

**Early Childhood Longitudinal Study,
Kindergarten Class of 2021-22
(ECLS-K:2021)**

**Kindergarten and First-Grade Field Test Data
Collection, National Sampling, and National
Recruitment**

OMB# 1850-0750 v.25

5HUNa YbD-4

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

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

**5i [i g2021
revised May 2022**

**Note: Some items in these surveys are copyright protected and
as such are redacted in public review copies.**

Early Childhood Longitudinal Study



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C_ID		
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Completing this survey will help us learn more about children and their experiences in different schools and classrooms.

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS staff member**. The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 16 minutes per child-level survey including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. OMB No. 1850-0750. Approval expires 02/28/2025.

**Early Childhood Longitudinal Study
Kindergarten Teacher Survey (Child Level)
Fall 2022 - Form TQCSK-FT**

INTRODUCTION

Dear Teacher,

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

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

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

THANK YOU VERY MUCH FOR YOUR HELP.

MARKING DIRECTIONS

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

MARKING BOXES

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

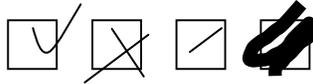
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



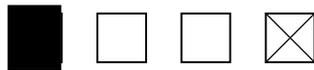
Incorrect Marks:

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



How to Change an Answer:

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



PRINTING ANSWERS IN BOXES:

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

Write one number per box like this:

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

Write words like this:

John Smith



SECTION 5: SOCIAL SKILLS AND APPROACHES-TO-LEARNING

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

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

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

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

**SECTION 6: CLASSROOM BEHAVIORAL REGULATION**

F1. Now we would like you to think about this child's behavior with other children and adults in the classroom and his or her work with materials. Select the response that best indicates the frequency this child exhibits the behavior described. MARK ONE RESPONSE ON EACH ROW.

	<u>Never</u>	<u>Rarely</u>	<u>Some- times</u>	<u>Frequently/ Usually</u>	<u>Always</u>
a. Observes rules and follows directions without requiring repeated reminders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Completes tasks successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attempts new challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Concentrates when working on a task; is not easily distracted by surrounding activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Responds to instruction and then begins an appropriate task without being reminded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Takes time to do his or her best on a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Finds and organizes materials and works in an appropriate place when activities are initiated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Sees own errors in a task and corrects them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Returns to unfinished tasks after interruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION 7: CLASSROOM BEHAVIORS

G1. For this set of items, please read each statement and decide whether it is a "true" or "untrue" description of this child's reaction to a number of situations within the past six months. If you cannot answer one of the items because you have never seen this child in that situation, then select "not applicable." MARK ONE RESPONSE ON EACH ROW.

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

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

SECTION 8: STUDENT-TEACHER RELATIONSHIP

H1. Now we would like to ask about your relationship with this child. Below is a series of statements about your relationship with him or her. For each statement, please select the category that most applies to your relationship with this child. MARK ONE RESPONSE ON EACH ROW.

		Definitely does not apply	Not really	Neutral, not sure	Applies sometimes	Definitely applies
a.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458. Used with permission.



22621

SECTION 9: SCHOOL LIKING AND AVOIDANCE

- 11. For the items below, please indicate how often each of these items applies to this child.**
MARK ONE RESPONSE ON EACH ROW.

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

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



22621

SECTION 11: PEER RELATIONSHIPS

K1. Please indicate how often each of these items applies to this child, particularly in the context of his or her behavior with peers. MARK ONE RESPONSE ON EACH ROW.

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

Source: *Child Behavior Scale* © 2010 Gary W. Ladd. Adapted and used with permission.

**SECTION 12: STUDENT INFORMATION****L1. In which grade is this child enrolled? MARK ONE RESPONSE.**

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

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

Kindergarten (Full-day program)

Kindergarten (Part-day program)

First grade or higher → **GO TO Q L3**

This is an ungraded classroom → **GO TO Q L3**

L2. Is the 2022-23 school year this child's...? MARK ONE RESPONSE.

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

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

First year in kindergarten

Second year in kindergarten

Third year or more in kindergarten

L3. How long has this child been in your classroom this school year? MARK ONE RESPONSE.

