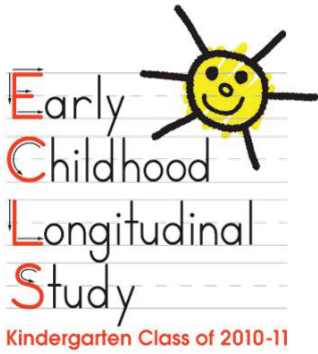




42843



Spring 2015 Reading and Language Arts Teacher Questionnaire Child 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	T_ID	Link_ID
<input type="text"/>	<input type="text"/>	<input type="text"/>
C_ID		
<input type="text"/>	<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 voluntary survey is 1850-0750. Approval expires 11/30/2017. The time required to complete this survey is estimated to average 26 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the survey. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Early Childhood Longitudinal Study, National Center for Education Statistics, 1990 K Street, N.W., 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.



42843





Dear Teacher,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because you teach **reading and language arts** to one or more of the children who are participants in this study.

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 (ECLS-K:2011) is collecting 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 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.

This questionnaire has two parts:

- Part 1 should be completed for the child whose name is on the cover of this questionnaire.
- Part 2 has questions about your reading and language arts class – you only need to fill out Part 2 if there is a **red dot** next to the child's name on the cover of the questionnaire.

The instructions preceding each part of the questionnaire will guide you.

Please record your answers directly on the questionnaire by marking the appropriate answer (as instructed on page 5) or by writing your responses in the space provided. Your best estimates are acceptable answers.

DEFINITIONS

For the purposes of this study, the following definitions apply:

- 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 Act (IDEA) are expected to have an IEP.
- English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.



42843

TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPS)¹

Programs that focus on developing students literacy in two languages

- Two-way immersion program (TWI) or two-way bilingual program: The goal of these programs is to develop strong skills and proficiency in both students' home language and English. These programs may also be called dual language programs. These programs include students whose native language is not English (but who all speak the same non-English language) and students whose native language is English. Instruction is provided in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language. Students typically stay in these programs throughout elementary school.
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program: The goal of these programs is to develop some skills and proficiency in students' home language and strong skills and proficiency in English. Content is taught in both languages by teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in the students' home language with a gradual transition to English. Students typically transition into mainstream classrooms with their English-speaking peers. The programs can vary in the focus placed on acquiring literacy in students' home language, but students generally do continue to receive some degree of support in their home language after the transition to English classrooms.
- Transitional program, early exit bilingual program, or early exit transitional program: The goal of these programs is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in students' home language but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- Heritage language program or indigenous language program: The goal of these programs is to develop literacy in two languages. Content is taught in both languages by teachers fluent in both languages. These programs typically target non-English speakers with weak literacy skills in their home language.

Programs that focus on developing students literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program: The goal of these programs is to develop proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English and is supported by visual aids and support in the students' home languages as available. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE).
- Structured English Immersion (SEI): The goal of SEI is to develop fluency in English. This program usually serves only English language learners. All instruction is in English, though the instruction is adjusted to the English proficiency level of students so subject matter is comprehensible. Teachers may have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- Pull-out English as a Second Language (ESL) or English Language Development (ELD): The goal of these programs is to develop fluency in English. ELL students leave their mainstream classroom for part of the day to receive ESL instruction, which generally focuses on grammar, vocabulary, and communication skills, not academic content. There typically is no support provided for students' home languages.
- Push-in English as a Second Language (ESL) program: The goal of push-in ESL is to develop fluency in English. Students receive ESL instruction in a mainstream classroom, with instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

THANK YOU VERY MUCH FOR YOUR HELP.

¹ National Clearinghouse for English Language Acquisition. (n.d.). Types of language instruction educational programs (LIEPs). Retrieved [January 6, 2012] from http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.



42843

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.

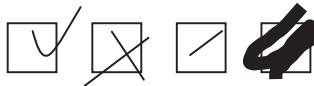
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



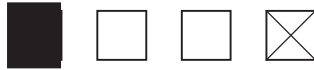
Incorrect Marks:

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
---	---	---	---	---	---	---	---	---	---

Write words like this:

John Smith



42843





PART 1:

Please answer the questions in Part 1 about the child identified on the cover of this questionnaire.





