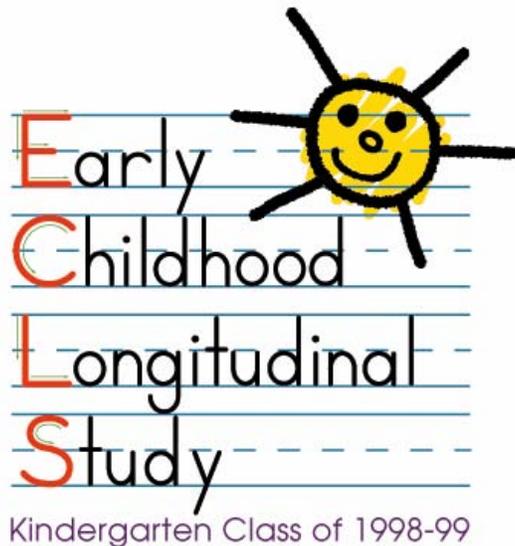


LABEL

SPRING 2004 FIFTH GRADE CHILD-LEVEL QUESTIONNAIRE

SCIENCE 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 **science** 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 science 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 four sections about the child identified on the cover of this questionnaire:

- a) An academic rating scale of this child's science skills and knowledge;
- b) Child-specific information;
- c) Science classroom and student characteristics of this child's science class; and
- d) Science 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-Science

2004 Grade 5 Form

Please rate this child's skills, knowledge, and behaviors in science 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. Makes logical predictions when conducting scientific investigations , for example, uses information on a climate map to predict the kinds of plants and animals that might live in that region, or after testing the pH of other household substances, predicts that laundry detergent will be very alkaline.	1	2	3	4	5	N/A
2. Communicates scientific information , for example, records data in a database and presents a summary of a scientific investigation to the class, or makes a model of a molecule, or creates a chart of objects in the classroom showing their different properties such as density, solubility, flexibility, and magnetism.....	1	2	3	4	5	N/A
3. Classifies and compares living and non-living things in different ways , for example, classifies leaves as simple or compound, or classifies animals as warm-blooded or cold-blooded, or sorts materials into conductors or insulators (of electricity), or classifies rocks according to how they form.....	1	2	3	4	5	N/A
4. Forms explanations and conclusions based on observation and investigation , for example, explains why the moon looks different over the course of a month, or concludes that sound travels faster through solids than liquids, or makes systematic observations and searches for patterns in data.....	1	2	3	4	5	N/A
5. Applies scientific principles to experiences of daily living , for example, lists ways to conserve non-renewable energy sources, or identifies methods of slowing down food spoilage, or suggests ways to reduce noise in the lunchroom..	1	2	3	4	5	N/A
6. Demonstrates understanding of physical science concepts , for example, explains the difference between parallel and series circuits, or explains how sound and light travel, or describes the arrangement of molecules in liquids, gases, and solids.....	1	2	3	4	5	N/A
7. Demonstrates understanding of life science concepts , for example, tells the functions of different body systems, creates food webs, or explains how introducing a new organism may harm an ecosystem..	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. How often does this child work to the best of her/his ability in science? CIRCLE ONE NUMBER.

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

2. Overall, how would you rate this child's science skills, compared to other children of the same grade level? CIRCLE ONE NUMBER ON EACH LINE.

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

3. How long has this child been in your science 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

SCIENCE 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 identified on the cover of this questionnaire receives science instruction.

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

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

5. As of today’s date, how many children in this science 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 | ___ |

6. As of today’s date, how many boys and girls are there in this science 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 #5)..... | ___ |

7. How many children in this science class have the following characteristics? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR 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 | _____ |

8. At this point in the school year how would you rate the behavior of the children in this science 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 |

9. What is the science ability level of this child's science 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 |

10. In a typical day, how much time do the children in this child's science 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

SCIENCE INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

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

11. About 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. Read a science textbook.....	1	2	3	4
b. Discuss science in the news.....	1	2	3	4
c. Work with other children on a science activity or project.....	1	2	3	4
d. Use science equipment (e.g., magnifying glass, scales, thermometers).....	1	2	3	4
e. Prepare a written science report.....	1	2	3	4
f. Engage in hands-on activities or investigations in science.....	1	2	3	4
g. Talk about measurements and results from children's hands-on activities.....	1	2	3	4
h. Take a science test or quiz.....	1	2	3	4
i. Use library resources for science.....	1	2	3	4
j. Use computers for science.....	1	2	3	4
k. Use the Internet for science.....	1	2	3	4
l. Generate and test hypotheses about particular phenomena.....	1	2	3	4

12. Think about your science instruction during the entire year. About how much emphasis did you give to each of the following objectives for the child identified on the cover of this questionnaire? CIRCLE ONE NUMBER ON EACH LINE.

	Heavy emphasis	Moderate emphasis	Little or no emphasis
a. Knowing science facts and terminology.....	1	2	3
b. Understanding key science concepts.....	1	2	3
c. Developing science problem-solving skills.....	1	2	3
d. Learning about the relevance of science to society and technology.....	1	2	3
e. Knowing how to communicate ideas in science effectively.....	1	2	3
f. Developing laboratory skills and techniques.....	1	2	3
g. Developing children's interest in science.....	1	2	3
h. Developing data analysis skills.....	1	2	3
i. Using technology as a scientific tool.....	1	2	3

13. What languages are used for instruction for this child's science 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