Entire school year

More than one semester but less than the entire school year

More than one quarter but less than one semester

Less than one quarter of the school year



L4. How often does this child wear eye glasses or contact lenses in the classroom? *MARK ONE RESPONSE.*

- Never
- Seldom
- Usually
- Always

L5. Please indicate the total number of times this child has been absent from your class during the current school year? *MARK ONE RESPONSE.*

- No absences
- 1 to 4 absences
- 5 to 7 absences
- 8 to 10 absences
- 11 to 19 absences
- 20 or more absences

L6. Has this child ever fallen 2 or more weeks behind in school work this year? *MARK ONE RESPONSE.*

- Yes
- No → GO TO Q L8 on page 9
- Not applicable (child has been enrolled in your class less than 2 weeks) → GO TO Q L8 on page 9

L7. Why has this child fallen behind in school work? *MARK ALL THAT APPLY.*

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



22621

L8. As of today's date, how many times have you referred this child outside of the classroom for discipline as a result of misbehavior? WRITE A NUMBER IN THE BOX BELOW. IF THE ANSWER IS ZERO, WRITE "0."

Number of times

L9. During this school year, has this child received instruction in the following types of programs in your school? MARK ALL THAT APPLY.

Gifted and talented programs include enrichment and accelerated programs.

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

L10. During this school year, has this child received instruction and/or related services in your school at any of the following times outside of the regular school day? MARK ONE RESPONSE ON EACH ROW.

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

L11. Is English this child's native language? MARK ONE RESPONSE.

- Yes → GO TO Q L17 on page 11
- No
- Don't know



22621

L12. Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency? MARK ONE RESPONSE.

Yes

No → GO TO Q L17 on page 11

Please read the following examples and definitions for help in answering question L13.

Literacy in two languages:

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

Literacy solely in English:

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

L13. Would you say the specialized language instruction this child receives is primarily a/an...? MARK ONE RESPONSE.

Program that focuses on developing student's literacy in two languages

Program that focuses on developing student's literacy solely in English

Other program (Please specify):

No specialized language program is provided to this child → GO TO Q L16 on page 11

L14. How often does this child usually receive specialized language instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

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



22621

L15. On the days when this child receives specialized language instruction, for how much time does he or she receive instruction for the following program types? MARK ONE RESPONSE ON EACH ROW.

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

L16. During this school year, how often is this child's academic instruction provided in his or her native language? MARK ONE RESPONSE.

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

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

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

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

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

L17. Does this child have an IEP/IFSP? MARK ONE RESPONSE.

- Yes
- No



22621

L18. Does this child have a 504 plan? MARK ONE RESPONSE.

Yes

No

L19. Does this child receive instruction in any of the following types of programs in your school? MARK ALL THAT APPLY.

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

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

None of the above

L20. During this school year, has this child received the following support services from your school (for example, from a school psychologist, guidance counselor, or other personnel responsible for providing other related services, including itinerant personnel)? MARK ALL THAT APPLY.

Social work services

Mental health services (for example, personal/group counseling, therapy, or psychiatric care)

Behavior management program

Service coordination/case management services

Training/counseling for their family and/or caregivers

None of the above

Other (Please specify):

L21. Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program? MARK ONE RESPONSE.

Yes

No

Don't know

Child does not participate in the school's testing or assessment program

There is no testing or assessment program at this grade level



22621

L22. During structured play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

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

L23. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

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

L24. Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for his/her current grade level? MARK ONE RESPONSE ON EACH ROW.

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



22621

L25. How many instructional groups based on achievement or ability levels in reading do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for reading → GO TO Q L27
- Two
- Three
- Four
- Five or more

L26. In which reading instructional group is this child currently placed. PLEASE USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE IN THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP IN THE BOX BELOW.

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 Instruction Group

L27. How many instructional groups based on achievement or ability levels in mathematics do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for mathematics → GO TO Q L29 on page 15
- Two
- Three
- Four
- Five or more

L28. In which mathematics instructional group is this child currently placed. PLEASE USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE IN THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP IN THE BOX BELOW.

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 Instruction Group



22621

L29. During this school year, have this child's parents/guardians participated in the following activities?
MARK ONE RESPONSE ON EACH ROW.

	<u>Yes</u>	<u>No</u>	<u>Not applicable/ Not offered</u>
a. Attended regularly-scheduled conferences at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Returned your telephone calls or emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Initiated contact with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Volunteered to help in your classroom or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L30. How involved at the school would you say this child's parents/guardians are?
MARK ONE RESPONSE.

- Not involved at all
- Somewhat involved
- Very involved
- Overly involved
- Don't know

L31. During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians for any of the following purposes? MARK ALL THAT APPLY.

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



22621

L32. Are you this child's primary teacher in the following subject areas? MARK ALL THAT APPLY.

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

Reading/Language Arts

Mathematics

Science

Social Studies

L33. Please fill in the boxes below with the date the survey was completed.

MONTH

DAY

YEAR

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

