</b>	<b>Code All That Apply</b>
1	None other than English
2	Spanish
3	A European language other than Spanish such as French, German, or Russian
4	A Chinese language or dialect
5	A Filipino language
6	A Southeast Asian language such as Vietnamese, Thai, or Khmer
7	A South Asian language such as Hindi or Tamil
8	Another Asian language such as Japanese or Korean
9	A Middle Eastern language such as Arabic or Farsi
10	An African language such as Swahili or Amharic
91	Other language(s) (Please specify):

### PROGRAMMER INSTRUCTIONS:

**BOLD** “English language learner (ELL)” THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

---

**Box 34**

Round: Fall Kindergarten Field Test

IF ONE OF THE CODES IN QUESTION A36 = 91, GO TO QUESTION A360S. ELSE GO TO QUESTION A37.

---

**A360S**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length	100
--------	-----

---

## A37

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

UNDERLINE 'per day' IN STEM.

DISPLAY "full-day class" IF A1 = 1 OR 4. DISPLAY "morning class" IF A1 = 2. DISPLAY "afternoon class" IF A1 = 3.

DISPLAY "full-day class", "morning class", or "afternoon class" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How much time per day do you and any other teacher or aide speak any non-English language in your {full-day class/morning class/afternoon class?}"

### CODES

1	1-15 minutes
2	16-30 minutes
3	31-60 minutes
4	More than 60 minutes

---

## Box 35

Round: Fall Kindergarten Field Test

END LOOP 15

IF ALL QUESTIONS HAVE NOT BEEN ASKED FOR QUESTIONS A35 - A37 FOR FULL DAY (A1 = 1 OR 4), MORNING (A1 = 2), AND/OR AFTERNOON CLASS (A1 = 3), GO TO START OF LOOP 15. ELSE GO TO B1.

---

**B1a**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1a – e ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Next we would like to ask about students' kindergarten readiness and their parental support. How important do you believe the following characteristics are for a child to be ready for kindergarten?

Finishes tasks”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1b**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1a – e ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Can count to 20 or more”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1c**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1a – e ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Takes turns and shares”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1d**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1a – e ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Has good problem-solving skills”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1e**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1a – e ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Is able to use pencils and paint brushes”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1f**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1f – j ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “How important do you believe the following characteristics are for a child to be ready for kindergarten?”

Is not disruptive of the class”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

## B1g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B1f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Knows the English language”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

## B1h

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B1f – j ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Is sensitive to other children's feelings”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1i**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1f – j ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Sits still and pays attention”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1j**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1f – j ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Knows most of the letters of the alphabet”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1k**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1k – m ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “How important do you believe the following characteristics are for a child to be ready for kindergarten?”

Can follow directions”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

**B1l**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL ITEMS B1k – m ON ONE SCREEN IN A GRID.

**QUESTION TEXT:**

Question “Identifies primary colors and shapes”

**CODES**

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

## B1m

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B1k – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Communicates needs, wants, and thoughts verbally in primary language”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Not important      |
| 2 | Not very important |
| 3 | Somewhat important |
| 4 | Very important     |
| 5 | Essential          |

---

## B2a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Please indicate the extent to which you agree with each of the following statements on children's preparation for school.

Attending preschool (for example, nursery school, prekindergarten, or Head Start) is very important for success in kindergarten.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Children who begin formal reading and math instruction in preschool will do better in elementary school.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Parents should make sure their children know the alphabet before they start kindergarten.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2d

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Most children should learn to read in kindergarten.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2e

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Parents need help in learning how to teach their children how to read.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2f

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Parents should set aside time every day for their kindergarten children to practice school work.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2g

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Homework should be given to kindergarten children almost every day.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B2h

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B2a – h ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Parents should read to their children and play counting games at home regularly.”

### CODES

- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |

---

## B3a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B3a – c ON ONE SCREEN IN A GRID.

DISPLAY ‘in your classroom’ IN BOLD IN STEM.

### QUESTION TEXT:

Question “Next we would like to ask a few questions about your teaching position. How much control do you feel you have in your classroom in the following areas?

Selecting skills to be taught”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | No control              |
| 2 | Slight control          |
| 3 | Some control            |
| 4 | Moderate control        |
| 5 | A great deal of control |

---

## B3b

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B3a – c ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Deciding teaching techniques”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | No control              |
| 2 | Slight control          |
| 3 | Some control            |
| 4 | Moderate control        |
| 5 | A great deal of control |

---

## B3c

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS B3a – c ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Disciplining children”

### CODES

- |   |                         |
|---|-------------------------|
| 1 | No control              |
| 2 | Slight control          |
| 3 | Some control            |
| 4 | Moderate control        |
| 5 | A great deal of control |

---

**C1**

Copyright: No

Round: Fall Kindergarten Field Test

**QUESTION TEXT:**

Question "The next few questions ask for your background characteristics, work experience, and credentials. What is your gender?"

**CODES**

- |   |        |
|---|--------|
| 1 | Male   |
| 2 | Female |

---

**C2**

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

**QUESTION TEXT:**

Question "In what year were you born?"

Watermark: "Enter year"

**ENTER NUMBER**

Range

1920 to 2002

---

### C3

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

#### QUESTION TEXT:

Question "Are you Hispanic or Latino/Latina of any race?"

InstResp "A person who is Hispanic or Latino/Latina is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

#### CODES

- |   |     |
|---|-----|
| 1 | Yes |
| 2 | No  |

---

## C4

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

### QUESTION TEXT:

Question "Which best describes your race?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	American Indian or Alaska Native
2	Asian
3	Black or African American
4	Native Hawaiian or Other Pacific Islander
5	White

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 1: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

HELP FOR CODE 2: Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Laos, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

HELP FOR CODE 4: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, the Marianas, Tonga, Fiji, the Marshall Islands, or other Pacific Islands.

