



This data file contains the public-use item-level data for the Social Rating Scale (SRS) Approaches to Learning scales used in the parent and teacher questionnaires of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K).

The data file contains the child identification number (CHILDID). To merge this information with the data on the main data file, researchers should merge by this identification number.

This document contains the SRS survey items that comprise the parent and teacher Approaches to Learning scales as fielded to parents and teachers, followed by information on how the subscales were constructed.

The parent Approaches to Learning SRS scale was fielded:

- Fall kindergarten [variables on the file begin with P1]
- Spring kindergarten [variables on the file begin with P2]
- Spring first grade [variables on the file begin with P4]

The parent SRS was not fielded in the third-, fifth-, or eighth-grade data collections.

The teacher Approaches to Learning SRS scale was fielded:

- Fall kindergarten [variables on the file begin with T1]
- Spring kindergarten [variables on the file begin with T2]
- Spring first grade [variables on the file begin with T4]
- Spring third grade [variables on the file begin with T5]
- Spring fifth grade [variables on the file begin with G6]

The teacher SRS was not fielded in the eighth-grade data collection.

KINDERGARTEN THROUGH FIRST GRADE PARENT SOCIAL RATING SCALE (SRS)
(Approaches to Learning Scale items)

The parent indicated how frequently the child exhibited the following behaviors or characteristics. The response scale included four points ranging from “1 = never” to “4 = very often.”

This subscale is composed of the following items:¹

- 10. Keep working at something until {he/she} is finished?
- 13. Show interest in a variety of things?
- 15. Concentrate on a task and ignore distractions?
- 18. Help with chores?
- 22. Eager to learn new things?
- 24. Creative in work or in play?

The Approaches to Learning subscale was created only if there were valid data on at least 4 of the 6 of the items. The subscale score is computed as the mean of the items comprising the score.

¹ The numbering for the approaches to learning items is not sequential because it reflects the numbering of the original SRS instrument, of which the approaches to learning items are a subset.

KINDERGARTEN THROUGH FIFTH GRADE TEACHER SOCIAL RATING SCALE (SRS)
(Approaches to Learning Scale items)

The teacher indicated how frequently the child exhibited the following behaviors or characteristics. The response scale included four points ranging from “1 = never” to “4 = very often,” and there was also a “-7 = no opportunity to observe” option.

This subscale is composed of the following items:²

- 11. Keeps belongings organized.
- 14. Shows eagerness to learn new things.
- 15. Works independently.
- 21. Easily adapts to changes in routine.
- 23. Persists in completing tasks.
- 24. Pays attention well.

In kindergarten and first grade, the Approaches to Learning subscale was created only if there were valid data on at least 4 of the 6 of the items. The subscale score is computed as the mean of the items comprising the score.

In third and fifth grade, the following item was added to the SRS and added to the Approaches to Learning subscale:

- 26. Following classroom rules.

In spring third grade and spring fifth grade, the Approaches to Learning subscale was created only if there were valid data on at least 5 of the 7 of the items. The subscale score is computed as the mean of the items comprising the score.

² The numbering for the approaches to learning items is not sequential because it reflects the numbering of the original SRS instrument, of which the approaches to learning items are a subset.