

Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) MS1 Student Survey

TABLE OF CONTENTS

About MGLS:2017	ii
How to Use This Document	iii
A. Student Demographics	1
B. Student Activities and Use of Technology	7
C. School Experiences and Peer Relationships	12
D. Health and Social Identity	14
E. Risk-taking and Academic Grit	19
F. Relationship with Parents	23

ABOUT MGLS:2017

MGLS:2017 was the first study sponsored by NCES to follow a nationally representative sample of students as they entered and moved through the middle grades (grades 6 through 8). MGLS:2017 aims to enable an understanding of the development and learning that occur during students' middle-grade years (beginning in grade 6) and that are predictive of future success, along with the individual, social, and contextual factors that are related to successful development and academic achievement. The data collected provide a rich, descriptive picture of the experiences and lives of young adolescents during this critical time and permit researchers to examine associations between contextual factors and student outcomes. Because mathematics and literacy skills are important for preparing students for high school, later education, and career opportunities, the study focused on instruction and student growth in these areas.

In the 2017–18 school year (MS1), MGLS:2017 collected data for 14,281 cases where either the sixth-grade student or a parent participated, in 568 schools. The MGLS:2017 school and student samples were supplemented prior to the MS2 data collection in the 2019-20 school year due to low school response rates in MS1. In MS2, 562 of the original 568 schools participated, as well as 167 additional schools. A total of 15,478 students who had been enrolled in sixth grade in the 2017-2018 school year or their parents participated in MS2.

Students participated in in-school sessions facilitated by trained field staff or in a self-administered assessment via the web at home. Each student completed a direct assessment of mathematics, reading, and executive function skills important to learning. Students were also asked to complete a survey about school, social, and home experiences, and had their height and weight measured by field staff during the in-school student session.

The study also administered web-based surveys to school staff. School administrators answered questions about the characteristics of their school's population, staffing, programs, and academic supports and resources. Math teachers of students selected for the study were asked to complete surveys about their backgrounds and experience, their classrooms and instructional practices, and to rate the skills and abilities of specific students in the study. The special education teachers or related service providers for selected students with an Individualized Education Program (IEP) were asked to complete a survey about their backgrounds and the special education services they provided, and to rate the skills and abilities of specific students in the study. Field staff completed a school environment checklist that collected information on attributes of the school's physical environment, such as classroom setup, general upkeep, structure, and security.

A parent or guardian of each selected student was asked to complete a survey regarding household characteristics, their child's school and home life, and their engagement in their child's education.

Detailed information on study design and data elements, including the impact of COVID-19 school closures on the 2020 data collection methodologies, can be found in the *MGLS:2017 Data File User's Manual*.

HOW TO USE THIS DOCUMENT

This section defines the conventions and abbreviations used within this survey document.

Rounds of data collection: MS1 refers to the base year, grade 6 round of data collection. MS2 refers to the follow-up round of data collection when most students were in grade 8.

Respondent items are in mixed case.

Programmer instructions are in all capital case letters, in a box labeled “PROGRAMMER INSTRUCTIONS ON [ITEM NUMBER]” that immediately follows the item.

Routing logic is found in three places:

- An entry requirements box above each item, indicating which respondents should receive the item. For example, some items were administered at MS2 only when a response was missing at MS1. Those items have their entry requirements box marked with “MS1 RESPONSE = NULL.” NE in the entry requirements box means “not equal to.”
- To the right of response options on selected items. This set of logic indicates which item a respondent is routed to upon selecting a particular response option. If no response options have the item number that reflects the routing logic displayed to its right, it should be assumed that respondents were routed to the next consecutive item in the document.
- In the PROGRAMMER INSTRUCTIONS box following the item. If routing logic is more complex than can be readily indicated to the right of the response options, it is presented in a PROGRAMMER INSTRUCTIONS box.

Respondents were routed to the next consecutive item unless otherwise specified. Missing responses follow the routing logic for “No” response unless otherwise indicated.


