

Head Start Family and Child Experiences Survey (FACES 2000)
Teacher's Child Report Form – Spring 2001

CHILD LABEL

SECTION A. Social Skills

Please describe this child according to how often he/she has behaved in the following ways during the past month, from “never,” to “sometimes” to “very often.” For each item, circle only one code.

	Never	Sometimes	Very often
1. Follows the teacher's directions.....	1	2	3
2. Makes friends easily	1	2	3
3. Does not get upset when teased by classmates	1	2	3
4. Joins an ongoing activity or group without being told to do so	1	2	3
5. Invites others to join in activities	1	2	3
6. Waits her or his turn in games or other activities	1	2	3
7. Helps in putting work materials or center property away	1	2	3
8. Gives compliments to classmates.....	1	2	3
9. Says nice things about herself or himself when appropriate	1	2	3
10. Follows the rules when playing games with others	1	2	3
11. Uses free time in acceptable ways.....	1	2	3
12. Accepts classmates' ideas for sharing and playing.....	1	2	3

SECTION B. Classroom Conduct

Please describe this child according to how true each of these statements has been during the past month, from “not true” to “somewhat or sometimes true” to “very true or often true.” For each item, circle only one code.

	Not true	Somewhat or sometimes true	Very true or often true
1. Acts too young for his or her age	1	2	3
2. Can't concentrate, can't pay attention for long ..	1	2	3
3. Disobeys rules or requests.....	1	2	3
4. Disrupts ongoing activities.....	1	2	3
5. Hard to understand what he or she is saying.....	1	2	3
6. Hits or fights with others.....	1	2	3
7. Keeps to herself or himself; tends to withdraw	1	2	3
8. Lacks confidence in learning new things or trying new activities	1	2	3
9. Is nervous, high-strung, or tense	1	2	3
10. Is very restless, fidgets all the time, can't sit still.....	1	2	3
11. Often seems sleepy or tired in class	1	2	3
12. Has temper tantrums or hot temper	1	2	3
13. Often seems unhappy, sad, or depressed.....	1	2	3
14. Worries about things for a long time	1	2	3

SECTION C. Problem Solving and Initiative

This section explores the child's ability to begin and follow through on tasks. It is the power to make and carry out choices and decisions. Please report on this child's problem solving skills and initiative by choosing one descriptor for each item that is at the highest level the child has demonstrated in your classroom within the past week. For examples of each item, please refer to the glossary.

C1. Please circle the code below the one item that best describes how well this child *solves problems*.

Child does not yet identify problems	Child identifies problems, but does not try to solve them, turning instead to another activity	Child uses one method to try to solve a problem, but if unsuccessful, gives up after one or two tries	Child shows some persistence, trying several alternative methods to solve a problem	Child tries alternative methods to solve a problem and is highly involved and persistent
1	2	3	4	5

C2. Please circle the code below the one item that best describes how well this child *engages in complex play*.

Child does not yet take initiative in choosing materials or activities	Child finds acceptable ways to get others to pay attention to problems (does not hit or kick to get attention)	Child shows interest in simple use of materials or simple participation in activities	Child, acting alone, uses materials or organizes active play involving two or more steps	Child, acting alone, carries out complex and varied sequences of activities
1	2	3	4	5

SECTION D. Social Relationships

This section has to do with the skills that children use to cope with social situations and conflict, to work with others towards a common goal, and to express feelings appropriately. Please report on this child's ability in social relationships by choosing one descriptor for each item that is at the highest level the child has demonstrated in your classroom within the past week. For examples of each item, please refer to the glossary.

D1. Please circle the code below the one item that best describes how well this child *makes friends with other children*.

Child does not yet identify classmates by name	Child identifies some of the children by name and occasionally talks about them	Child identifies a classmate as a friend	Child is identified by a classmate as a friend	Child appears to receive social support from a friend and shows loyalty to the friend
1	2	3	4	5

D2. Please circle the code below the one item that best describes how well this child *works with other children*.

Child does not yet work with others to solve a conflict, but instead runs away or uses force.	Child finds acceptable ways to get others to pay attention to problems (does not hit or kick to get attention)	Child requests adult help in solving problems with other children	Child sometimes attempts to solve problems with other children independently, by negotiation or other socially acceptable means	Child usually solves problems with other children independently (shares materials, takes turns)
1	2	3	4	5

D3. Please circle the code below one item that best describes how well this child *understands and expresses feelings*.

Child does not yet express or verbalize feelings	Child expresses or verbalizes feelings, but sometimes in unacceptable ways	Child shows awareness of the feelings of others	Child usually expresses feelings in acceptable ways	Child responds appropriately to the feelings of others
1	2	3	4	5

SECTION E. Creative Representations

This section has to do with the process by which children depict objects and experiences through imitation, pretending, building, art work and written language. For examples of each item, please refer to the glossary.

