

KINDERGARTEN TEACHER QUESTIONNAIRE (FALL)

PART A

School ID#: _____

Teacher Name: _____

Teacher ID#: _____

Date Completed: ____/____/____

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

by Westat
1650 Research Boulevard
Rockville, Maryland 20850
(301) 251-1500

Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. 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. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). 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 reported.

Dear Teacher,

This questionnaire asks about the characteristics of your class, and about the children in your class. Please write your answers directly on the questionnaire, by circling the appropriate number or by writing your response in the space provided.

Many of the questions ask that you respond separately for each kindergarten class that you teach -- half-day morning and/or afternoon or full-day.

- Report on **half-day morning and half-day afternoon classes** separately, in the appropriate columns.
- If you teach a **full-day class** (the same children are with you for the full day), please record your answers in only the full-day class column; do not report on the morning and afternoon sessions of the class separately.
- If you teach a class with a **day care** component, please report only on the instructional portion of the class, in the appropriate class column. For example, if the instructional portion of the class is held in the morning, and the day care portion in the afternoon, record your answers in the morning class column.

Thank you very much for your help.

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 1850-0719. The time required to complete this information collection is estimated to average 10 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, D.C. 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, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

	Morning class	Afternoon class	Full-day class
1. How many hours per day does each of your classes normally meet? WRITE THE NUMBER TO THE NEAREST HALF HOUR, FOR EXAMPLE, 2.5, 3.5. Number of hours/day	_____ hrs/day	_____ hrs/day	_____ hrs/day
2. How many days per week does each of your classes normally meet? Number of days/week.....	_____ days/wk	_____ days/wk	_____ days/wk
3. What type of kindergarten program(s) do you teach? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
a. Regular kindergarten class 1-year program; traditional year of school primarily for 5 year-olds prior to first grade.....	1	1	1
b. 1st year of a 2-year kindergarten program	2	2	2
c. 2nd year of a 2-year kindergarten program	3	3	3
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten)	4	4	4
e. Transitional/pre-1st grade class (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	5	5	5
f. Ungraded class with at least some kindergarten-aged children (a classroom containing kindergarten-aged students, possibly in combination with other ages, not formally identified as a "kindergarten" class)	6	6	6
g. Multigrade class with at least some kindergarten-aged children (a classroom containing kindergarten and some combination of other grades – for example a combination pre-kindergarten/kindergarten)	7	7	7

IF **MULTIGRADED** CLASSES ARE TAUGHT, ANSWER QUESTION 4.
OTHERWISE, GO TO QUESTION 5.

	Morning class	Afternoon class	Full-day class
4. What grade levels are included in each of the classes that you teach? CIRCLE ALL THAT APPLY.			
a. Prekindergarten	1	1	1
b. Transitional (or readiness) kindergarten.....	2	2	2
c. Regular kindergarten	3	3	3
d. Transitional/pre-1st grade.....	4	4	4
e. 1st grade.....	5	5	5
f. 2nd grade.....	6	6	6
g. 3rd grade or higher	7	7	7
5. As of today's date, how many children in your class(es) are at each of the following age levels?			
a. 3 years old	_____	_____	_____
	3 yrs	3 yrs	3 yrs
b. 4 years old	_____	_____	_____
	4 yrs	4 yrs	4 yrs
c. 5 years old	_____	_____	_____
	5 yrs	5 yrs	5 yrs
d. 6 years old	_____	_____	_____
	6 yrs	6 yrs	6 yrs
e. 7 years old	_____	_____	_____
	7 yrs	7 yrs	7 yrs
f. 8 years old	_____	_____	_____
	8 yrs	8 yrs	8 yrs
g. 9 years old or older	_____	_____	_____
	9 + yrs	9 + yrs	9 + yrs
h. Total class enrollment	_____	_____	_____
	total	total	total

	Morning class	Afternoon class	Full-day class
6. As of today's date, how many children in each of your classes belong to each of the following racial-ethnic groups? WRITE NUMBER ON LINE.			
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 Native Alaskan	_____	_____	_____
f. Other (SPECIFY).....	_____	_____	_____