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

---

## C5

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

### QUESTION TEXT:

Question "What is the highest level of education you have completed?"

### CODES

1	Did not complete high school	C9
2	High school diploma or equivalent/GED	C9
3	Some college or technical or vocational school	C9
4	Associate's degree	
5	Bachelor's degree	
6	Master's degree	
7	An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)	

---

## C6a

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY C6a-c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "What is the name of the college or university where you earned your highest degree?"

### ENTER TEXT

Length

100

---

## C6b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY C6a-c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "City:"

### ENTER TEXT

Length

50

---

## C6c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring kindergarten

### DISPLAY INSTRUCTIONS:

DISPLAY C6a-c ON THE SAME SCREEN.

### QUESTION TEXT:

Question "State:"

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

### PROGRAMMER INSTRUCTIONS:

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

---

## Box 35b

Round: Fall Kindergarten Field Test

IF C5 =4, GO TO C9. ELSE GO TO C7.

---

**C7**

Copyright: No

Round: Fall Kindergarten Field Test

**QUESTION TEXT:**

Question "What was your undergraduate major field(s) of study?"

InstResp "Select all that apply"

**CODES****Code All That Apply**

- |   |                                                                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Early childhood education                                                                                                                                                        |
| 2 | Elementary education                                                                                                                                                             |
| 3 | Special education                                                                                                                                                                |
| 4 | Other education-related major (such as reading/literacy education, math education, secondary education, educational psychology, education administration, music education, etc.) |
| 5 | Non-educational major (such as History, English, etc.)                                                                                                                           |
| 6 | None of the above                                                                                                                                                                |

---

**Box 36**

Copyright: No

Round: Fall Kindergarten Field Test

**QUESTION TEXT:**

IF C5 =5, GO TO C9, ELSE GO TO C8.

---

## C8

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

Question "What was the major field(s) of study of your highest level graduate degree."

### CODES

- |   |                                                                                                                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Early childhood education                                                                                                                  |
| 2 | Elementary education                                                                                                                       |
| 3 | Special education                                                                                                                          |
| 4 | Other education-related major (such as<br>secondary education, educational psychology,<br>education administration, music education, etc.) |
| 5 | Non-educational major (such as History, English,<br>etc.)                                                                                  |

---

## C9

Copyright: No

Round: Fall Kindergarten Field Test

### QUESTION TEXT:

Question "Have you ever taken a college course in the following areas?"

InstResp "Select all that apply"

<b>CODES</b>	<b>Code All That Apply</b>
1	Early childhood education
2	Elementary education
3	Special education
4	English as a Second Language (ESL) or teaching English language learners
5	Child development
6	Methods of teaching reading/language arts
7	Methods of teaching mathematics
8	Methods of teaching science
9	Classroom management
10	None of the above

### PROGRAMMER INSTRUCTIONS:

BOLD "ESL Instruction" and "English language learner (ELL)" THE FIRST TIME THEY APPEAR IN HELP TEXT.

HELP FOR CODE 4: ESL Instruction: A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

C10

Copyright: No

Round: Fall Kindergarten Field Test

QUESTION TEXT:

Question “Which of the following describes the teaching certificate you currently hold in {state}?”

CODES

- |   |                                                                                                                                           |     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1 | Regular or standard state certificate or advanced professional certificate                                                                |     |
| 2 | Certificate issued after satisfying all requirements except the completion of a probationary period                                       |     |
| 3 | Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained |     |
| 4 | Certificate issued to persons who must complete a certification program in order to continue teaching                                     |     |
| 5 | I do not hold any of the above certifications in {state}.                                                                                 | C13 |

PROGRAMMER INSTRUCTIONS:

SK GOES TO C13.

---

**C11**

Copyright: No

Round: Fall Kindergarten Field Test

**QUESTION TEXT:**

Question "In what areas are you certified?"

InstResp "Select all that apply."

<b>CODES</b>	<b>Code All That Apply</b>
1	Elementary education
2	Early childhood education
3	Special education
4	English as a Second Language (ESL) or instruction for English language learners (ELL)
5	I don't currently hold a teaching certificate in {state}
91	Other (Please specify):

**PROGRAMMER INSTRUCTIONS:**

BOLD "English language learner (ELL)" and "ESL Instruction" THE FIRST TIME THEY APPEAR IN HELP TEXT.

HELP FOR CODE 4: English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

HELP FOR CODE 4: ESL Instruction: A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

---

**Box 36c**

Round: Fall Kindergarten Field Test

IF QUESTION C11 = 91, GO TO C11OS. ELSE, GO TO C12a.

---

**C110S**

Copyright: No

Round: Fall Kindergarten Field Test

**DISPLAY INSTRUCTIONS:**

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**ENTER TEXT**

Length

100

---

**C12a**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New item created by Westat

**QUESTION TEXT:**

Question: "Which of the following best describes the type of educator preparation program you participated in while earning your current or initial certification?  
Initial Certification"

**CODES**

- |   |                                                                        |
|---|------------------------------------------------------------------------|
| 1 | Traditional four-year program based an institution of higher education |
| 2 | Alternative program based at an institution of higher education        |
| 3 | Alternative program not based at an institution of higher education    |
| 4 | Other preparation program                                              |

---

**C12b**

Copyright: No  
Round: Fall Kindergarten Field Test  
Source: ECLS-K:2011 fall kindergarten

**QUESTION TEXT:**

Question "Current certification"

**CODES**

- |   |                                                                        |
|---|------------------------------------------------------------------------|
| 1 | Traditional four-year program based an institution of higher education |
| 2 | Alternative program based at an institution of higher education        |
| 3 | Alternative program not based at an institution of higher education    |
| 4 | Other preparation program                                              |

---

**C13**

Copyright: No  
Round: Fall Kindergarten Field Test  
Source: Created by Westat

**QUESTION TEXT:**

Question "Have you taken the exam for National Board for Professional Teaching Standards certification?"

