



# Spring 2014 Teacher Questionnaire Subject Level

Prepared for the U.S. Department of Education  
National Center for Education Statistics by:

**Westat**  
**Rockville, Maryland**

Use a black or blue ball point pen to complete this questionnaire.

**RETURN THIS COMPLETED QUESTIONNAIRE IN THE SEALED TYVEK® ENVELOPE DIRECTLY TO YOUR SCHOOL COORDINATOR OR AN ECLS-K:2011 STAFF MEMBER. DO NOT MAIL THIS QUESTIONNAIRE UNLESS YOU ARE ASKED TO DO SO BY STUDY STAFF AND ARE PROVIDED WITH AN ENVELOPE FOR MAILING.**

S_ID	<input type="text"/>	T_ID	<input type="text"/>	T	<input type="text"/>

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 information collection is 1850-0750. Approval expires 12/31/2016. The time required to complete both the classroom and subject questionnaires is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information requested. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5574.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9543. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals 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. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.



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Dear Teacher,

This questionnaire is an important part of the ECLS-K:2011. The questionnaire includes questions about the instructional curriculum for each of four subjects:

- e Reading and Language Arts (Section A)
- e Mathematics (Section B)e
- e Science (Section C)e
- e Social Studies (Section D)e

**IF YOU RECEIVED THIS QUESTIONNAIRE AS PART OF A PACKAGE OF OTHER STUDY MATERIALS, PLEASE READ THE FOLLOWING:**

The children listed on the Teacher Questionnaire Instruction Sheet who are participating in the ECLS-K:2011 spend all or much of the school day in your classroom. You probably teach at least one of the above listed subjects to one or more of these children. Please complete the sections in this questionnaire that correspond to each **subject(s) you currently teach to one or more of these children.**

As indicated on the instruction sheet, if there is a subject or subjects you do not currently teach to any of the listed children, please ask another teacher **who does teach that subject to at least one of the listed children** to complete the section of questions for that subject.

**IF YOU HAVE RECEIVED THIS QUESTIONNAIRE FROM ANOTHER TEACHER, PLEASE READ THE FOLLOWING:**

Your colleague shared this questionnaire with you because **you currently teach one (or more) of the above-listed subjects to at least one of the children participating** in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. If you are not sure which student(s) they are, please ask your colleague who shared this questionnaire with you.

Please complete the sections in this questionnaire that correspond to each subject(s) your colleague has asked you to complete, and return the questionnaire to him or her when you are finished. If you have been asked to complete the same section in this questionnaire by more than one of your colleagues, **please complete that section in only one questionnaire.**

**ALL TEACHERS:**

Please record your answers directly on the questionnaire by marking the appropriate answer (as instructed on page 4) or by writing your responses in the space provided. Your best estimates are acceptable answers.

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 the relevant portion of this questionnaire as completely and accurately as possible.

The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

**THANK YOU VERY MUCH FOR YOUR HELP.**



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### MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS QUESTIONNAIRE. 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.

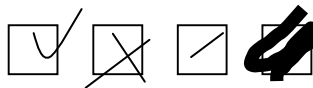
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

#### Correct Mark:



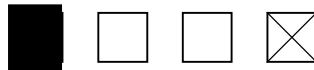
#### Incorrect Marks:

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
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Write words like this:

John Smith
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## SECTION A. READING AND LANGUAGE ARTS INSTRUCTION

- A1. From the first day of school until today, please indicate how many days each of the following **READING** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
<b>Key Ideas and Details</b>						
a. Identifying the central message, lesson, or moral of a folk tale or fable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Explaining how the central message, lesson, or moral of a story is conveyed through key details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying specific information in a text that answers questions about key details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying the main idea of an informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft and Structure</b>						
e. Describing how words and phrases give rhythm and/or meaning in a story, poem or song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Determining the meaning of words and phrases as they are used in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using text features to locate key facts or information (for example, captions, bold print, subheadings, indexes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students taught to distinguish their own point of view from that of the narrator, a character, or the writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integration of Knowledge and Ideas</b>						
i. Comparing and contrasting the themes, settings, and plots of two similar stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Explaining how images clarify informational text (for example, a photograph or diagram showing how a machine works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Identifying the reasons an author gives to support points in an opinion piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Range of Reading and Level of Text Complexity</b>						
l. Reading and comprehending literature, including stories, dramas, and poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Reading and comprehending informational selections, including social studies or science texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- A1. (CONTINUED) From the first day of school until today, please indicate how many days each of the following **READING** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
<b>Phonics and Word Recognition</b>						
n. Decoding multi-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Identifying and understanding the meaning of many common prefixes or suffixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conventions of Standard English</b>						
p. Explaining the functions of nouns, pronouns, and adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Distinguishing meaning among similar verbs (for example, toss, throw, hurt)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Forming and using regular and irregular verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Using capitalization appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Consulting reference materials, including beginning dictionaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>						
u. Writing an opinion piece, giving reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Writing an informational piece that develops the topic with facts, definitions, and/or details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Using temporal words or phrases to signal the order of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SECTION B. MATHEMATICS INSTRUCTION