Total class enrollment.....	_____	_____	_____
	total	total	total
7. As of today's date, how many boys and girls are there in each of your classes?			
Number of boys	_____	_____	_____
	boys	boys	boys
Number of girls	_____	_____	_____
	girls	girls	girls
8. Were children assigned to any of your classes on the basis of their preschool experience?			
Yes.....	1	1	1
No	2	2	2
9. For what percent of children in your classroom did you get records from their preschool or Head Start program or communicate with their preschool or Head Start teacher? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
None	1	1	1
1 - 25%	2	2	2
26 - 50%	3	3	3
51 - 75%	4	4	4
76% or more	5	5	5
10. How many of the children in each of your classes are repeating kindergarten this year? IF NONE, WRITE "0."			
Number of children repeating kindergarten	_____	_____	_____

	Morning class	Afternoon class	Full-day class
11. How many of the children in each of your classes demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE.			
Recognized letters.....	_____	_____	_____
Read words.....	_____	_____	_____
Read complete sentences.....	_____	_____	_____
12. At this point in the school year, how would you rate the behavior of the children in each of your classes? CIRCLE ONE FOR EACH CLASS YOU TEACH.			
Group misbehaves very frequently and is almost always difficult to handle.....	1	1	1
Group misbehaves frequently and is often difficult to handle.....	2	2	2
Group misbehaves occasionally.....	3	3	3
Group behaves well.....	4	4	4
Group behaves exceptionally well.....	5	5	5
13. Do any of the children in your class(es) speak a language other than English?			
Yes.....	1	1	1
No.....	2 GO TO Q20	2 GO TO Q20	2 GO TO Q20
14. Which languages other than English are spoken by the children in each of your classes? CIRCLE ALL THAT APPLY.			
a. Spanish.....	1	1	1
b. Vietnamese.....	2	2	2
c. Chinese.....	3	3	3
d. Japanese.....	4	4	4
e. Korean.....	5	5	5
f. A Filipino language.....	6	6	6
g. Another Asian language.....	7	7	7
h. Other language (SPECIFY):.....	8	8	8

	Morning class	Afternoon class	Full-day class
15. Do you have any children with limited English proficiency (LEP) in your class(es)? (LEP children are children whose native language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.)			
Yes.....	1	1	1
No	2 GO TO Q18	2 GO TO Q18	2 GO TO Q18
16. How many children with limited English proficiency (LEP) do you have in each of your classes?			
Number of LEP children	_____	_____	_____
17. How many of the LEP children in each of your classes receive English as a second language (ESL) instruction in the following ways in your school or center? (ESL is an instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.) WRITE NUMBER ON LINE.			
Receive no ESL instruction in the school.....	_____	_____	_____
Receive ESL instruction within the regular class.....	_____	_____	_____
Receive ESL instruction outside the regular class.....	_____	_____	_____
18. Which languages other than English are spoken by you and any other teacher or aide to the LEP children in each of your classes? CIRCLE ALL THAT APPLY.			
a. No language other than English	1 GO TO Q20	1 GO TO Q20	1 GO TO Q20
b. Spanish.....	2	2	2
c. Vietnamese.....	3	3	3
d. Chinese.....	4	4	4
e. Japanese	5	5	5
f. Korean	6	6	6
g. A Filipino language	7	7	7
h. Another Asian language	8	8	8
i. Other language (SPECIFY):	9	9	9

19. How much time per day do you and any other teacher or aide speak any non-English language in each of your classes? CIRCLE ONE FOR EACH CLASS YOU TEACH.

1 - 15 minutes.....
 16 - 30 minutes.....
 31 - 60 minutes.....
 More than 60 minutes.....

	Morning class	Afternoon class	Full-day class
1 - 15 minutes.....	1	1	1
16 - 30 minutes.....	2	2	2
31 - 60 minutes.....	3	3	3
More than 60 minutes.....	4	4	4

20. Date questionnaire completed: / /
 MM DD YY

KINDERGARTEN TEACHER QUESTIONNAIRE (FALL)

PART B

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Dear Teacher,

This booklet contains questions that seek information concerning your school and your classroom as part of the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K).

This questionnaire asks about:

- a) class organization, typical class activities, and evaluation methods;
- b) your views on kindergarten readiness;
- c) your school's climate and environment; and
- d) general information about you.

Please write your answers directly on the questionnaire by circling the appropriate number or by writing your response in the space provided.

Thank you very much for your help.

