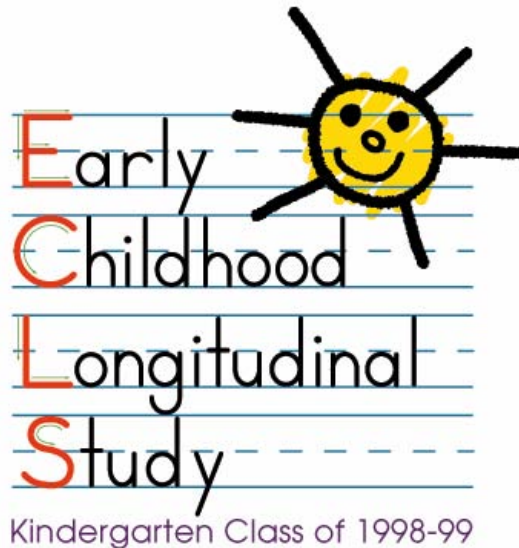


LABEL

## SPRING 2004 FIFTH GRADE CHILD-LEVEL QUESTIONNAIRE

### MATHEMATICS 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 **mathematics** 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 mathematics 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 mathematics skills;
- b) Child-specific information;
- c) Mathematics classroom and student characteristics of this child's mathematics class; and
- d) Mathematics 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 – Mathematics

2004 Grade 5 Form

Please rate this child's skills, knowledge, and behaviors in mathematics 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. <b>Subtracts numbers that require regrouping</b> , for example, $1300 - 579$ , or $2302 - 947$ , or $2603 - 1594$ .....	1	2	3	4	5	N/A
2. <b>Reduces fractions to lowest denominator</b> , for example, reduces $27/63$ to $3/7$ , or $41/6$ to $6\ 5/6$ .....	1	2	3	4	5	N/A
3. <b>Demonstrates money management skills</b> , for example, computes savings on a 20% off sale, balances a classroom savings account, or determines profit earned on candy bar sales.....	1	2	3	4	5	N/A
4. <b>Recognizes properties of shapes such as area, perimeter, and volume</b> , for example, accurately estimates the capacity and volume of a tub or sink, or computes the area of an irregular polygon.....	1	2	3	4	5	N/A
5. <b>Uses measuring tools accurately</b> , for example, measures with rulers to the $1/8$ inch or metric sticks to the nearest millimeter, or uses tiles to measure area and cubes to measure volume.....	1	2	3	4	5	N/A
6. <b>Shows understanding of place value</b> , for example, compares decimals to the thousandths place ( $1.04 > 1.009$ ).....	1	2	3	4	5	N/A
7. <b>Makes reasonable estimates of quantities and checks answers</b> , for example, estimates the product in a problem such as $\$19.95 \times .75$ by mentally multiplying $20 \times .8 = 16$ .....	1	2	3	4	5	N/A
8. <b>Uses strategies to multiply and divide</b> , for example, estimates a product or quotient and then uses the calculator to check the estimate, or divides by 4 to determine 25% of 32.....	1	2	3	4	5	N/A
9. <b>Divides multi-digit problems with remainders in the quotient</b> , for example, computes $536 \div 30$ , or $6,135 \div 7$ .....	1	2	3	4	5	N/A
10. <b>Demonstrates algebraic thinking</b> , for example, solves for an unknown in an equation such as $16 \times A = 48$ ; or expresses a function as a general rule that enables them to determine any term in the sequence.	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. 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 mathematics .....	1	2	3
b. Pull-out small group program in mathematics.....	1	2	3
c. Gifted and talented program in mathematics .....	1	2	3
d. Title I math.....	1	2	3

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

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

3. Overall, how would you rate this child's mathematics skills, compared to 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

4. How long has this child been in your mathematics 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

## MATHEMATICS 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 mathematics instruction.

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

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

6. As of today’s date, how many children in this mathematics 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<br><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) _____           | _____                        |
| <b>Total Class Enrollment</b> .....       | <b>_____</b>                 |

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

- |   | Number of<br><u>children</u> |
|---|------------------------------|
| a. Number of boys .....   | _____                        |
| b. Number of girls .....  | _____                        |
| <b>Total Class Enrollment</b> (Should match total from #6)..... | <b>_____</b>                 |

8. How many children in this mathematics 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..... \_\_\_\_

9. At this point in the school year how would you rate the behavior of the children in this mathematics 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

10. What is the mathematics ability level of this child's mathematics 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

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

## MATHEMATICS INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

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

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

- a. Never ..... 1 **(SKIP TO Q15)**
- 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

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

Number of achievement groups \_\_\_\_\_

14. On days when you use achievement grouping, how many minutes per day is this class usually divided into achievement groups for mathematics 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



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

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Solve mathematics problems from textbooks or worksheets....	1	2	3	4
b. Solve mathematics problems from the blackboard or overhead.....	1	2	3	4
c. Solve mathematics problems in small groups or with a partner .....	1	2	3	4
d. Work with measuring instruments, e.g., rulers .....	1	2	3	4
e. Work with manipulatives, e.g., geometric shapes .....	1	2	3	4
f. Use a calculator .....	1	2	3	4
g. Take mathematics tests/quizzes .....	1	2	3	4
h. Write a few sentences about how to solve a mathematics problem.....	1	2	3	4
i. Discuss solutions to mathematics problems with other children.....	1	2	3	4
j. Work on and discuss mathematics problems that reflect real-life situations.....	1	2	3	4
k. Use a computer for math .....	1	2	3	4
l. Use visual representations (e.g., diagrams, tables, models) .....	1	2	3	4

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

	A lot	Some	A little	None
<b>TOPICS</b>				
a. Numbers and operations .....	1	2	3	4
b. Measurement.....	1	2	3	4
c. Geometry.....	1	2	3	4
d. Data analysis, statistics, and probability (informal introduction of concepts) .....	1	2	3	4
e. Algebra and functions (informal introduction of concepts) .....	1	2	3	4
<b>SKILLS</b>				
f. Learning mathematics facts and concepts.....	1	2	3	4
g. Learning skills and procedures needed to solve routine problems.....	1	2	3	4
h. Developing reasoning and analytical ability to solve unique problems.....	1	2	3	4
i. Learning how to communicate ideas in mathematics effectively .....	1	2	3	4
j. Understanding place values with whole numbers .....	1	2	3	4
k. Performing operations with fractions.....	1	2	3	4
l. Making reasonable estimates of quantities.....	1	2	3	4

17. What languages are used for this child's mathematics 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