42843

SECTION A. SOCIAL SKILLS

Teachers rated children in their classroom on social skills (including their ability to exercise self-control, interact with others, resolve conflict, and participate in group activities); externalizing and internalizing problem behaviors (e.g., fighting, arguing, anger, depression, low self-esteem, impulsiveness); and learning dispositions or “approaches to learning” (e.g., curiosity, self-direction, organization, and persistence). The social skills and problem behavior items were adapted from the Social Skills Rating Scale (SSRS) by Gresham and Elliot 1990 and are published by NCS Pearson. These items are copyright protected and are not listed. The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

Please answer the following questions about the child identified on the cover of this questionnaire.

A1. For the set of items below, please think about this child's behavior during the past month or two.

Decide how often the child demonstrates the behavior described. We realize that some items apply more to older children, but please answer as accurately as you can. For each item, mark one of the following responses:

- 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	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Keeps belongings organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Shows eagerness to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Works independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



42843

A1. (continued) For the set of items below, please think about this child's behavior during the past month or two. Decide how often the child demonstrates the behavior described. We realize that some items apply more to older children, but please answer as accurately as you can.

	How Often?				No opportunity to observe
	Never	Some-times	Often	Very often	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Easily adapts to changes in routine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Persists in completing tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Pays attention well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Follows classroom rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



42843

A2. Please indicate how often each of these items applies to the child identified on the cover of this questionnaire. 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 & Price, 1987 and Ladd, 1990. Used with permission.



42843

SECTION B. CLASSROOM BEHAVIORS

Please answer the following questions about the child identified on the cover of this questionnaire.

B1. 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 the child in that situation, then mark "not applicable."

The child:	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true	Not applicable
a. Is easily distracted when listening to a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Can stop him/herself when s/he is told to stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Looks around the room when doing school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Can stop him/herself from doing things too quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When working on an activity, has a hard time keeping her/his mind on it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has an easy time waiting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Has a hard time paying attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Has a hard time waiting his/her turn to talk when excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Needs to be told to pay attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Gets distracted when trying to pay attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Likes to plan carefully before doing something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Is good at following directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Has a hard time slowing down when rules say to walk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Adapted from the *Temperament in Middle Childhood Questionnaire*. © 2004 Jennifer Simonds and Mary K. Rothbart, University of Oregon. Used with permission.



42843

SECTION C. PEER RELATIONSHIPS

Please answer the following questions about the child identified on the cover of this questionnaire.

- C1. For the items below, please think about the friends with whom the child identified on the cover of this questionnaire has associated the most during the past month or two. Please indicate how true you think each of these items is for this group of children. If you cannot answer these items because the child has not usually associated with a group of other children in the past month or two, then mark "Not applicable." MARK ONE RESPONSE ON EACH ROW.**

	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true	Not applicable
a. This is a good group of kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I worry when this child is with this group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Some of these kids are a bad influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. These kids must be closely supervised by an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. These kids get into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. These kids are excellent students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. These kids are hard workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. This child has a fun time with this group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Most of these kids are kind to other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Vandell, Deborah Lowe (2001). *Relationships With Peers: Part D (Teacher)*. Unpublished scale, NICHD Study of Early Child Care and Youth Development, Form FSV10G3.

C2. Please indicate how often each of these items applies to the child identified on the cover of this questionnaire, 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. Seems concerned when other children are distressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is not chosen as playmate by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Peers avoid this child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is kind toward peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is excluded from peers' activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Is cooperative with peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Shows concern for moral issues (for example, fairness, welfare of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Is ignored by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Offers help or comfort when other children are upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



42843

C3. During this school year, how often have other students ... MARK ONE RESPONSE ON EACH ROW.

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

C4. During this school year, how often has this student ... MARK ONE RESPONSE ON EACH ROW.

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

Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. Adapted and used with permission.

C5. Thinking about the child identified on the cover of this questionnaire compared to a typical child in his/her grade, please evaluate this child in the following areas. MARK ONE RESPONSE ON EACH ROW.

	Very poor	Somewhat poor	Average	Good	Very good
a. Understands others' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Accurately interprets what a peer is trying to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Generates good quality solutions to interpersonal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of the effects of his/her behavior on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Pierce, K. M., Hamm, J. V., & Vandell, D. L. (1999). Experiences in after-school programs and children's adjustment in first-grade classrooms. *Child Development*, 70, 756-767.



42843

SECTION D. STUDENT INFORMATION

Please answer the following questions about the child identified on the cover of this questionnaire.