DEFINITIONS

Reference is made in the questionnaire to children with limited English proficiency (LEP), as well as English as a second language (ESL) and bilingual education programs. 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 with limited English proficiency.

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CLASS ORGANIZATION, CLASS ACTIVITIES, AND EVALUATION

1. In a typical day, how much time do the children spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	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

2. Does your classroom have the following interest areas or centers for activities? CIRCLE ONE NUMBER ON EACH LINE. IF YOU TEACH MORE THAN ONE CLASS, CONSIDER ALL CLASSES WHEN MARKING YOUR RESPONSES.

	Yes	No
a. Reading area with books.....	1	2
b. Listening center	1	2
c. Writing center or area	1	2
d. Pocket chart or flannel board.....	1	2
e. Math area with manipulatives	1	2
f. Area for playing with puzzles and blocks (Legos, etc.)	1	2
g. Water or sand table	1	2
h. Computer area.....	1	2
i. Science or nature area with manipulatives.....	1	2
j. Dramatic play area or corner	1	2
k. Art area	1	2

3. How important is each of the following in evaluating the children in your class(es)? CIRCLE ONE NUMBER ON EACH LINE.

	Not important		Somewhat important		Very important		Extremely important		Not applicable
a. Individual child's achievement relative to the rest of the class.....	1	....	2	....	3	....	4	....	5
b. Individual child's achievement relative to local, state, or professional standards	1	....	2	....	3	....	4	....	5
c. Individual improvement or progress over past performance.....	1	....	2	....	3	....	4	....	5
d. Effort	1	....	2	....	3	....	4	....	5
e. Class participation	1	....	2	....	3	....	4	....	5
f. Daily attendance	1	....	2	....	3	....	4	....	5
g. Classroom behavior or conduct.....	1	....	2	....	3	....	4	....	5
h. Cooperativeness with other children	1	....	2	....	3	....	4	....	5
i. Ability to follow directions	1	....	2	....	3	....	4	....	5
j. Other method used in evaluating children (PLEASE SPECIFY):	1	....	2	....	3	....	4	....	5

4. Which of the following best describes your evaluation and grading practices for different types of children? CIRCLE ONLY ONE NUMBER.

- I hold the same standards for most children, but I make exceptions for children with special needs (for example, children with disabilities, children with limited English proficiency)..... 1
- I hold different standards for different children based on what I think they are capable of..... 2
- I hold the same standards for everyone in my class..... 3

5. How many hours do you have designated as paid preparation periods per week? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week..... 1
- More than 2 hours but less than 5 per week..... 2
- 5 to 9 hours per week..... 3
- 10 to 14 hours per week..... 4
- 15 or more hours per week..... 5

6. Other than time spent during the work day, how many hours a week on average do you spend preparing for the class(es) you teach – for example, preparing lesson plans, grading papers? CIRCLE ONLY ONE NUMBER.

- 2 hours or less per week 1
- More than 2 hours but less than 5 per week..... 2
- 5 to 9 hours per week..... 3
- 10 to 14 hours per week..... 4
- 15 or more hours per week 5

VIEWS ON READINESS, SCHOOL CLIMATE, AND ENVIRONMENT

7. How important do you believe the following characteristics are for a child to be ready for kindergarten? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Not very important	Somewhat important	Very important	Essential
a. Finishes tasks	1	2	3	4	5
b. Can count to 20 or more	1	2	3	4	5
c. Takes turns and shares	1	2	3	4	5
d. Has good problem-solving skills	1	2	3	4	5
e. Is able to use pencils and paint brushes	1	2	3	4	5
f. Is not disruptive of the class	1	2	3	4	5
g. Knows the English language	1	2	3	4	5
h. Is sensitive to other children's feelings.....	1	2	3	4	5
i. Sits still and pays attention	1	2	3	4	5
j. Knows most of the letters of the alphabet	1	2	3	4	5
k. Can follow directions.....	1	2	3	4	5
l. Identifies primary colors and shapes	1	2	3	4	5
m. Communicates needs, wants, and thoughts verbally in primary language	1	2	3	4	5