Checkbox items or those marked with squares and an instruction to select all that apply are coded on the data file as 1 for items that were selected and 2 for items that were not selected. **Radio button items** or those marked with circles where only one response selection is permitted are coded on the data file with the number corresponding to the response option selected.

Item ranges are located under dropdowns and textboxes, where applicable, indicating the minimum and maximum values respondents could enter for an item. Ranges that were presented as dropdowns are noted in a textbox with this symbol: ▼.

String length limits are denoted with “STRING” after a text box, indicating the maximum number of characters a respondent could enter in a text box.

“Please specify” text boxes follow “Other” response options. In the programmed instrument, respondents only saw the “Please specify” text boxes when they selected the “Other” response option.

Response options added after MS1 data collection are marked “Other: [TEXT OF ADDED RESPONSE CATEGORY].” These response options were created when review of other/specify text strings indicated there were a sufficient number of similar responses that an additional category could be of analytic interest.

Help text was available on certain items containing terms with which some respondents may have been unfamiliar. Terms where help text was available were identified on screen by a help icon .

Hard and soft checks were displayed when respondents left certain items blank or entered values out of range. Hard check messages required the respondent to provide a response. Soft check messages could be bypassed by the respondent without providing a response. Unless a hard check message is specified in the item's programmer instructions box, respondents were able to leave that item blank.

In addition to seeing these form-specific hard and soft check messages, if a respondent skipped three questions in a row, left all items in a grid blank on a screen, or left two consecutive questions blank on a screen with multiple questions, a soft check was displayed:

"Your responses are very important. Please answer as many questions as possible. Press "Edit" to return to this screen or press "Next" to continue."

Administration order of student session components and use of timers:

To ensure data were collected across the full range of survey items and assessment components, timers were implemented within the student session.

During MS1, students began with Part 1 of the survey, which was limited to 5 minutes. Students were then routed to the math assessment, where they were given up to 14 minutes to complete the router and 17 minutes to complete the second stage form. Students were then given the executive function assessment which was not timed on instruction screens and advanced automatically within the test items. Students next took Part 2 of the survey and finally the reading assessment (both limited to 25 minutes each). A warning was given before students were routed the next section. Height and weight measurements were taken during the in-school session at timepoints randomly distributed between components.

During MS2, students began with Part 1 of the survey, which was untimed. When they completed Part 1, students were routed to the math (35-minute limit) and the first executive function assessment. Students then received Part 2 of the survey (20-minute limit). Students were then routed to the reading (35-minute limit) and second executive function assessment. Finally, students who had not yet completed Part 2 of the survey were able to resume Part 2 for any remaining time in the student session. Executive functions tasks were not time-limited on the instruction screens and advanced automatically within the test items. A warning was given before students were routed the next section. Height and weight measurements were taken during the in-school session at timepoints randomly distributed between components.

Middle Grades Longitudinal Study of 2017–18 (MGLS:2017)

MS1 Student Survey

PART 1. SURVEY ITEMS ADMINISTERED BEFORE ASSESSMENT COMPONENTS

A. STUDENT DEMOGRAPHICS

ALL

INTRO_PART1.

The first questions are about you.

Press START to begin.

ALL

A005. Is English your first language?

- Yes 1 A015
- No 2 A010

A005 = 2

A010. How well do you read English?

- Very well 1
- Well 2
- Not well 3
- Not at all 4

ALL

A015. How old are you?

Year

RANGE: 9 or younger, 10-14, 15 or older

ALL

A020. What is your birth date?

Month

Day

Year

BIRTH DATE

MONTH RANGE: January–December

DAY RANGE: 1–31, DEPENDING ON MONTH SELECTED

YEAR RANGE: 2000–2009

PROGRAMMER INSTRUCTIONS ON A020

IF A020 IS OUT OF RANGE, DISPLAY SOFT CHECK: You answered <MONTH entered>
<DAY entered> <YEAR entered> as your birthdate. Is that right?

ALL

A025. What is your sex?

Select the one that best describes you.

- Male 1
- Female..... 2

ALL

A030. These questions are about activities you do at school.