D1. Are you this child's primary teacher in the following subject areas? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
c. Science	<input type="checkbox"/>	<input type="checkbox"/>
d. Social studies	<input type="checkbox"/>	<input type="checkbox"/>

D2. How long has this child been in your reading/language arts class this school year until now? MARK ONE RESPONSE.

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

D3. Please indicate the total number of times this child has been absent from your reading/language arts 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

D4. Does this child receive (or has he/she received during this school year) instruction in any of the following types of programs in your school? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Individual tutoring or remedial program in reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>
b. Gifted and talented program in reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>
c. Gifted and talented program with no specific content focus	<input type="checkbox"/>	<input type="checkbox"/>



42843

D5. Is English this child's native language? *MARK ONE RESPONSE.*

Yes **(SKIP TO Q D11)**

No

Don't know

D6. 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 **(SKIP TO Q D11)**

D7. Would you say the instruction this child receives is primarily... *MARK ONE RESPONSE.*

*EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW.
SEE PAGE 4 FOR DEFINITIONS OF THESE EXAMPLES.*

Programs that focus on developing students' literacy in two languages. For example:

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

Programs that focus on developing students' literacy solely in English. For example:

- 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

Other program(s) (PLEASE SPECIFY)

No specialized language program is provided to this child. (SKIP TO Q D10)



42843

D8. How often does this child usually receive specialized language instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

	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
a. Program that focuses on developing students' literacy in two languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program that focuses on developing students' literacy solely in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D9. On the days when this child receives specialized language instruction, for how much time does he/she receive instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

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

D10. During this school year, how often is this child's reading instruction provided in his/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



42843

D11. Does this child have an IEP on record with the school? MARK ONE RESPONSE.

Yes

No

D12. Does this child receive instruction in any of the following types of programs in your school? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Speech-language therapy for children with speech or language disorders/impairments	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting	<input type="checkbox"/>	<input type="checkbox"/>

D13. 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.

	<u>Below grade level</u>	<u>About on grade level</u>	<u>Above grade level</u>
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. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D14. How often does this child work to the best of her/his ability in READING AND LANGUAGE ARTS? MARK ONE RESPONSE.

Never

Seldom

Usually

Always



42843

D15. 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 **(SKIP TO Q D17)**
- Two
- Three
- Four
- Five or more

D16. In which reading instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

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

D17. 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
- Don't know

If there is a red dot next to the child's name on the cover of this questionnaire, please continue with Part 2.

If there is no red dot next to the child's name on the cover, skip to question H4 on page 33.



42843





42843

PART 2:

To be completed only if there is a red dot next to the child's name on the cover of this questionnaire.

If there is no red dot next to the child's name on the cover, skip to question H4 on page 33.



42843

SECTION E. READING AND LANGUAGE ARTS INSTRUCTION

Please answer the following questions for the reading class in which the child identified on the cover of this questionnaire receives reading and language arts instruction.

- E1. From the first day of school until today, please indicate on how many days you have covered each of the following READING AND LANGUAGE ARTS skills and concepts in this child's class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.**

Please focus on the skill areas that are shown in bold text. (The unbolded examples are only a sample of things you may do or cover under this skill area.) MARK ONE RESPONSE ON EACH ROW.

	Not yet taught or not taught in this grade	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Literature						
a. Understanding key ideas and details , for example, identifying the main idea or theme; summarizing; describing characters and settings; etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understanding craft and structure , for example, explaining major differences between poems, plays, and prose; comparing the point of view from which different stories are narrated; etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Integrating knowledge and ideas , for example, making connections between text and a visual or oral presentation of the text; comparing treatment of similar themes in stories and myths; etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informational Text

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| d. Understanding key ideas and details , for example, identifying important details; drawing inferences from details in the text; explaining events, procedures or concepts in the text; etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Understanding craft and structure , for example, describing the chronology of events in a text; recognizing cause and effect; comparing different accounts of the same event or topic; etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Integrating knowledge and ideas , for example, interpreting how charts, graphs, or timelines relate to the text; integrating information from two texts on the same topic; etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



42843

- E1. (continued) **From the first day of school until today, please indicate on how many days you have covered each of the following READING AND LANGUAGE ARTS skills and concepts in this child's class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work.**

Please focus on the skill areas that are shown in bold text. (The unbolded examples are only a sample of things you may do or cover under this skill area.) MARK ONE RESPONSE ON EACH ROW.

