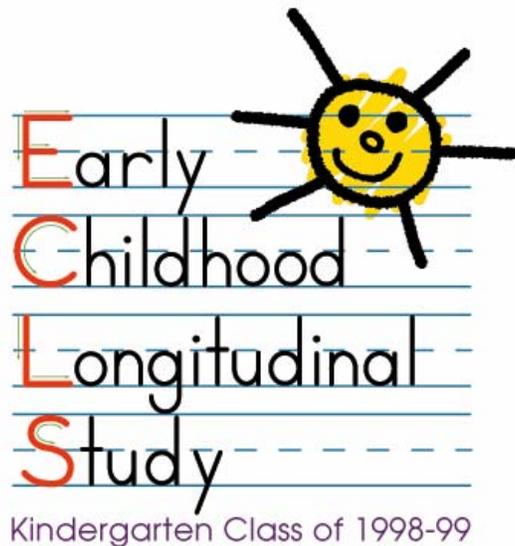


LABEL

SPRING 2004 FIFTH GRADE CHILD-LEVEL QUESTIONNAIRE

READING TEACHER



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

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 107-279 Education Sciences Reform Act of 2002, Title I, Part C, Sec. 151(b) and Sec. 153(a). 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 (PL 107-279, Title I, Part C, Sec. 183). 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, unless otherwise compelled 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.

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 one or more of the children in your **reading** class(es) are participants in this study. The child is identified on the cover of this questionnaire.

The Early Childhood Longitudinal Study, Kindergarten Class of 1998 - 1999 (ECLS-K) is collecting information from teachers of children who are in the study to investigate the relationship between children's achievement and various school, classroom, teacher, and home factors. We are interested in collecting information on this child's reading instruction in your classroom. Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

This questionnaire contains five sections about the child identified on the cover of this questionnaire:

- a) A social rating scale of this child's behavior;
- b) An academic rating scale of this child's language and literacy skills;
- c) Child-specific information;
- d) Reading classroom and student characteristics of this child's reading class; and
- e) Reading instructional activities and curricular focus for this child.

Please record your answers directly on the questionnaire by circling the appropriate number or by writing your responses in the space provided. Your best estimates are acceptable answers.

Thank you very much for your help.

DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006.

Academic Rating Scale – Language and Literacy

2004 Grade 5 Form

Please rate this child's skills, knowledge, and behaviors in reading and language arts based on your experience with the child identified on the cover of this questionnaire. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do. The examples do, however, indicate the level of proficiency a child should have reached in order to receive the highest rating. Some of these examples describe a very high level of performance (beyond typical standards) in order to be able to evaluate achievement levels of even the high performing students.

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and demonstrates the targeted skills, knowledge, and behaviors.

- | | | | |
|-----|---|----------------|---|
| 1 | = | Not yet | Child <u>has not yet</u> demonstrated skill, knowledge, or behavior. |
| 2 | = | Beginning | Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently. |
| 3 | = | In progress | Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence. |
| 4 | = | Intermediate | Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient. |
| 5 | = | Proficient | Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> . |
| N/A | = | Not Applicable | Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting. |