**CODES**

- |   |     |     |
|---|-----|-----|
| 1 | Yes |     |
| 2 | No  | C15 |

**PROGRAMMER INSTRUCTIONS:**

SK skips to C15.

C14

Copyright: No  
Round: Fall Kindergarten Field Test  
Source: Created by Westat

QUESTION TEXT:

Question "What was the result of your National Board for Professional Teaching Standards exam?"

CODES

- 1 Awaiting test results
- 2 Passed
- 3 Have not yet passed

C15

Copyright: No  
Round: Fall Kindergarten Field Test  
Source: ECLS-K:2011 fall kindergarten

QUESTION TEXT:

Question "Counting this school year, how many years have you taught in your current school, including part-time teaching?"  
  
InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1."  
  
Watermark: "Enter years"

ENTER NUMBER

Range	0 to 80
Soft Range	0 to 50

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C15}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C16

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 fall kindergarten

### QUESTION TEXT:

Question "Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time?"

InstResp "Enter the number of years to the nearest full school year. If this is your first year, enter "1.""

Watermark: "Enter years"

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C16}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

RESPONSE FIELD SHOULD HAVE TWO DIGITS PRIOR TO A DECIMAL POINT, FOLLOWED BY ONE DIGIT AFTER THE DECIMAL.

### QUESTION TEXT:

Question: "Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part-time?"

InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5). If this is your first year teaching, enter "1.0". Enter "0.0" if you have never taught the grade or program listed."

"Preschool"

Watermark: "Enter years"

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17a}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?”

InstResp “Enter the number of years to the nearest full school year. If this is your first year teaching, enter “1”. Enter “0” if you have never taught the grade or program listed.”

“Kindergarten”

Watermark: “Enter years”

### ENTER NUMBER

Range	0 to 80
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17b}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “First grade”

Watermark “Enter years”

### ENTER NUMBER

Range	0 to 80
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17c}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17d

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Second grade”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17d}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17e

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Third grade”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17e}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Fourth grade”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17f}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17g

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Fifth grade”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17g}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Sixth grade or higher”

Watermark “Enter years”

### ENTER NUMBER

Range	0 to 80
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17h}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17i

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “English as a Second Language (ESL), bilingual education, and/or dual language program”

Watermark “Enter years”

### ENTER NUMBER

Range	0 to 80
Soft Range	0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17i}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17j

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Special education program”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17j}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17k

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Program for gifted children”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17k}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17l

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Art or music program”

Watermark “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17l}. Are you sure this is correct? When it is correct, select Next to continue."

---

## C17m

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade

### DISPLAY INSTRUCTIONS:

DISPLAY ALL ITEMS C17a – m ON ONE SCREEN IN A GRID.

### QUESTION TEXT:

Question “Physical education program”

Watermark: “Enter years”

### ENTER NUMBER

Range 0 to 80

Soft Range 0 to 50

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT C17m}. Are you sure this is correct? When it is correct, select Next to continue."

---

**C18**

Copyright: No

Round: Fall Kindergarten Field Test

Source: Modified from SASS to include related service providers

**QUESTION TEXT:**

Question "How long do you plan to continue to teach?"

**CODES**

- |   |                                                                        |
|---|------------------------------------------------------------------------|
| 1 | As long as I am able                                                   |
| 2 | Until I am eligible for retirement benefits from this job              |
| 3 | Until I am eligible for retirement benefits from a previous job        |
| 4 | Until I am eligible for Social Security benefits                       |
| 5 | Until a specific life event occurs (for example, parenthood, marriage) |
| 6 | Until a more desirable job opportunity comes along                     |
| 7 | Definitely plan to leave as soon as I can                              |
| 8 | Undecided at this time                                                 |

---

**C19**

Copyright: No

Round: Fall Kindergarten Field Test

Source: New item.

**QUESTION TEXT:**

Question "Thank you very much for answering these questions and taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete this survey and then check to see if there are any more surveys assigned to you."

**PROGRAMMER INSTRUCTIONS:**

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

# **Child-Level Teacher Survey**

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## Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section	INC	[Introduction]	Sequence: 0
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### Grid Spec

[(all sections)]

#### 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. ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THERE IS A BREAK OFF OR TIMEOUT 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.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE VERTICALLY ALIGNED TO THE BOTTOM OF THE ROW UNLESS THE RESPONSE OPTION HAS A NUMBER/SCALE AND THE NUMBERS SHOULD BE TOP ALIGNED.

---

## Spec Skip

|(all sections)

### 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 take another look at the question and provide an answer. Select a choice below 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.

---

## Soft Edit

|(all sections)

### 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.

---

## OS Spec

[(all sections)]

### 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).

---

## Child Name

[(all sections)]

### SPECIFICATION FOR CHILD'S NAME:

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}".

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.

---

## Footer

|Footer for First Question in the Survey

### SPECIFICATION FOR FOOTER FOR FIRST QUESTION IN THE SURVEY:

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:  
“We recommend using a desktop or laptop computer to complete the survey. For the best experience, use Chrome, Edge, Safari, or Firefox. If you need to stop the survey before finishing and return at a later time, please select "Save and exit." This will save your responses and keep them secure.”