E1. Please circle the code below the one item that best describes how well this child *makes and builds things*.

Child does not yet explore or use making-and-building materials such as clay, sand or blocks	Child explores making-and-building materials	Child uses materials to make something (a stack of blocks, a sand pile) but does not say whether it is meant to represent something else (a tower, a beach)	Child uses materials to make a simple representation and says or demonstrates (communicates verbally or nonverbally) what it is (says a stack of blocks is a tower; says a stack of balls is a snowman)	Child uses materials to make or build things with at least three details represented (e.g., a house with a door, windows, and a chimney)
1	2	3	4	5

E2. Please circle the code below the one item that describes how well this child *draws and paints*.

Child does not yet draw or paint	Child explores drawing and painting materials	Child draws or paints simple representations (a ball, a house)	Child draws or paints representations with a few details	Child draws or paints representations with many details
1	2	3	4	5

E3. Please circle the code below the one item that best describes how well this child can *pretend or engage in pretend play*.

Child does not yet pretend	Child uses one object to stand for another or uses actions or sounds to pretend	Child assumes the role of someone or something else, or talks in language appropriate to the assumed role	Child engages in cooperative pretend play with another child	Child steps out of pretend play to give directions to another (e.g. "When you are the baby bear, speak in a voice like this")
1	2	3	4	5

SECTION F. Music and Movement

This section has to do with the *physical abilities and movements that children use in their everyday lives*. Please report on this child's ability to exhibit body coordination, manual coordination, to move to a steady beat and to follow music and movement directions by choosing the descriptor that is at the highest level the child has demonstrated in your classroom within the past week. For examples of each item, please refer to the glossary.

F1. Please circle the code below the one item that best describes how well this child *exhibits body coordination*.

Child's movements are not yet coordinated	Child shows coordination in climbing steps and walking and seldom runs into objects or other children	Child alternates feet while walking up the stairs without holding on to the banister; tosses and catches a ball or a bean bag	Child moves around while manipulating an object	Child engages in complex movements (skipping, dribbling a ball).
1	2	3	4	5

F2. Please circle one code below the one item that describes how well this child *exhibits manual coordination (manipulating small objects and performing precise actions)*.

Child uses whole hand to grasp and pick up small objects	Child uses appropriate finger and hand motions to handle or pick up small objects	Child fits materials together and takes them apart (e.g. pegs and pegboards, nuts and bolts)	Child manipulates small objects with precision (threading a large needle, stringing small beads, fitting tiny pegs into holes)	Child performs precise actions involving opposing hand movements (buttoning clothing, starting and zipping up a zipper)
1	2	3	4	5

F3. Please circle the code below the one item that best describes how well this child can *imitate movements to a steady beat*.

Child does not yet imitate actions performed to a beat	Child imitates single movements presented one at a time (puts hands on knees)	Child responds to the beat of songs or instrumental music with simple movements (patting knees to the steady beat)	Child responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)	Child chants or sings while performing a sequence of movements to the beat
1	2	3	4	5

F4. Please circle the code below the one item that best describes how well this child can *follow music and movement directions*.

Child does not follow spoken instructions for music and movement	Child follows spoken instructions for a single movement (e.g. "Raise your hands")	Child follows spoken instructions for a two-part or two-step movement ("Put your hands on your head; now put your hands on your shoulders")	Child follows spoken instructions for more complex sequences of movements (e.g. "Put your hands on top of your head; now put one hand on your ear and the other on your nose")	Child describes and carries out movement sequences (e.g. patting and saying the name of two body parts twice each: "Head, head, shoulders, shoulders, knees, knees, toes, toes")
1	2	3	4	5

SECTION G. Language and Mathematics

This section explores the child's developing abilities of language and classification. Please report on this child's interest in reading activities and ability to classify objects by choosing the descriptor that is at the highest level the child has demonstrated in your classroom within the past week. For examples of each item, please refer to the glossary.

G1. Please circle the code below the one item that best describes how well this child *exhibits an interest in reading activities*.

Child does not yet show interest in reading activities	Child shows interest when stories are read	Child asks people to read stories or signs or notes	Child answers questions about a story that has been read or repeats part of the story	Child often reads a book or tells the story while turning the pages
1	2	3	4	5

G2. Please circle the code below the one item that describes how well this child *exhibits classification skills by sorting objects*.

Child does not yet sort objects into groups	Child groups identical objects together	In sorting, child groups objects together that are the same in some way but different in other ways (combines red stars and red circles)	In sorting, child groups objects together that are the same in some way and occasionally describes what has been done	In sorting, child groups objects together on the basis of two or more characteristics (includes all the big red circles but not the big red stars or the big blue circles)
1	2	3	4	5