Rate only the child's **current** achievement. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle "**NA**" only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
1. Conveys ideas clearly when speaking , for example, presents an oral report from an outline that is logically organized, or utilizes vocal inflection and facial expression to increase listener interest, or supports ideas with specific details.	1	2	3	4	5	N/A
2. Understands and interprets a story or other text read aloud , for example, identifies the author's purpose, or relates how the story would be different if told from another point of view, or identifies techniques of persuasion.	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Uses various strategies to gain information , for example, conducts and summarizes surveys, or uses multiple sources (e.g., books, interviews, magazines), or retrieves information from databases.....	1	2	3	4	5	N/A
4. Reads fluently , for example, utilizes vocal expression and appropriate pacing when reading aloud, or does dramatic readings increasing pace to denote excitement.	1	2	3	4	5	N/A
5. Reads and comprehends expository text , for example, identifies opinions and facts in a newspaper editorial, or recognizes some persuasive techniques, or takes relevant notes from encyclopedias or magazine articles when completing a report, or organizes information from several selections into a summary report.	1	2	3	4	5	N/A
6. Composes multi-paragraph stories/reports with an understandable beginning, middle, and end , for example, writes a well-organized report that anticipates and answers readers' questions and offers insights about the topic, or writes stories with elaborate plots, interesting introductions, descriptive language, and varied sentence structure.....	1	2	3	4	5	N/A
7. Rereads and reflects on writing, making changes to clarify or elaborate , for example, reorganizes sentences or paragraphs for increased clarity, or adds more character description, or includes additional information to create mood, or adds colorful and figurative language such as metaphors..	1	2	3	4	5	N/A
8. Makes some mechanical corrections when reviewing a rough draft , for example, corrects spelling and end punctuation errors, or adds commas and quotation marks appropriately, or indents new paragraphs.	1	2	3	4	5	N/A
9. Uses the computer for a variety of purposes , for example, formats reports or stories, or uses a data base to store or retrieve information, or does web searches, or makes graphs.	1	2	3	4	5	N/A

CHILD-SPECIFIC INFORMATION

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

1. In which grade is this child enrolled? CIRCLE ONE NUMBER.

- a. Third grade 3
- b. Fourth grade 4
- c. Fifth grade 5 **(SKIP TO Q3)**
- d. Sixth grade 6 **(SKIP TO Q3)**
- e. Seventh grade 7 **(SKIP TO Q3)**
- f. This is an ungraded classroom 0

2. Was this child retained in grade at the end of the 2002-2003 school year? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2

3. Did this child participate in any of the following Federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Offered</u>
a. Title I reading.....	1	2	3
b. Title I English/language arts.....	1	2	3
c. Title I combined reading/English/language arts.....	1	2	3
d. Title I ESL/Bilingual.....	1	2	3
e. Title I handicapped/special education.....	1	2	3

4. Does this child receive instruction and/or related services in any of the following types of programs in your school during the school day? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Program Not Provided</u>
a. Individual tutoring program in reading.....	1	2	3
b. Pull-out small group program in reading.....	1	2	3
c. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency).....	1	2	3
d. In-class English as a Second Language (ESL) program ..	1	2	3
e. Learning a language other than English.....	1	2	3
f. Gifted and talented program in reading.....	1	2	3
g. Special education and/or related services.....	1	2	3
h. Individual or group counseling from a trained professional.....	1	2	3
i. Meetings with a mentor who is not a professional counselor or psychologist.....	1	2	3

5. During structured play time, including physical education, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONE NUMBER.
- a. A lot less active than most..... 1
 - b. A little less active than most..... 2
 - c. About the same as most..... 3
 - d. A little more active than most 4
 - e. A lot more active than most..... 5
 - f. I have not observed this child in structured play 6
6. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONE NUMBER.
- a. A lot less active than most..... 1
 - b. A little less active than most..... 2
 - c. About the same as most..... 3
 - d. A little more active than most 4
 - e. A lot more active than most..... 5
 - f. I have not observed this child in unstructured play 6
7. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year? CIRCLE ONE NUMBER.
- a. Child did not participate in the school's testing or assessment program..... 1 **(SKIP TO Q9)**
 - b. Child participated in the school's testing or assessment program to a limited degree 2
 - c. Child participated fully in the school's testing or assessment program 3
 - d. There are no schoolwide assessments at this grade level 4 **(SKIP TO Q9)**
 - e. Don't know..... 8 **(SKIP TO Q9)**
8. Did this child receive special accommodations (e.g., for a disability or limited English proficiency) to participate in the school's testing or assessment program? CIRCLE ONE NUMBER.
- a. Yes 1
 - b. No..... 2
 - c. Don't know..... 8

9. During this school year, have this child's parents/guardians participated in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls	1	2	3
d. Initiated contact with you	1	2	3
e. Volunteered to help in your classroom or school	1	2	3

10. Is this child likely to be recommended for promotion at the end of this school year? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2

11. How often does this child work to the best of her/his ability in reading? CIRCLE ONE NUMBER.

- a. Never 1
- b. Seldom 2
- c. Usually 3
- d. Always 4

12. Overall, how would you rate this child's language and literacy skills, compared with other children of the same grade level? CIRCLE ONE NUMBER.