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION ARC (Academic Rating Scale).

---

# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall K - Form TQCFK-FT

Section      ARC                      [Academic Rating Scale]                      Sequence: 1

---

## ARCo01a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web.

### DISPLAY INSTRUCTIONS:

DISPLAY QUESTION TEXT WITHOUT BOLD, EXCEPT AS NOTED.

DISPLAY "current" IN UNDERLINED TEXT.

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

### QUESTION TEXT:

Question "We would like for you to rate {CHILD}'s current skills, knowledge, and behaviors within language and literacy, science, and mathematical thinking based on your experience with {him/her}. If you are not {CHILD}'s primary teacher in any of these areas, you may want to consult with the person most familiar with {CHILD}'s progress in the area when completing the scales.

- This is NOT a test and should NOT be administered directly to the child.
- Examples are meant to help you think of the range of situations in which the child may demonstrate the identified skills and behaviors. These examples do not exhaust all the ways the child may demonstrate what he/she knows or can do. The examples do, however, indicate a level of proficiency a child should have reached in order to receive the highest ratings. Some of these examples describe a very high level of performance (beyond typical students) in order to evaluate achievement levels of the highest performing students.
- Rate {CHILD} compared to other children of the same age level. Please consider the full range of ratings when answering.

Please press the Next button to continue."

---

## ARCo01b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten; Shortened and reformatted for web.

### DISPLAY INSTRUCTIONS:

DISPLAY QUESTION TEXT WITHOUT BOLD, EXCEPT AS NOTED.

DISPLAY “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.

### QUESTION TEXT:

Question “The following five-point scale is used for each of the questions. It reflects the degree to which a child has acquired and demonstrated the targeted skills, knowledge, and behaviors. Please review the definitions before navigating to the next page. These definitions are also available next to each question via clicking the blue “i” icon.

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.”

---

## ARCo05a

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, during a class discussion, can express an idea or a personal opinion on a topic and the reasons behind the opinion.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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."

### CODES

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

### PROGRAMMER INSTRUCTIONS:

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing

regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

---

## ARCo05b

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}'s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

---

## ARCo05c

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Uses correct endings on verbs and nouns when speaking – for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

---

## ARCo05d

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Uses morphemes to figure out the meanings of words – for example, knows that “–s” means “more than 1” as in “trucks”; “–er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05e

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.””

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #1, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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?” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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?”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05g

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #2, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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. ” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

## ARCo05h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #3, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Easily and quickly names all upper- and lower-case letters of the alphabet.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05i

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #4, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “by using the pictures and storyline for clues.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05j

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #5, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, reads books with a repetitive language pattern” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05k

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #7, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First... LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

## ARCo05I

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #8, child-level teacher questionnaire; not in ECLS-K.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

DO NOT BOLD “– for example, by writing about a personal experience in a journal.” IN THE QUESTION TEXT.

### QUESTION TEXT:

Question “Composes simple stories – for example, by writing about a personal experience in a journal.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05m

Copyright: No

Round: Fall Kindergarten Field Test

Source: New, adapted from Common Core Writing standards for kindergarten and first grade; informative/explanatory text.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo05n

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #9, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

## ARCo05o

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo05a-e, f-j, k-o ON SEPARATE SCREENS IN 3 GRIDS. FOR THE GRID WITH ARCo05a-e, DISPLAY “First...LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRIDS WITH ARCo05f-j and k-o, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in LANGUAGE AND LITERACY.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10a

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #10, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Next, please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.

{CHILD}...

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #11, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #12, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl." IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10d

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, directly compares the heights of two children and describes one child as taller/shorter.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10e

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #13, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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).”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10f

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011, fall kindergarten ARS #14, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, records or describes the properties of common objects verbally or through drawings or graphs.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10g

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, asks how rocks are formed or why it is warmer in the daytime than at night.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10h

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo10i

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows if {he/she} pushes a ball harder, it will go faster.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo10a-e and f-i ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo10a-e, DISPLAY “Next... SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo10f-i, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in SCIENCE.” AND “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15a

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Based on CRP discussion; also adapted from kindergarten Common Core standards (K.CC.A.2).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15b

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 kindergarten ARS #19 (fall)/#11 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “–for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest or musical instruments from softest to loudest.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15c

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 kindergarten ARS item #20 (fall)/ #12 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, knows that a group of ten small stones is the same quantity as a group of ten larger blocks.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15d

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Adapted from kindergarten Common Core standards (K.CC.B.4a).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARCo15e

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Adapted from kindergarten Common Core standards (K.OA.A.4).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “(for example, by using objects or drawings) ... (for example,  $3 + \_ = 10$  and  $4 + \_ = 10$ ).” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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  $4 + \_ = 10$ ).”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15f

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Adapted from kindergarten Common Core standards (K.NBT.A.1).

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “(for example, by using objects or drawings)” AND “(for example,  $18 = 10 + 8$ )” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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,  $18 = 10 + 8$ ).”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

---

## ARCo15g

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 kindergarten ARS item #21 (fall)/ #13 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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?”” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question “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?””

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been

introduced in classroom setting.

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## ARCo15h

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 kindergarten ARS #22 (fall)/#14 (spring), child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– 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.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15i

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Based on CRP discussion; Adapted from ECLS-K:2011 spring first grade ARS #23, child-level teacher questionnaire.

### DISPLAY INSTRUCTIONS:

DO NOT BOLD “– for example, uses a paperclip or a pencil to measure a desk and specifies the length in terms of those units.” IN THE QUESTION TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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.”