- B1. From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
<b>Operations and Algebraic Thinking</b>						
a. Multiplying two one-digit whole numbers to find the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Dividing one whole number by another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Solving word problems by adding or subtracting numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Solving word problems by multiplying or dividing two whole numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Solving two-step word problems that use two different operations (that is, two of these four: addition, subtraction, multiplication, and division)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understanding the relationship between multiplication and division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Number and Operations in Base Ten</b>						
g. Rounding whole numbers to the nearest 10 or 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying the numbers that represent the hundreds, tens, and ones places in a three-digit number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Multiplying two-digit whole numbers using strategies based on place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Number and Operations - Fractions</b>						
j. Representing a fraction on a number line that has a starting point of 0 and an end point of 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Recognizing simple fractions (for example, $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{3}{4}$ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Generating simple fraction equivalents (for example, $\frac{1}{2} = \frac{2}{4}$ ; $\frac{4}{6} = \frac{2}{3}$ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Comparing sizes of two fractions with different denominators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- B1. (CONTINUED) From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.**

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
<b>Measurement and Data</b>						
n. Telling and writing time to the nearest minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Solving word problems involving addition and subtraction of time intervals in minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Measuring to determine how much longer one object is than another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Measuring and estimating liquid volumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Measuring and estimating weights of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Solving word problems involving quarters, dimes, nickels, and pennies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Obtaining and recording data (for example, measuring and recording the lengths of three or more objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Drawing a scaled picture graph or a scaled bar graph to represent a data set with several categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Solving one- or two-step "how many more" and "how many less" problems using information presented in scaled bar graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Understanding relative sizes of measurement units within one system of units (for example, km, m, cm or hour, minute, second)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Geometry</b>						
x. Describing portions of simple shapes using the words halves, fourths, and quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Measuring area by counting unit squares (square centimeters, square inches, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Using multiplication or addition to find the area of a figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Identifying points, lines, and angles in a figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Identifying perpendicular and parallel lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## SECTION C. SCIENCE INSTRUCTION

- C1.** From the first day of school until today, please indicate how many days each of the following **SCIENCE** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-5 days	On 6-10 days	On 11-15 days	On 16-20 days	On more than 20 days
a. Using all 5 senses to make observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using tools (for example, lenses, thermometers, rulers) to gather information about objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classifying and comparing objects by their properties (for example, weight or size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making logical predictions (hypotheses) based on observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Drawing conclusions based upon evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating scientific findings orally or in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using graphs or charts to describe findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C2.** For this school year as a whole, please indicate if each of the following **SCIENCE** topics or skills is taught in your class either in its own unit or lesson or as part of a unit/lesson on a different topic. *MARK ONE RESPONSE ON EACH ROW.*

	Taught in my class	Not taught in my class
a. Three states of matter (gas, liquid, solid)	<input type="checkbox"/>	<input type="checkbox"/>
b. Life cycles and traits of animals	<input type="checkbox"/>	<input type="checkbox"/>
c. Life cycles and traits of plants	<input type="checkbox"/>	<input type="checkbox"/>
d. Heredity: inheritance and variation of traits	<input type="checkbox"/>	<input type="checkbox"/>
e. Ecosystems	<input type="checkbox"/>	<input type="checkbox"/>
f. Forces such as gravity, wind, tides, and magnetism	<input type="checkbox"/>	<input type="checkbox"/>
g. Impact of human activity on the earth	<input type="checkbox"/>	<input type="checkbox"/>
h. Weather and climate	<input type="checkbox"/>	<input type="checkbox"/>
i. Nutrition/healthy foods	<input type="checkbox"/>	<input type="checkbox"/>



**SECTION D. SOCIAL STUDIES INSTRUCTION**

D1. **For this school year as a whole, please indicate if each of the following SOCIAL STUDIES topics or skills is taught in your class either in its own unit or lesson or as part of a unit/lesson on a different topic. MARK ONE RESPONSE ON EACH ROW.**

	<b>Taught in my class</b>	<b>Not taught in my class</b>
a. Important figures and events in American history	<input type="checkbox"/>	<input type="checkbox"/>
b. Community resources (for example, grocery store, police)	<input type="checkbox"/>	<input type="checkbox"/>
c. Map-reading skills	<input type="checkbox"/>	<input type="checkbox"/>
d. Different cultures	<input type="checkbox"/>	<input type="checkbox"/>
e. Reasons for rules, laws, and government	<input type="checkbox"/>	<input type="checkbox"/>
f. Community service	<input type="checkbox"/>	<input type="checkbox"/>
g. Current events in the news	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR YOUR COOPERATION!**



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