Have you participated in the following school-sponsored activities at any time during this school year?

<i>Select one answer for each row.</i>	Participated as an officer, leader, or captain	Participated	Did not participate
a. School sports	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
b. Math or science clubs	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
c. Performing arts, such as music, dance, and/or theater	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
d. Student government	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
e. School yearbook, newspaper, or literary magazine	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
f. Media arts, such as animation, computer graphics, or video games	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
g. Visual arts, such as painting, sculpture, or pottery	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
h. Other school clubs	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
i. Other school-sponsored activities	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>
j. Other: Video game clubs (e.g., Fortnite, Minecraft, etc.) ¹	3 <input type="radio"/>	2 <input type="radio"/>	–
k. Other: Sports, general ¹	3 <input type="radio"/>	2 <input type="radio"/>	–

¹This category was created after data collection, based on review of student text responses under A030OTHER1. “Did not participate” was not applicable.

A030H = 2

A030OTHER1

In what other school clubs did you participate? Please type your answer.

(STRING 255)

A030H = 3

A030OTHER2

In what other school clubs did you participate as an officer, leader, or captain? Please type your answer.

(STRING 255)

A030I = 2

A030OTHER3

In what other school-sponsored activities did you participate? Please type your answer.

(STRING 255)

A030I = 3

A030OTHER4

In what other school-sponsored activities did you participate as an officer, leader, or captain? Please type your answer.

(STRING 255)

ALL

A035A. The next few questions ask for your opinion about different things, so there are no right or wrong answers. How much do you agree or disagree with the following statements?

<i>Select one answer for each row.</i>	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a. You have a certain amount of intelligence and you can't really do much to change it.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Your intelligence is something about you that you can't change very much.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. No matter who you are, you can change your intelligence.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

A035B. (continued) How much do you agree or disagree with the following statements?

<i>Select one answer for each row.</i>	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
d. You can learn new things, but you can't really change your basic intelligence.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. You can always change your intelligence.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
f. No matter how much intelligence you have, you can always change it quite a bit.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

A040. How true are the following statements for you?¹

<i>Select one answer for each row.</i>	Not at all true	A little bit true	Somewhat true	True	Very true
a. I am certain I can learn everything taught in math.	1 ○	2 ○	3 ○	4 ○	5 ○
b. I am sure I can do even the most difficult homework problems in math.	1 ○	2 ○	3 ○	4 ○	5 ○
c. I am confident I can do all the work in math class if I don't give up.	1 ○	2 ○	3 ○	4 ○	5 ○
d. I am confident I can do even the hardest work in my math class.	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

A045. How true are the following statements for you?¹

<i>Select one answer for each row.</i>	Not at all true	A little bit true	Somewhat true	True	Very true
a. Math will be useful for me later in life.	1 ○	2 ○	3 ○	4 ○	5 ○
b. Math helps me in my daily life outside of school.	1 ○	2 ○	3 ○	4 ○	5 ○
c. Being someone who is good at math is important to me.	1 ○	2 ○	3 ○	4 ○	5 ○
d. I enjoy doing math.	1 ○	2 ○	3 ○	4 ○	5 ○

¹ Copyright © 2003-2009 Combined Program in Education and Psychology, University of Michigan sponsored by the National Science Foundation, Award No. DUE-0928103. *Student Personal Beliefs & Behaviors – Math Efficacy: General*. MSP-MAP Math and Science Partnership- Motivation Assessment Program, University of Michigan, <https://mspmap.org/motivation-related-outcomes/beliefs-affect/math-efficacy-general/>.

ALL

A050. What time do you usually wake up on school days?²

:

Hour Minute AM/PM

HOUR RANGE: 1–12

MINUTE RANGE: 00–55

AM/PM RANGE: AM, PM

PROGRAMMER INSTRUCTIONS ON A050

IF 11:00AM–3:00AM, DISPLAY SOFT CHECK: “You answered <HOUR entered>:<MINUTE entered> <AM/PM entered> as the time you usually wake up on school days. If this is wrong, press “Edit” to return to this screen. If this is right, press “Next” to continue.”