8. In some schools, special efforts are made to make the transition into kindergarten less difficult for children. Which of the following are done in your school? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. I (or someone at the school) phone or send home information about the kindergarten program to parents.....	1	2
b. Preschoolers spend some time in the kindergarten classroom	1	2
c. The school days are shortened at the beginning of the school year	1	2
d. Parents and children visit kindergarten prior to the start of the school year	1	2
e. I (or another teacher) visit the homes of the children at the beginning of the school year	1	2
f. Parents come to the school for orientation prior to the start of the school year	1	2
g. Other transition activities (PLEASE DESCRIBE): _____	1	2

9. Please indicate the extent to which you agree with each of the following statements on children's preparation for school. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Attending preschool (for example, nursery, prekindergarten, or Head Start) is very important for success in kindergarten	1	2	3	4	5
b. Children who begin formal reading and math instruction in preschool will do better in elementary school.....	1	2	3	4	5
c. Parents should make sure their children know the alphabet before they start kindergarten	1	2	3	4	5
d. Most children should learn to read in kindergarten	1	2	3	4	5
e. Parents need help in learning how to teach their children how to read.....	1	2	3	4	5
f. Parents should set aside time every day for their kindergarten children to practice schoolwork	1	2	3	4	5
g. Homework should be given to kindergarten children almost every day	1	2	3	4	5
h. Parents should read to their children and play counting games at home regularly	1	2	3	4	5

10. Please indicate the extent to which you agree with each of the following statements about your school's climate. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Staff members in this school generally have school spirit.....	1	2	3	4	5
b. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.....	1	2	3	4	5
c. Many of the children I teach are not capable of learning the material I am supposed to teach them	1	2	3	4	5
d. I feel accepted and respected as a colleague by most staff members.....	1	2	3	4	5
e. Teachers in this school are continually learning and seeking new ideas	1	2	3	4	5
f. Routine administrative duties and paperwork interfere with my job of teaching	1	2	3	4	5
g. Parents are supportive of school staff	1	2	3	4	5

11. At your school, how much influence do you think teachers have over school policy in areas such as determining discipline policy, deciding how some school funds will be spent, and assigning children to classes? CIRCLE ONLY ONE NUMBER.

- No influence 1
- Slight influence 2
- Some influence..... 3
- Moderate influence..... 4
- A great deal of influence 5

12. How much control do you feel you have IN YOUR CLASSROOM over such areas as selecting skills to be taught, deciding about teaching techniques, and disciplining children? CIRCLE ONLY ONE NUMBER.

- No control 1
- Slight control..... 2
- Some control 3
- Moderate control 4
- A great deal of control 5

13. Please indicate the extent to which you agree with each of the following statements about your school's environment. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The academic standards at this school are too low	1	2	3	4	5
b. There is broad agreement among the entire school faculty about the central mission of the school	1	2	3	4	5
c. The school administrator knows what kind of school he/she wants and has communicated it to the staff.....	1	2	3	4	5
d. The school administrator deals effectively with pressures from outside the school (for example, budget, parents, school board) that might otherwise affect my teaching	1	2	3	4	5
e. The school administrator sets priorities, makes plans, and sees that they are carried out.....	1	2	3	4	5
f. The school administration's behavior toward the staff is supportive and encouraging	1	2	3	4	5

14. Please indicate the extent to which you agree with each of the following statements on teaching. CIRCLE ONE NUMBER ON EACH LINE.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I really enjoy my present teaching job	1	2	3	4	5
b. I am certain I am making a difference in the lives of the children I teach	1	2	3	4	5
c. If I could start over, I would choose teaching again as my career	1	2	3	4	5

YOUR BACKGROUND

15. What is your gender?

- Male..... 1
- Female 2

16. In what year were you born? 19 ____

17. Are you of Hispanic or Latino origin? CIRCLE ONE NUMBER.

- Yes 1
- No..... 2

18. Which best describes your race? CIRCLE ONE OR MORE.

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

19. Counting this school year, how many years have you taught each of the following grades and programs? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5) PLEASE INCLUDE PART-TIME TEACHING. WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

Total Years Grade or Program Taught

- a. Preschool or Head Start _____
- b. Kindergarten (including Transitional/Readiness Kindergarten and Transitional/pre-1st grade) _____
- c. First grade..... _____
- d. Second through fifth grade _____
- e. Sixth grade or higher _____
- f. English as a Second Language (ESL) program _____
- g. Bilingual education program _____
- h. Special education program _____
- i. Physical education program _____
- j. Art or music program _____

20. Counting this school year, how many years have you taught in your current school including part-time teaching? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.5).