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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## ARCo15j

Copyright: No

Round: Fall Kindergarten Field Test

Source: New. Adapted from kindergarten Common Core standards (K.G.A.2).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ARCo15a-e and f-j ON SEPARATE SCREENS IN TWO GRIDS. FOR THE GRID WITH ARCo15a-e, DISPLAY “Now... THINKING.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR THE GRID WITH ARCo15f-j, DISPLAY “Please rate {CHILD}’s current skills, knowledge, and behaviors in MATHEMATICAL THINKING.” And “{CHILD}...” AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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

### CODES

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

### PROGRAMMER INSTRUCTIONS:

BOLD “Not yet”, “Beginning”, “In progress”, “Intermediate”, “Proficient” AND “Not applicable or Skill not yet taught” IN HELP TEXT.

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: {CHILD} has not yet demonstrated skill, knowledge, or behavior.

HELP FOR CODE 2: Beginning: {CHILD} is just beginning to demonstrate skill, knowledge, or behavior but does so very inconsistently.

HELP FOR CODE 3: In progress: {CHILD} demonstrates skill, knowledge, or behavior with some regularity but varies in level of competence.

HELP FOR CODE 4: Intermediate: {CHILD} demonstrates skill, knowledge, or behavior with increasing regularity and average competence but is not completely proficient.

HELP FOR CODE 5: Proficient: {CHILD} demonstrates skill, knowledge, or behavior competently and consistently.

HELP FOR CODE 6: Not applicable or Skill not yet taught: Skill, knowledge, or behavior has not been introduced in classroom setting.

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**Box 1**

Round: Fall Kindergarten Field Test

GO TO SECTION ELC (Early Language Skills).

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## Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section ELC [Early Language Skills]

Sequence: 2

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### ELC005

Copyright: No

Round: Fall Kindergarten Field Test

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.

#### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

UNDERLINE “early language skills in English” IN QUESTION TEXT IN ALL GRIDS.

#### QUESTION TEXT:

Question “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.

{CHILD}...

Recalls and communicates personal experiences {he/she} has had to peers in a logical way.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

#### CODES

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

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## ELC010

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Answers questions that are not just an explicit recall of facts but that require some higher-level thinking."

### CODES

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

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## ELC015

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Is a good listener in conversations with peers.”

### CODES

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

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## ELC020

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses a varied vocabulary in spoken language.”

### CODES

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

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## ELC025

Copyright: No

Round: Fall Kindergarten Field Test

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. Modified to match preschool parent; “asked of him/her” deleted; original was “in a thoughtful logical way”. 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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Responds to questions in a thoughtful way that makes sense.”

### CODES

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

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## ELCo30

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations 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.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses grammatically correct sentences when speaking.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

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

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## ELC035

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

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

### CODES

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

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## ELCo40

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses correct endings on verbs and nouns when speaking – for example, says “dog plays” and “dogs play” or uses present tense (“she runs” or “she is running”) and past tense correctly for both regular and irregular verbs (“he walks” and “he walked”; “I run” and “I ran”).”

### CODES

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

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## ELCo45

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Asks on-topic questions that are relevant to the discussion in the classroom."

### CODES

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

---

## ELC050

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses complex sentences with two or more clauses of various types (for example, independent, dependent) in spoken language, rather than using only simple, short sentences with a subject and a verb.”

### CODES

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

---

## ELC055

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Is a good listener in conversations with adults.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

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

---

## ELCo60

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Instructs peers in tasks which need to be done in a certain order.”

### CODES

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

---

## ELCo65

Copyright: No

Round: Fall Kindergarten Field Test

Source: New, based on CRP comments.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses academic language learned in the classroom when speaking.”

### CODES

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

---

## ELCo70

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations 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.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses language effectively to initiate appropriate interactions with other children.”

### CODES

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

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## ELCo75

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

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

### CODES

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

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## ELCo8o

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Uses evidence from a text or word problem to support {his/her} answer."

InstResp "Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine."

### CODES

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

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## ELCo85

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “to figure out the meanings of words” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Uses morphemes to figure out the meanings of words – for example, knows that “-s” means “more than 1” as in “trucks”; “-er” means a “person who” as in “farmer” and “painter”; “un” means “not” as in “unlike” and “unfriendly”; or “re” means “again” as in “reread” and “replay.””

### CODES

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

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## ELC090

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking.”

### CODES

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

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## ELC095

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Asks questions about information which is unclear to {him/her}.”

### CODES

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

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## ELC100

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations 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.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Shows understanding of spoken instructions and daily conversations.”

### CODES

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

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## ELC105

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Tries out new words (for example, heard in stories or from teacher) when speaking.”

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

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

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## ELC110

Copyright: No

Round: Fall Kindergarten Field Test

Source: Adapted from the Functional Language Scale, from Karen Bierman. Original item is “The child’s understanding of spoken instructions and daily conversations 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.”

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses language effectively to initiate appropriate interactions with adults.”

### CODES

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

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## ELC115

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Relates and communicates personal experiences in a logical way or “in a way that makes sense.””

### CODES

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

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## ELC120

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Uses descriptive vocabulary such as adjectives and/or adverbs when speaking to provide detail.”

### CODES

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

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## ELC125

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted.”

### CODES

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

---

## ELC130

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

DISPLAY “to decode new words” IN UNDERLINE TEXT.

### QUESTION TEXT:

Question “Uses morphemes to decode new words – for example, decodes “jellyfish” by recognizing it is made up of two familiar words “jelly” and “fish” or decodes “preheat” as “pre” and “heat” and “fearless” as “fear” and “less.””