IF PARTIAL ANSWER, DISPLAY SOFT CHECK: “Please enter the hours, minutes, and AM or PM that you usually wake up on school days. Press "Edit" to return to this screen or press "Next" to continue.”

HELP TEXT:

Usually: If you don’t have a usual time that you wake up on school days, please select the time when you most often wake up on school days.

ALL

A055. What time do you usually go to sleep on school nights?²

:

Hour Minute AM/PM

HOUR RANGE: 1–12

MINUTE RANGE: 00–55

AM/PM RANGE: AM, PM

PROGRAMMER INSTRUCTIONS ON A055

IF 2:00AM–7:00PM, DISPLAY SOFT CHECK: “You answered <HOUR entered>:<MINUTE entered> <AM/PM entered> as the time you usually go to sleep on school nights. If this is wrong, press “Edit” to return to this screen. If this is right, press “Next” to continue.”

IF PARTIAL ANSWER, DISPLAY SOFT CHECK: “Please enter the hours, minutes, and AM or PM that you usually wake up on school days. Press "Edit" to return to this screen or press "Next" to continue.”

HELP TEXT:

Usually: If you don’t have a usual time that you go to sleep on school nights, please select the time when you most often go to sleep on school nights.

² Question from Add Health, a program project directed by Kathleen Mullan Harris and designed by J. Richard Udry, Peter S. Bearman, and Kathleen Mullan Harris at the University of North Carolina at Chapel Hill, and funded by grant P01-HD31921 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, with cooperative funding from 23 other federal agencies and foundations. Information on how to obtain the Add Health data files is available on the Add Health website (<https://addhealth.cpc.unc.edu/>).

ALL

END_PART1 Thank you. Next are some math questions.

Press "Next" to continue.

PROGRAMMER INSTRUCTIONS ON END_PART1
GO TO MATH ASSESSMENT.

PART 2. SURVEY ITEMS ADMINISTERED AFTER MATH AND EXECUTIVE FUNCTION ASSESSMENT COMPONENTS

ALL

SURVEY_REENTRY

Next are some more questions about you.

Please press START to begin.

B. STUDENT ACTIVITIES AND USE OF TECHNOLOGY

ALL

B005. These questions ask about activities you might do outside of school.

How often do you spend time...

<i>Select one answer for each row.</i>	Never	Rarely	One to three times a month	Once or twice a week	Every day or almost every day
a. Working on arts and/or crafts?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Playing organized non-school sports?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Participating in a non-school organized group activity, like 4-H, Scouts, or youth group?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Singing, playing a musical instrument, creating or performing music, dancing, or acting?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Journaling or on your own creative writing?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Doing other activities or hobbies?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Other: Sports, general ¹	--	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Other: Video games ¹	--	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

¹This category was created after data collection, based on review of student text responses under B005OTHER. "Never" was not applicable.

B005F > 1

B005OTHER

What other activities do you do outside of school? Please type your answer.

(STRING 255)

ALL

B010. Do you receive an allowance?

- Yes 1
- No 2

ALL

B015. Some people your age get paid for work they do.

Have you ever been paid to do work outside of the home?

(Do not include chores, helping around the house, or an allowance you might receive.)

- Yes 1
- No 2

HELP TEXT:

Work outside of the home: Examples of getting paid to do work outside of the home include things like babysitting, pet sitting, having a newspaper route, doing lawn work or farm work, or helping neighbors.

ALL

B020. How often do you use the internet outside of school to do homework or school assignments?

- Never 1
- Rarely 2
- Sometimes 3
- Often 4
- Very often 5
- Always 6

ALL

B025. How often do you go somewhere other than home or school to access the internet when trying to do your homework or school assignments?