	Not yet taught or not taught in this grade	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Writing and Language						
g. Writing narratives, opinion pieces, and informational text with facts and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing and strengthening writing by planning, drafting, revising, and editing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Building vocabulary , for example, studying words and their meanings in text; learning about roots, prefixes, and suffixes; using context clues to derive meaning; etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



42843

- E2. How often do the children in this class engage in the following reading and language arts activities?**
MARK ONE RESPONSE ON EACH ROW.

	Almost every day	Once or twice a week	Once or twice a month	Less than once a month or never
a. Read silently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Read books they have chosen themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Talk with others about what they have read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do a group activity or project about what they have read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss different interpretations of what they have read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Look up vocabulary words and write definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar meanings (synonyms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. When given specific questions, write responses that are at least 3 to 4 sentences long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Gather evidence from literary or informational texts (in books and/or digital sources) to inform their writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Spend extended time writing and revising text that they have written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Edit their classmates' writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



42843

SECTION F. CLASSROOM AND STUDENT CHARACTERISTICS

Please answer the following questions for the reading class in which the child identified on the cover of this questionnaire receives reading and language arts instruction.

F1. As of today's date, how many children ...

WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN IN A PARTICULAR CATEGORY, WRITE "0."

	Number of children
a. Are currently enrolled in this class?	<input type="text"/>
b. Are boys?	<input type="text"/>
c. Are girls?	<input type="text"/>

F2. What grade levels are included in this class? MARK ALL THAT APPLY.

a. 2nd grade or lower	<input type="checkbox"/>
b. 3rd grade	<input type="checkbox"/>
c. 4th grade	<input type="checkbox"/>
d. 5th grade	<input type="checkbox"/>
e. 6th grade or higher	<input type="checkbox"/>

F3. How many of the children in this class are repeating their grade this year? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

<input type="text"/>	<input type="text"/>	Number of children repeating their grade
----------------------	----------------------	--



42843

F4. How many children in this class ...

WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children

a. Are classified as Gifted and Talented?	<input type="text"/>	<input type="text"/>
b. Are participating in a Gifted and Talented program?	<input type="text"/>	<input type="text"/>

F5. How many children in this class are absent on an average day? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

<input type="text"/>	<input type="text"/>	Number of children absent on an average day
----------------------	----------------------	---

F6. How many children in this class are below grade level, about on grade level, or above grade level in their English reading skills and in social studies?

WRITE NUMBER IN BOX. IF NONE, WRITE "0."

	<u>I do not teach this subject</u>	<u>Below grade level</u>	<u>About on grade level</u>	<u>Above grade level</u>
a. English reading skills?		<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Social studies?	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

F7. At this point in the school year, how would you rate the behavior of the children in this class?

MARK ONE RESPONSE.

- Group misbehaves very frequently and is almost always difficult to handle.
- Group misbehaves frequently and is often difficult to handle.
- Group misbehaves occasionally.
- Group behaves well.
- Group behaves exceptionally well.

- F8. Approximately what percentage of the students in this class demonstrate the following problems?**
MARK ONE RESPONSE ON EACH ROW.

	0%	1-10%	11-25%	26-50%	51-75%	76-100%
a. Have difficulty paying attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Lack self-control (disruptive behavior)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are rejected by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do not accept authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: Abry, T., Swanson, J., and Fabes, R. A. (2012). *The Classroom Environment Student Difficulties Scale*. Arizona State University, Unpublished measure. Adapted with permission.

- F9. How many children in this class have a diagnosed disability? WRITE NUMBER IN BOX. IF NONE, WRITE "0."**

		Number of children
--	--	--------------------

- F10. Do you have any children who are English language learners in this class? (English language learners are children whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.) MARK ONE RESPONSE.**

- Yes
- No **(SKIP TO Q G1)**

- F11. How many English language learners (ELLs) do you have in this class? WRITE NUMBER IN BOX. IF NONE, WRITE "0."**

		Number of ELL children
--	--	------------------------



42843

SECTION G. CLASSROOM INSTRUCTION AND EVALUATION

Please answer the following questions for the reading class in which the child identified on the cover of this questionnaire receives reading and language arts instruction.