InstResp “Think about your experience with {CHILD} at school. Select the response option that best indicates how often {CHILD} exhibits the following early language skills when at school. Your best guess is fine.”

### CODES

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

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## ELC135

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Maintains a conversation with others that has at least three conversational turns focused on a single topic."

### CODES

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

---

## ELC140

Copyright: No

Round: Fall Kindergarten Field Test

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

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY "For this set of questions, please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY "Please focus on {CHILD}'s early language skills in English based on your experience with {CHILD} at school." AND "{CHILD}..." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Actively contributes within a classroom discussion."

### CODES

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

---

## ELC145

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS ELC005-ELC025, ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145 ON SEPARATE SCREENS IN 6 GRIDS. FOR GRID ELC005-ELC025, DISPLAY “For this set of questions, please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID. FOR GRIDS ELC030-ELC050, ELC055-ELC075, ELC080-ELC100, ELC105-ELC125, AND ELC130-ELC145, DISPLAY “Please focus on {CHILD}’s early language skills in English based on your experience with {CHILD} at school.” AND “{CHILD}...” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Finds meaningful units in words such as prefixes, suffixes, and base words.”

### CODES

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

---

## ELC200

Copyright: No

Round: Fall Kindergarten Field Test

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.”

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

DISPLAY “ordered below from lowest to highest” AND “highest level” IN UNDERLINED TEXT.

### QUESTION TEXT:

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.”

### CODES

- |    |                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------|
| 1  | Scribbling                                                                                                 |
| 2  | Drawing a picture                                                                                          |
| 3  | Can copy {his/her} name                                                                                    |
| 4  | Can copy sentences from the board                                                                          |
| 5  | Write {his/her} name without copying                                                                       |
| 6  | Can write most letters when asked to write the letter                                                      |
| 7  | Write initial sounds for many words                                                                        |
| 8  | Write simple 2-4 letter words with invented spelling                                                       |
| 9  | Write multi-syllabic words with invented spelling with most sounds represented                             |
| 10 | Compose and write a full sentence with invented spelling with most sounds represented                      |
| 11 | Compose and write 2 or more consecutive full sentences with invented spelling with most sounds represented |
| 91 | Other (Please specify):                                                                                    |

### PROGRAMMER INSTRUCTIONS:

HELP FOR CODE 91: Please click NEXT to write in your reply on the next screen.

---

## Box 1

Round: Fall Kindergarten Field Test

IF ELC200 IS 91, GO TO QUESTION ELC200OS. ELSE GO TO ELC205.

---

## ELC200OS

Copyright: No

Round: Fall Kindergarten Field Test

### DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

### ENTER TEXT

Length

200

---

## ELC205

Copyright: No

Round: Fall Kindergarten Field Test

Source: New, based on CRP comments.

### QUESTION TEXT:

Question "How much does {CHILD} enjoy writing?"

### CODES

- |   |              |
|---|--------------|
| 1 | Not at all   |
| 2 | A little bit |
| 3 | Somewhat     |
| 4 | Quite a bit  |
| 5 | Very much    |

---

**Box 2**

Round: Fall Kindergarten Field Test

GO TO SECTION 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: SSC001, SSC002, SSC003, SSC004, SSC005, SSC007, SSC010, SSC011, SSC013, SSC017, SSC018, SSC019, SSC020, SSC021, SSC022.

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.

# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      SSC      [Social Skills and Approaches-to-Learning]      Sequence: 3

## SSC001

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

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.

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

### PROGRAMMER INSTRUCTIONS:

BOLD “Never”, “Sometimes”, “Often”, “Very often”, AND “No opportunity to observe” IN HELP TEXT for CODES 1-5.

HELP FOR CODE 1: Never: {CHILD} never exhibits this behavior.

HELP FOR CODE 2: Sometimes: {CHILD} exhibits this behavior occasionally or sometimes.

HELP FOR CODE 3: Often: {CHILD} exhibits this behavior regularly but not all the time.

HELP FOR CODE 4: Very often: {CHILD} exhibits this behavior most of the time.

HELP FOR CODE 5: No opportunity to observe: No opportunity to observe this behavior.

---

## SSC002

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC003

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC004

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC005

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "████████████████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC006

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006 SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Keeps belongings organized."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC007

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #68; 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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "████████████████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC008

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “Shows eagerness to learn new things.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC009

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “Works independently.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC010

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC011

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC012

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “Easily adapts to changes in routines.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC013

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC014

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "Persists in completing tasks."

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC015

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “Pays attention well.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

## SSC016

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Approaches to Learning items in the Social Skills section of the child-level teacher questionnaire

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “Follows classroom rules.”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC017

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS), #61; This SSIS externalizing problem behavior item was added to the externalizing 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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question " [REDACTED] "

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC018

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS) #69; This SSIS externalizing problem behavior item was added to the externalizing items used 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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "████████████████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC019

Copyright: Yes

Round: Fall Kindergarten Field Test

Source: Social Skills Improvement System (SSIS) #62; 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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC020

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "████████████████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC021

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY "during the past month or two" IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question "██████████"

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## SSC022

Copyright: No

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSC001-SSC005, SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022 ON SEPARATE SCREENS IN FIVE GRIDS. FOR THE GRID WITH SSC001-SSC005, 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.” AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSC006-SSC010, SSC011-SSC014, SSC015-SSC018, SSC019-SSC022, 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 EACH GRID.

DISPLAY “during the past month or two” IN UNDERLINED TEXT IN ALL GRIDS.