- Never 1
- Rarely 2
- Sometimes 3
- Often 4
- Very often 5
- Always 6

ALL

B030. How often do you have a problem with your internet at home when trying to do your homework or school assignments?³

- Do not have internet in the home 0
- Never 1
- Rarely 2
- Sometimes 3
- Often 4
- Very often 5
- Always 6

³ Item used with permission. Speak Up is the intellectual property of Project Tomorrow, the organization that facilitates Speak Up. Permission is granted for this material to be shared for non-commercial, educational purposes, provided that this copyright statement appears on the reproduced materials and notice is given that the copying is by permission of the author. To disseminate otherwise or to republish requires written permission from the author.

ALL

B035A. How often do you...

	Never	Less than once a week	A few times a week	About once a day	Many times a day
<i>Select one answer for each row.</i>					
a. Watch video clips for fun on YouTube, Instagram, Snapchat, or other sites?	1 ○	2 ○	3 ○	4 ○	5 ○
b. Look up information online for your own interests (for example, using Google, Reddit, Tumblr, or other sites)?	1 ○	2 ○	3 ○	4 ○	5 ○
c. Play video games, computer games, or mobile games?	1 ○	2 ○	3 ○	4 ○	5 ○
d. Video chat through programs like Facetime, OoVoo, or Skype?	1 ○	2 ○	3 ○	4 ○	5 ○
e. Message with friends using texting, KIK, iMessage, Snapchat, WhatsApp, or some other app?	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

B035B. How often do you...

	Never	Less than once a week	A few times a week	About once a day	Many times a day
<i>Select one answer for each row.</i>					
f. Post photos, videos, or updates on social media sites (such as Twitter, Instagram, Facebook, Snapchat, or Ask.fm)?	1 ○	2 ○	3 ○	4 ○	5 ○
g. Send emails to friends, family members, teachers, or others?	1 ○	2 ○	3 ○	4 ○	5 ○
h. Make your own digital art or music (such as painting, graphics, videos, music)?	1 ○	2 ○	3 ○	4 ○	5 ○
i. Write computer programs (code) or develop apps?	1 ○	2 ○	3 ○	4 ○	5 ○
j. Do some other activity using a computer, tablet, phone, or similar device?	1 ○	2 ○	3 ○	4 ○	5 ○
k. Other: Call people? ¹	--	2 ○	3 ○	4 ○	5 ○

¹This category was created after data collection, based on review of student text responses under B035OTHER. "Never" was not applicable.

B035J > 1

B035OTHER.

What other activity do you do using a computer, tablet, phone, or similar device? Please type your answer.

(STRING 255)

ALL

B040. On a typical weekday, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.):

For school-related activities:

 :

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

For all other activities that are not school-related:

 :

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

ALL

B045. On a typical weekend day, how much time each day do you spend using electronic devices (including phone, tablet, computer, video game systems, television, iPod, etc.):

For school-related activities:

 :

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

For all other activities that are not school-related:

 :

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

B050. How much time do you spend reading, not counting school work or any school-assigned reading:

On the average weekday:

:

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

On the average weekend day:

:

Hours Minutes

HOURS RANGE: 0–24

MINUTES RANGE: 00, 15, 30, 45

HELP TEXT:

Spend reading: Reading includes anything you read from a paper or electronic source, such as a book, magazine, or tablet.

C. SCHOOL EXPERIENCES AND PEER RELATIONSHIPS

ALL

C005. Next are some questions about things that may happen at your school.

How often does the following happen at your school?

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often
a. I feel like a real part of my school.	1 ○	2 ○	3 ○	4 ○	5 ○
b. People notice when I'm good at something.	1 ○	2 ○	3 ○	4 ○	5 ○
c. Other students take my opinions seriously.	1 ○	2 ○	3 ○	4 ○	5 ○
d. People are friendly to me.	1 ○	2 ○	3 ○	4 ○	5 ○
e. I'm included in lots of activities.	1 ○	2 ○	3 ○	4 ○	5 ○
f. I feel safe at this school.	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

C010. The next questions are about the students at your school.

How often did the following happen at your school in the last month?

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often
a. Physical conflicts (fights) among students.	1 ○	2 ○	3 ○	4 ○	5 ○
b. Students bullied other students.	1 ○	2 ○	3 ○	4 ○	5 ○
c. Students yelled and screamed at the teachers.	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

C015. The next questions are about the students at your school.