_____ Years

21. What is the highest level of education you have completed? CIRCLE ONLY ONE NUMBER.

- High school diploma or GED 1
 - Associate's degree 2
 - Bachelor's 3
 - At least one year of course work beyond a Bachelor's but not a graduate degree 4
 - Master's 5
 - Education specialist or professional diploma based on at least one year of course work past a Master's degree level 6
 - Doctorate 7
 - Other (PLEASE SPECIFY): _____ 8
-

22. How many college courses have you completed in the following areas? CIRCLE ONE NUMBER ON EACH LINE.

- a. Early childhood education 0 1 2 3 4 5 6+
- b. Elementary education 0 1 2 3 4 5 6+
- c. Special education 0 1 2 3 4 5 6+
- d. English as a Second Language (ESL) 0 1 2 3 4 5 6+
- e. Child development 0 1 2 3 4 5 6+
- f. Methods of teaching reading 0 1 2 3 4 5 6+
- g. Methods of teaching mathematics 0 1 2 3 4 5 6+
- h. Methods of teaching science 0 1 2 3 4 5 6+

23. What type of teaching certification do you have? CIRCLE ONLY ONE NUMBER.

- None 1
- Temporary, probational, provisional, or emergency certification 2
- Certificate for completion of an alternative certification program..... 3
- Regular certification but less than the highest available 4
- The highest certification available (permanent or long term)..... 5

24. In what areas are you certified? CIRCLE ONE NUMBER ON EACH LINE.

	Yes	No
a. Elementary education	1	2
b. Early childhood	1	2
c. Other (PLEASE SPECIFY): _____	1	2

25. Date questionnaire completed:

____/____/____
MM DD YY

KINDERGARTEN TEACHER QUESTIONNAIRE (FALL)

PART C

School ID#: _____
Child's Name: _____
Child ID#: _____
Teacher's Name: _____
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Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. 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 following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

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

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. 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.

Children with Limited English Proficiency: Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

Children with Special Needs: It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

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 1850-0719. The time required to complete this information collection is estimated to average 10 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, D.C. 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, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

SECTION I: LANGUAGE AND LITERACY

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?"	1	2	3	4	5	N/A
2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life.	1	2	3	4	5	N/A
3. Easily and quickly names all upper- and lower-case letters of the alphabet	1	2	3	4	5	N/A
4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," – or "light."	1	2	3	4	5	N/A
5. Predicts what will happen next in stories by using the pictures and storyline for clues. ...	1	2	3	4	5	N/A
6. Reads simple books independently – for example, reads books with a repetitive language pattern.....	1	2	3	4	5	N/A
7. Demonstrates early writing behaviors – for example, by using initial consonants to spell words ("d" for the word "dog"), or using letter names to represent sounds ("r" for the word "are"), or phonetic spelling ("hrt" for the word "heart"), to convey words and ideas.	1	2	3	4	5	N/A
8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence.....	1	2	3	4	5	N/A
9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words.....	1	2	3	4	5	N/A

SECTION II: GENERAL KNOWLEDGE

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
10. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.....	1	2	3	4	5	N/A
11. Understands what people do who have different kinds of jobs – for example, knowing that people use different tools, equipment, and machinery in their jobs (farmers, doctors, dentists, etc.), or that most jobs require special training.....	1	2	3	4	5	N/A
12. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.	1	2	3	4	5	N/A
13. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope.	1	2	3	4	5	N/A
14. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals."	1	2	3	4	5	N/A

SECTION III: MATHEMATICAL THINKING

THIS CHILD ...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In Progress	Intermediate	Proficient	Not Applicable
15. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes."	1	2	3	4	5	N/A
16. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest.....	1	2	3	4	5	N/A
17. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks.....	1	2	3	4	5	N/A
18. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?"	1	2	3	4	5	N/A
19. Demonstrates an understanding of graphing activities – for example, by adding a cube or coloring on a graph of "How we get to school" using yellow for "riding the bus," white for "riding in a car," and blue for "walking."	1	2	3	4	5	N/A
20. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects.	1	2	3	4	5	N/A
21. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem.....	1	2	3	4	5	N/A