- a. Far below average..... 1
- b. Below average..... 2
- c. Average 3
- d. Above average 4
- e. Far above average 5

13. How long has this child been in your reading classroom this school year? CIRCLE ONE NUMBER.

- a. Entire school year..... 1
- b. More than one semester but less than the entire school year 2
- c. More than one-quarter but less than one semester 3
- d. Less than one-quarter of the school year..... 4

14. On average how often do you meet with other school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress in reading? CIRCLE ONE NUMBER.

- a. Several times a week 1
- b. Several times a month..... 2
- c. Once a month..... 3
- d. A few times over the school year 4
- e. Once 5
- f. Never 6

READING CLASSROOM AND STUDENT CHARACTERISTICS

This questionnaire was developed for all types of classes (for example, self-contained, departmentalized, and “pull-out” classes). Please answer the following questions for the class in which the child on the cover of this questionnaire receives reading instruction.

15. In which grade are most of the children you currently teach in this child’s reading class? CIRCLE ONE.

- a. Ungraded..... 1
- b. 2nd..... 2
- c. 3rd 3
- d. 4th..... 4
- e. 5th..... 5
- f. 6th..... 6
- g. 7th..... 7

16. As of today’s date, how many children in this reading class belong to each of the following racial/ethnic groups? WRITE NUMBER ON LINE. ENTER “0” ON THE LINE IF THERE ARE NO CHILDREN IN A CATEGORY.

- | | Number of
<u>children</u> |
|---|------------------------------|
| a. Asian or Pacific Islander..... | _____ |
| b. Hispanic, regardless of race..... | _____ |
| c. Black, not of Hispanic origin..... | _____ |
| d. White, not of Hispanic origin..... | _____ |
| e. American Indian or Alaska Native | _____ |
| f. Other (Please specify) _____ | _____ |
| Total Class Enrollment | _____ |

17. As of today’s date, how many boys and girls are there in this reading class? WRITE NUMBER ON LINE.

- | | Number of
<u>children</u> |
|---|------------------------------|
| a. Number of boys | _____ |
| b. Number of girls | _____ |
| Total Class Enrollment (should match total from #16) | _____ |

18. How many children in this reading class have the following characteristics? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN THIS CLASS, ENTER "0" ON THAT LINE.

Number of
children

- a. Are classified as Gifted and Talented ____
- b. Are limited English proficient (LEP)..... ____
- c. Have a diagnosed disability and need special services..... ____
- d. Are absent, on an average day ____

19. At this point in the school year how would you rate the behavior of the children in this reading class? CIRCLE ONE NUMBER.

- a. Group misbehaves very frequently and is almost always difficult to handle 1
- b. Group misbehaves frequently and is often difficult to handle . 2
- c. Group misbehaves occasionally..... 3
- d. Group behaves well..... 4
- e. Group behaves exceptionally well..... 5

20. How many of the children in this reading class demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

Number of
children

- a. Read easy chapter books..... ____
- b. Fluently read full-length chapter books..... ____
- c. Fluently read informational texts (e.g., science and social studies texts) ____

21. What is the reading ability level of this child's reading class, relative to the children in your school at this child's grade? CIRCLE ONE NUMBER.

- a. Primarily high ability 1
- b. Primarily average ability..... 2
- c. Primarily low ability..... 3
- d. Widely mixed ability 4

22. How often do the children in this reading class do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	No library or media center in this school	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Go to the school library or media center	0	1	2	3	4	5
b. Borrow materials from the library or media center.....	0	1	2	3	4	5

23. How often do you divide this reading class into instructional groups, based on achievement levels, for reading activities or lessons? CIRCLE ONE NUMBER.