During this school year, how often have other students...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. Teased you, made fun of you, or called you names?	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Told lies or untrue stories about you?	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Pushed, shoved, slapped, hit, or kicked you?	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

C020. Now we want you to think only about teachers that you have class with this year.

How often does the following happen with your teachers?

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. I get along well with my teachers.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. My teachers listen to what I have to say.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. If I need extra help, I receive it from my teachers.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
d. My teachers treat me fairly.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. My teachers care about my feelings.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

C025. The next questions are about your classmates this school year. Please think only about the students who are in your classes.

How often are the following statements true?

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. My classmates think it is important to be my friend.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. My classmates like me the way I am.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. My classmates care about my feelings.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
d. My classmates like me as much as they like other classmates.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. My classmates really care about me.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

C030. Next are a few questions about people who you hang out with, including people you know from school or from somewhere else.

How important is it to the people who you hang out with that they...

<i>Select one answer for each row.</i>	Not at all important	A little bit important	Somewhat important	Important	Very important
a. Attend classes regularly?	1 ○	2 ○	3 ○	4 ○	5 ○
b. Get good grades?	1 ○	2 ○	3 ○	4 ○	5 ○
c. Work hard in school?	1 ○	2 ○	3 ○	4 ○	5 ○

D. HEALTH AND SOCIAL IDENTITY

ALL

The next questions are about sleeping and how you feel physically.

D005. In the last month, how often...⁴

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often
a. Did you wake up feeling tired?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Did you have trouble falling asleep?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Did you have trouble staying asleep?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Did you move a lot when you slept / had restless sleep?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Did you have trouble staying awake while sitting in class or watching TV?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL

D010. In the last month, how often...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often
a. Did you have a headache?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Did you have aches, pains, or soreness in your muscles or joints?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Did you have a stomachache?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL

D015. Do you...

<i>Select one answer for each row.</i>	Yes	No
a. Have a hard time seeing things in the distance?	1 <input type="radio"/>	2 <input type="radio"/>
b. Have a hard time seeing the board in your classroom?	1 <input type="radio"/>	2 <input type="radio"/>
c. Have a hard time seeing things close-up (like letters on paper)?	1 <input type="radio"/>	2 <input type="radio"/>

⁴ These questions are from Add Health, a program project directed by Kathleen Mullan Harris and designed by J. Richard Udry, Peter S. Bearman, and Kathleen Mullan Harris at the University of North Carolina at Chapel Hill, and funded by grant P01-HD31921 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, with cooperative funding from 23 other federal agencies and foundations. Information on how to obtain the Add Health data files is available on the Add Health website (<https://addhealth.cpc.unc.edu/>).

ALL

D020. How often do you wear eyeglasses or contact lenses to help you see better?

- Always/Most of the time..... 1 D030
- Often 2 D030
- Sometimes..... 3 D030
- Rarely 4 D030
- Never 5 D030
- I do not have glasses/contact lenses..... 6

D020 = 6

D025. Have you been told by a professional like an eye doctor that you need glasses or contact lenses to help you see better?

- Yes 1
- No 2

ALL

D030. The next questions are about you and your family.

Are you Hispanic or Latino/Latina?

- Yes 1
- No 2 D040

HELP TEXT:

Hispanic or Latino/Latina: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultures or origin (or descent), regardless of race.

D030 = 1

D035 Which of the following best describes you?

Select all that apply.

- Mexican, Mexican-American, or Chicano/Chicana 1
- Cuban 2
- Dominican 3
- Puerto Rican 4
- Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran 5
- South American such as Colombian, Argentine, or Peruvian 6
- Other Hispanic or Latino/Latina 99

Please type your answer.

(STRING 255)

PROGRAMMER INSTRUCTIONS ON D035

IF D035 = 99 AND D035_SPEC UNANSWERED, DISPLAY SOFT CHECK: "Please type in which other Hispanic or Latino/Latina category best describes you. Press "Edit" to return to this screen or press "Next" to continue."