- G1. In a typical day, how much time do children in this reading and language arts class spend in the following activities? MARK ONE RESPONSE ON EACH ROW. DO NOT INCLUDE LUNCH OR RECESS BREAKS.**

	<u>No time</u>	<u>1-15 minutes</u>	<u>16-30 minutes</u>	<u>31-45 minutes</u>	<u>Longer than 45 minutes</u>
a. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working on individual tasks under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with peers under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working in small groups with teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher lecture with large group and/or large group discussion led by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- G2. Do any of the following staff members provide direct instruction to students in this reading and language arts class who are struggling or at risk of failure in reading? INCLUDE STAFF OTHER THAN YOURSELF WHO PROVIDE DIRECT INSTRUCTION EITHER IN THIS CLASS OR IN A PULL-OUT SETTING. EXCLUDE PARAPROFESSIONALS/AIDES. MARK YES OR NO ON EACH ROW.**

	<u>Yes</u>	<u>No</u>
a. A READING specialist/interventionist who has specialized training in reading instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. A special education teacher	<input type="checkbox"/>	<input type="checkbox"/>



42843

G3. In this class, how frequently do you or your students use computers or the following electronic devices for instructional purposes in reading and language arts? Please include any desktop, laptop, or other computer-type devices. MARK ONE RESPONSE ON EACH ROW.

	Not available	Never	Rarely	Sometimes	Often
a. Desktop or laptop computer or other computer-type device (for example, iPad/other tablet, eReader such as Kindle or Nook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cell phone/smartphone (for example, iPhone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Interactive whiteboard (for example, SMART Board, Activboard)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Document camera or document projector (for example, ELMO, HoverCam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. LCD or DLP projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Digital camera (still or video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. CD player, MP3 player/iPod, cassette/tape player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. DVD player, VCR, or video streaming device (for example, Roku)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student response system (for example, clickers, responders, ActiVote, ActivExpression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Microphone or classroom audio sound system (for example, TopCat, Redcat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G4. In an average week, how many days a week is reading and language arts homework assigned in this class? Please count homework assigned over the weekend as one day. MARK ONE RESPONSE.

- 0 days (SKIP TO Q G6)
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days



42843

G5. On days when homework is assigned, how much time do you expect children in this class to spend on homework in reading and language arts? MARK ONE RESPONSE.

- 1 to 10 minutes
- 11 to 20 minutes
- 21 to 30 minutes
- More than 30 minutes

G6. In this class, how often do you use a formal assessment in READING for the following purposes? MARK ONE RESPONSE ON EACH ROW.

	Never	Once a year	2 times a year	3 to 4 times a year	5 to 8 times a year	1 to 2 times a month	1 to 2 times a week
a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To monitor each student's progress on specific skills over the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To identify the deficits in specific skills of struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To monitor the progress of students who fall below benchmark levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To determine whether students need placement in a more or less intensive level of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



42843

Please answer the following question about the school's practices regarding reading and language arts.

G7. For each of the following statements about READING, indicate how strongly you agree or disagree. MARK ONE RESPONSE ON EACH ROW.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading in <u>fourth grade</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. This school has clear, predetermined criteria for determining the level of intervention <u>fourth-grade students</u> will receive in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. This school has clear, predetermined criteria for determining when <u>fourth-grade students</u> no longer need a reading intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION H. STAFF ACTIVITIES**

H1. Did you participate in any professional development* within the last 12 months? MARK ONE RESPONSE.

Yes

No (**SKIP TO Q H3**)

* Professional development may include continuing formal education; courses, conferences, workshops, or in-service training; staff meetings that include staff development activities; and receiving coaching or mentoring.

H2. How often did you participate in professional development activities covering the following topics in the last 12 months? MARK ONE RESPONSE ON EACH ROW.

	Never	Once	2 times	3 to 4 times	More than 4 times
a. How to use assessment data to identify students who are struggling or at risk of failure in READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to use and apply assessment data to guide READING instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to implement the READING curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H3. Have you received support from any of the following staff members during the current academic year? MARK ONE RESPONSE ON EACH ROW. IF THE RESOURCE IS NOT AVAILABLE TO YOU, MARK THE LAST COLUMN.

	Yes, support received	No, support not received but available	Resource not available
a. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective READING instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A school or district staff member who supports teachers in collecting, organizing, and managing assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A school or district staff member who supports teachers in the interpretation and use of assessment data to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



42843

H4. Date Questionnaire Completed:

--	--

MONTH

--	--

DAY

2	0	1	5
---	---	---	---

YEAR

THANK YOU FOR YOUR COOPERATION!



42843





42843



For Office Use Only

Comp

Ref





42843