- a. Never 1 **(SKIP TO Q26)**
- b. Less than once a week 2
- c. Once or twice a week 3
- d. Three or four times a week..... 4
- e. Daily..... 5

24. On days when you use achievement grouping, how many reading groups does this class have? WRITE NUMBER ON LINE BELOW.

Number of achievement groups _____

25. On days when you use achievement grouping, how many minutes per day is this class usually divided into achievement groups for reading activities or lessons? CIRCLE ONE NUMBER.

- a. 1-15 minutes/day 1
- b. 16-30 minutes/day 2
- c. 31-60 minutes/day 3
- d. More than 60 minutes/day 4

26. In a typical day, how much time do the children in this child's reading class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities?	1	2	3	4	5
b. Teacher-directed small group activities?	1	2	3	4	5
c. Teacher-directed individual activities?.....	1	2	3	4	5
d. Child-selected activities?.....	1	2	3	4	5
e. Children working collaboratively in heterogeneous groups (not grouped by ability)?.....	1	2	3	4	5

READING INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

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

27. What type of materials form the core of this child's reading program? CIRCLE ONE NUMBER.

- a. Primarily basal..... 1
- b. Primarily trade books..... 2
- c. Both basal and trade books..... 3
- d. Neither 4

28. About what proportion of this child's instruction time is focused on reading for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Almost all of the time	At least two-thirds of the time	At least one-third of the time	Little or no time
a. Reading for literary experience (e.g., stories, poetry, science fiction, folktales)	1	2	3	4
b. Reading to gain information (e.g., science articles, historical sources, textbook chapters, essays)	1	2	3	4
c. Reading to perform a task (e.g., documents, forms, directions).....	1	2	3	4

29. How often does the child identified on the cover of this questionnaire engage in the following activities as part of reading? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Discuss new or difficult vocabulary	1	2	3	4
b. Read aloud	1	2	3	4
c. Talk with others about what he or she has read.....	1	2	3	4
d. Write about something he or she has read	1	2	3	4
e. Work in a reading workbook or on a worksheet	1	2	3	4
f. Read silently.....	1	2	3	4
g. Read books he or she has chosen him/herself	1	2	3	4
h. Do a group activity or project about what he or she has read.....	1	2	3	4
i. Discuss different interpretations of what he or she has read.....	1	2	3	4
j. Explain or support his/her understanding of what he or she has read	1	2	3	4
k. Take quizzes or tests	1	2	3	4
l. Watch movies, videos, filmstrips, television, or listen to tapes, compact discs, or records	1	2	3	4
m. Use computers for reading, writing, or spelling	1	2	3	4

30. About what proportion of this child's writing instruction time is focused on doing the following types of writing? CIRCLE ONE NUMBER ON EACH LINE.

	Almost all of the time	At least two-thirds of the time	At least one-third of the time	Little or no time
a. Narrative writing (e.g., stories, personal essays).....	1	2	3	4
b. Informative writing (e.g., reports, summaries)	1	2	3	4
c. Persuasive writing (e.g., letters, reviews)	1	2	3	4

31. How often does the child identified on the cover of this questionnaire engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Choose the topic that he or she will write about.....	1	2	3	4
b. Define his or her purpose and audience.....	1	2	3	4
c. Make a formal outline before he or she writes.....	1	2	3	4
d. Write more than one draft of a paper.....	1	2	3	4
e. Use sources or resources other than textbooks.....	1	2	3	4
f. Talk to you about his or her writing while he or she is working on it.....	1	2	3	4
g. Discuss or comment on what other children wrote.....	1	2	3	4
h. Do spelling, punctuation, or grammar exercises.....	1	2	3	4
i. Work on an assigned topic.....	1	2	3	4

32. What languages are used for instruction in this child's reading instruction? CIRCLE ALL THAT APPLY.

- a. English..... 1
- b. Spanish 2
- c. An Asian language or languages 3
- d. Other language (Please specify)_____ 4

Date questionnaire completed:

____ / ____ / ____
MONTH DAY YEAR

THANK YOU FOR YOUR COOPERATION

OFFICE USE ONLY

C, NO DR	1
C, DR C	2
C, DR R	3
R	4