ALL

D040. Which of the following best describes your race?

Select all that apply.

- White..... 1
- Black or African American 2
- Asian..... 3
- Native Hawaiian or other Pacific Islander 4
- American Indian or Alaska Native 5

HELP TEXT:

White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Black or African American: a person having origins in any of the black racial groups of Africa.

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.

Native Hawaiian or other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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.

D040 = 3

D045. Which of the following best describes you?

Select all that apply.

- Asian Indian..... 1
- Chinese..... 2
- Filipino..... 3
- Japanese..... 4
- Korean 5
- Vietnamese 6
- Other Asian 99

Please type your answer.

(STRING 255)

PROGRAMMER INSTRUCTIONS ON D045

IF D045 = 99 AND D045_SPEC UNANSWERED, DISPLAY SOFT CHECK: Please type in which other Asian race category best describes you. Press "Edit" to return to this screen or press "Next" to continue.

ALL

D050. How much do you agree or disagree with the following statements?

<i>Select one answer for each row.</i>	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a. I feel close to others who share my race/ethnicity.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Other people judge me based on my race/ethnicity.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. I get in fights with other people because of my race/ethnicity.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. People do not want to hang out with me because of my race/ethnicity.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

ALL

D055.⁵

Now imagine a ladder that represents the students at your school.

At the top of the ladder are the students who have the most respect, receive the highest grades, and are the most popular.

At the bottom of the ladder are the students who have the least respect, receive the worst grades, and are the least popular.

Select the place on the ladder where you see yourself.

[LADDER GRAPHIC APPEARS HERE, WITH RADIO BUTTONS ADJACENT TO THE LADDER ON THE RIGHT SIDE]

- 1 (top of the ladder) 1
- 2..... 2
- 3..... 3
- 4..... 4
- 5..... 5
- 6..... 6
- 7..... 7
- 8..... 8
- 9..... 9
- 10 (bottom of the ladder) 10

⁵ This item belongs to Nancy Adler, PhD, Chair of the MacArthur Network.

ALL

D060. How often do your parents/guardians...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. Respect your privacy?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Give you a lot of freedom?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Make most of the decisions about what you can do?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Believe you have a right to your own point of view?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

ALL

D065. How often do your parents/guardians...⁶

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. Know what you do during your free time?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. Know how much homework you have?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. Know what you spend your money on?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
d. Know when you have an exam or paper due at school?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
e. Know what your school grades are?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

HELP TEXT:

Your money: Some people your age do not have their own money to spend. If you do not have your own money, please select "Always" for this question.

⁶ Adapted with permission from Hakan Stattin and Margaret Kerr, "Parental Monitoring: A Reinterpretation," *Child Development*, July/August 2000, volume 71, number 4, pages 1072-1085. © 2000 by the Society for Research in Child Development, Inc. All rights reserved. 0009-3920/2000/7104-0023.

E. RISK-TAKING AND ACADEMIC GRIT

ALL

E005. Next are statements about you and where you live.

How true are the following statements for you?

<i>Select one answer for each row.</i>	Not at all true	A little bit true	Somewhat true	True	Very true
a. There are a lot of adults in my neighborhood who I want to be like when I grow up.	1 ○	2 ○	3 ○	4 ○	5 ○
b. I want to get away from my neighborhood as soon as I can.	1 ○	2 ○	3 ○	4 ○	5 ○
c. I can count on people in my neighborhood to help me if I need it.	1 ○	2 ○	3 ○	4 ○	5 ○
d. I feel very safe walking and playing in my neighborhood.	1 ○	2 ○	3 ○	4 ○	5 ○
e. I feel very safe participating in after school activities in my community.	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

E010A. How often are the following statements true for you?

I see myself as someone who...

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. Does things carefully and completely.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. Can be somewhat careless.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. Is a reliable worker.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
d. Tends to be disorganized.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. Tends to be lazy.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

E010B. How often are the following statements true for you?

I see myself as someone who...

Select one answer for each row.