### QUESTION TEXT:

Question “XXXXXXXXXXXXXXXXXXXX”

### CODES

- |   |                           |
|---|---------------------------|
| 1 | Never                     |
| 2 | Sometimes                 |
| 3 | Often                     |
| 4 | Very often                |
| 5 | No opportunity to observe |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION BRC (Classroom Behavioral Regulation).

---

## Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      BRC      [Classroom Behavioral Regulation]

---

Sequence: 4

### BRC001

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

#### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

#### QUESTION TEXT:

Question “Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described.

Observes rules and follows directions without requiring repeated reminders.”

#### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC002

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about...described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC003

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about...described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Completes tasks successfully.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC004

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Attempts new challenging tasks."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC005

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about... described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Concentrates when working on a task; is not easily distracted by surrounding activities."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC006

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Responds to instructions and then begins an appropriate task without being reminded.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC007

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Takes time to do {his/her} best on a task.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRCoo8

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRCoo1-BRCoo5, BRCoo6-BRCoo10 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Finds and organizes materials and works in an appropriate place when activities are initiated.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRCoo9

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRCoo1-BRCoo5, BRCoo6-BRCoo10 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY “Now we would like you to think about... described.” AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question “Sees own errors in a task and corrects them.”

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## BRC010

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

Source: Bronson, M. B., Goodson, B. D., Layzer, J. I., and Love, J. (1990). Child Behavior Rating Scale. Cambridge, MA: Abt Associates. Adapted and used with permission.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS BRC001-BRC005, BRC006-BRC010 ON SEPARATE SCREENS IN TWO GRIDS. FOR ALL GRIDS, DISPLAY "Now we would like you to think about...described." AT THE TOP OF THE GRID.

### QUESTION TEXT:

Question "Returns to unfinished tasks after interruption."

### CODES

- |   |                    |
|---|--------------------|
| 1 | Never              |
| 2 | Rarely             |
| 3 | Sometimes          |
| 4 | Frequently/Usually |
| 5 | Always             |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION CBC (Classroom Behaviors).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      CBC      [Classroom Behaviors]

Sequence: 5

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## CBC001

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Transition text added: "For this set of items."; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

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."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC002

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Will move from one task to another without completing any of them."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC003

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "When drawing or coloring in a book, shows strong concentration."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC004

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC005

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Is easily distracted when listening to a story."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC006

Copyright: No

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Sometimes becomes absorbed in a picture book and looks at it for a long time."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC007

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Can wait before entering into new activities if {he/she} is asked to."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC008

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Plans for new activities or changes in routine to make sure {he/she} has what will be needed."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC009

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Has trouble sitting still when {he/she} is told to (story time, etc.)."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBCo10

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBCo01-CBCo04, CBCo05-CBCo08, CBCo09-CBCo12 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Is good at following instructions."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBCo11

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBCo01-CBCo04, CBCo05-CBCo08, CBCo09-CBCo12 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Approaches places that {he/she} thinks might be "risky" slowly and cautiously."

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## CBC012

Copyright: Yes

Round: Fall Kindergarten Field Test

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; Items contributing to the Attention Focusing and Inhibitory Control scales come from the Children's Behavior Questionnaire (CBQ) (Putnam and Rothbart 2006); Used in the ECLS-K:2011 (fall kindergarten, spring kindergarten, spring first grade).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS CBC001-CBC004, CBC005-CBC008, CBC009-CBC012 ON SEPARATE SCREENS IN THREE GRIDS. FOR ALL GRIDS, DISPLAY "For this set... "not applicable."" AT THE TOP OF THE GRID.

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.

### QUESTION TEXT:

Question "Can easily stop an activity when {he/she} is told "no.""

### CODES

- |   |                         |
|---|-------------------------|
| 1 | Extremely untrue        |
| 2 | Quite untrue            |
| 3 | Slightly untrue         |
| 4 | Neither true nor untrue |
| 5 | Slightly true           |
| 6 | Quite true              |
| 7 | Extremely true          |
| 8 | Not applicable          |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION SLC (School Liking and Avoidance).

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# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      SLC      [School Liking and Avoidance]

Sequence: 6

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## SLC001

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "Please indicate how often each of these items applies to {CHILD}.

Likes to come to school."

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC002

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Dislikes school.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC003

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Has fun at school.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC004

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Likes being in school.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC005

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Seems unhappy in school.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC006

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Enjoys most classroom activities.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## SLC007

Copyright: No, but other special handling

Round: Fall Kindergarten Field Test

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).

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SLC001-SLC004 AND SLC005-SLC007 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “Groans or complains about suggested activities.”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION SPC (Strategic Planning).

## **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.

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## Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      SPC      [Strategic Planning]

Sequence: 7

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### SPC001

Copyright: Yes

Round: Fall Kindergarten Field Test

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."

#### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

#### QUESTION TEXT:

Question "Please read the statements below and indicate how often each applies to {CHILD}'s behaviors observed across the past month.

\_\_\_\_\_

\_\_\_\_\_ "

#### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC002

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question " [REDACTED] "

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC003

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question " [REDACTED] "

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC004

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question "\_\_\_\_\_"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC005

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question "\_\_\_\_\_"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC006

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question " [REDACTED] "

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC007

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question " [REDACTED] "

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC008

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question "\_\_\_\_\_"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC009

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question "\_\_\_\_\_  
\_\_\_\_\_"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## SPC010

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SPC001-SPC005 AND SPC006-SPC010 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.

### QUESTION TEXT:

Question "\_\_\_\_\_"

### CODES

- |   |                      |
|---|----------------------|
| 1 | Does not apply       |
| 2 | Sometimes applies    |
| 3 | Consistently applies |

---

## Box 1

Round: Fall Kindergarten Field Test

GO TO SECTION 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.

# Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section PRC [Peer Relationships]

Sequence: 8

## PRC001

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "Please indicate how often each of these items applies to {CHILD}, particularly in the context of {his/her} behavior with peers.

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC002

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC003

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD “Doesn’t apply” AND DISPLAY “Seldom displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “XXXXXXXXXX”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC004

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

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DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT 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” IN A SMALLER FONT 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.”

### QUESTION TEXT:

Question “XXXXXXXXXX”

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn’t apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC005

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

---

## PRC006

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |

Copyright: Yes

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.

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 2: BOLD “Sometimes applies” AND DISPLAY “Occasionally displays this behavior” IN A SMALLER FONT 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.”

**QUESTION TEXT:**

Question "\_\_\_\_\_"

1	Doesn't apply	Seldom displays this behavior
2	Sometimes applies	Occasionally displays this behavior
3	Certainly applies	Often displays this behavior

---

## PRC008

Copyright: Yes

Round: Fall Kindergarten Field Test

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.

### DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS PRC001-PRC005 AND PRC006-PRC009 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.

DISPLAY FOR CODE 1: BOLD "Doesn't apply" AND DISPLAY "Seldom displays this behavior" IN A SMALLER FONT 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" IN A SMALLER FONT 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" IN A SMALLER FONT 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."

### QUESTION TEXT:

Question "[REDACTED]"

### CODES

- |   |                                                       |
|---|-------------------------------------------------------|
| 1 | Doesn't apply Seldom displays this behavior           |
| 2 | Sometimes applies Occasionally displays this behavior |
| 3 | Certainly applies Often displays this behavior        |



---

## Early Childhood Longitudinal Study Teacher Survey (Child-level) Fall 2021 - Form TQCFK-FT

Section      SIC      [Student Information]      Sequence: 9

---

### SIC001

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q1).

#### QUESTION TEXT:

Question "In what type of program is {CHILD} enrolled?"

#### CODES

- |   |                            |
|---|----------------------------|
| 1 | Full-day program           |
| 2 | Morning part-day program   |
| 3 | Afternoon part-day program |

#### PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

---

### SIC002

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information Q2) (Updated for 2023, 'Third year in kindergarten' response option added.).

#### QUESTION TEXT:

Question "Is the 2021-22 school year {CHILD}'s ...?"

InstResp "Kindergarten includes regular kindergarten, transitional (or readiness) kindergarten, and transitional first (or pre-first) grade."

#### CODES

- |   |                                    |
|---|------------------------------------|
| 1 | First year in kindergarten         |
| 2 | Second year in kindergarten        |
| 3 | Third year or more in kindergarten |

#### PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE.

---

## SIC003

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Fall Kindergarten Classroom Teacher, Child-level Questionnaire (Student Information, Q3).

### QUESTION TEXT:

Question “How often does {CHILD} wear eye glasses or contact lenses in the classroom?”

### CODES

- |   |         |
|---|---------|
| 1 | Never   |
| 2 | Seldom  |
| 3 | Usually |
| 4 | Always  |

---

## SIC004

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (D16).

### DISPLAY INSTRUCTIONS:

DISPLAY “reading” IN UNDERLINED TEXT.

### QUESTION TEXT:

Question “How many instructional groups based on achievement or ability levels in reading do you currently have in {CHILD}’s class?”

### CODES

- |   |                                               |        |
|---|-----------------------------------------------|--------|
| 1 | I do not use instructional groups for reading | SIC006 |
| 2 | Two                                           |        |
| 3 | Three                                         |        |
| 4 | Four                                          |        |
| 5 | Five or more                                  |        |

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC006.

USE TEACHER SURVEY PROBE.

---

## SIC005

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring 2016 Reading Teacher, Child-level Questionnaire (Student Information, D17).

### QUESTION TEXT:

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."

### ENTER NUMBER

Range	1 to 10
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC005}. Are you sure this is correct? When it is correct, select Next to continue."

---

## SIC006

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A9).

### DISPLAY INSTRUCTIONS:

DISPLAY "mathematics" IN UNDERLINED TEXT.

### QUESTION TEXT:

Question "How many instructional groups based on achievement or ability levels in mathematics do you currently have in {CHILD}'s class?"

### CODES

1	I do not use instructional groups for mathematics	SIC008
2	Two	
3	Three	
4	Four	
5	Five or more	

### PROGRAMMER INSTRUCTIONS:

SK SKIPS TO SIC008.

USE TEACHER SURVEY PROBE.

---

## SIC007

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Spring 2016 Math Teacher, Child-level Questionnaire (Student Information, A10).

### QUESTION TEXT:

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."

### ENTER NUMBER

Range	1 to 10
Soft Range	1 to 5

### PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT SIC007}. Are you sure this is correct? When it is correct, select Next to continue."

---

## SIC008

Copyright: No

Round: Fall Kindergarten Field Test

Source: ECLS-K:2011 Third Grade Classroom Teacher, Child-level Questionnaire (Q E22).

### QUESTION TEXT:

Question "Are you {CHILD}'s primary teacher in the following subject areas?"

InstResp "Select all that apply."

### CODES

#### Code All That Apply

- |   |                       |
|---|-----------------------|
| 1 | Reading/Language Arts |
| 2 | Mathematics           |
| 3 | Science               |
| 4 | Social Studies        |

### PROGRAMMER INSTRUCTIONS:

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.

---

## SIC009

Copyright: No

Round: Fall Kindergarten Field Test

Source: New.

### QUESTION TEXT:

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."

### PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

---

## Box 1

Round: Fall Kindergarten Field Test

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.