	Never	Rarely	Sometimes	Often	Very often	Always
f. Keeps working until things are done.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
g. Does things efficiently (quickly and correctly).	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
h. Makes plans and sticks to them.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
i. Is easily distracted.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
j. Has trouble paying attention.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

E015. How true are the following statements for you?

Select one answer for each row.

	Not at all true	A little bit true	Somewhat true	True	Very true
a. I like to explore strange places.	1 ○	2 ○	3 ○	4 ○	5 ○
b. I like to do frightening things.	1 ○	2 ○	3 ○	4 ○	5 ○
c. I like new and exciting experiences.	1 ○	2 ○	3 ○	4 ○	5 ○
d. I prefer friends who are exciting and unpredictable.	1 ○	2 ○	3 ○	4 ○	5 ○

ALL

E020. How true are the following statements for you?⁷

Select one answer for each row.

	Not at all true	A little bit true	Somewhat true	True	Very true
a. [Redacted]	1 ○	2 ○	3 ○	4 ○	5 ○
b. [Redacted]	1 ○	2 ○	3 ○	4 ○	5 ○
c. [Redacted]	1 ○	2 ○	3 ○	4 ○	5 ○
d. [Redacted]	1 ○	2 ○	3 ○	4 ○	5 ○

⁷ Four items asked students to rate themselves on their persistence in school. Copyright © 1999 by the American Psychological Association, Inc. Adapted with permission from Elliot, McGregor, and Gable (1999).

ALL

E025A. How often are the following statements true for you?⁸

<i>Select one answer for each row.</i>	None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
a. I think I am doing pretty well.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
b. I can think of many ways to get the things in life that are most important to me.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
c. I am doing at least as well as other people my age.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

ALL

E025B. How often are the following statements true for you?⁸

<i>Select one answer for each row.</i>	None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
d. When I have a problem, I can come up with lots of ways to solve it.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
e. I think the things I have done in the past will help me in the future.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○
f. Even when others want me to quit, I know that I can find ways to solve the problem.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○

⁸ Adapted with permission from Oxford University Press from Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., Highberger, L., Rubinstein, H., & Stahl, K. J. (1997). "The development and validation of the Children's Hope Scale," *Journal of Pediatric Psychology*, 22 (3), p. 419. <https://doi.org/10.1093/jpepsy/22.3.399>

E030. As things stand now, how far in school do you think you will go?

- I won't finish high school. 1
- I will graduate from high school, but won't go any further. 2
- I will go to a technical or trade school after high school. 3
- I will attend college. 4
- I will graduate from college..... 5
- I will attend a higher level of school after graduating from college. 6
- Don't know. 7

HELP TEXT

Technical or trade school: Examples of things a person might study in a technical or trade school include automotive work, culinary/food industry, electrical work, carpentry, graphic design, fashion, and information technology.

Higher level of school: A person attending a higher level of school after graduating from college may be studying for a master's degree, a PhD degree, or a professional degree, for example to become a lawyer or a doctor.

Don't know: If you are deciding between two response options, please select the one that you think you have a better chance of doing rather than selecting "Don't know."

F. RELATIONSHIP WITH PARENTS

ALL

F005. How often does the following happen with your parents/guardians?⁹

<i>Select one answer for each row.</i>	Never	Rarely	Sometimes	Often	Very often	Always
a. I keep a lot of secrets from my parents/guardians about what I do during my free time.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
b. I tell my parents/guardians about my friends without them asking (for example, which friends I hang out with and how my friends feel about various things).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
c. I tell my parents/guardians about school without them asking (for example, how each subject is going or my relationships with teachers).	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>

ALL

END_PART2. Next you will be completing some reading activities.

Press "Next" to continue.

PROGRAMMER INSTRUCTIONS ON END_PART2
GO TO READING ASSESSMENT.

⁹ Adapted with permission from Hakan Stattin and Margaret Kerr, "Parental Monitoring: A Reinterpretation," *Child Development*, July/August 2000, volume 71, number 4, pages 1072-1085. © 2000 by the Society for Research in Child Development, Inc. All rights reserved. 0009-3920/2000/7104-0023.