

ICPSR 35003

**Third Grade Follow-up to the Head
Start Impact Study (HSIS),
2007-2008, United States**

Michael Puma

Chesapeake Research Associates

Stephen Bell

Abt Associates

Ronna Cook

Ronna Cook Associates

Camilla Heid

Westat

Third Grade Follow-up Teacher's Child Report

ICPSR

P.O. Box 1248
Ann Arbor, Michigan 48106
www.icpsr.umich.edu

About *Research Connections*

These data are made available by the Child Care and Early Education *Research Connections* project. *Research Connections* promotes high quality research in child care and early education and the use of that research in policymaking.

Research Connections is operated by the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University and the Inter-university Consortium for Political and Social Research at the Institute for Social Research, University of Michigan, through a cooperative agreement with the Office of Child Care, Office of Family Assistance and the Office of Planning, Research, and Evaluation, Administration for Children and Families in the U.S. Department of Health and Human Services.



Terms of Use

The terms of use for this study can be found at:
<http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/35003/terms>

Information about Copyrighted Content

Some instruments administered as part of this study may contain in whole or substantially in part contents from copyrighted instruments. Reproductions of the instruments are provided as documentation for the analysis of the data associated with this collection. Restrictions on "fair use" apply to all copyrighted content. More information about the reproduction of copyrighted works by educators and librarians is available from the United States Copyright Office.

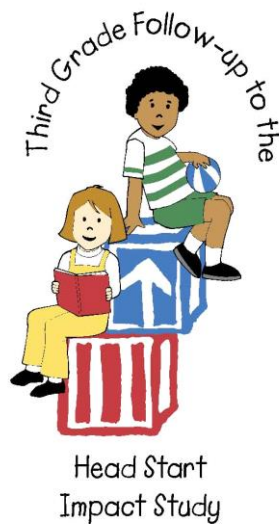
NOTICE

WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.



Spring 2008



Child Name:	
Child ID number:	
Birth date:	

TEACHER'S CHILD REPORT (TCR)

School Name:	
Setting ID:	
School Address:	
	Street
	City State Zip
School Phone:	()
Teacher Name:	
Subsetting ID:	

Westat

Dear Teacher,

This Teacher's Child Report (TCR) is an important part of the Third Grade Follow-up to the Head Start Impact Study, a major longitudinal study of children's school performance beginning with preschool and continuing through third grade. This study is conducted by Westat for the U.S. Department of Health and Human Services (HHS), Office of Planning, Research, and Evaluation (OPRE). You have received this survey because one or more of the children in your class are participants in this study.

The Third Grade Follow-Up to the Head Start Impact Study is collecting information from children, parents, teachers, and principals to investigate the impact of Head Start on children's school performance. This TCR is designed to collect information in the following areas:

- 1) Child Information
- 2) Child's Social-Emotional Characteristics
- 3) Reading/Language Arts Classroom Characteristics
- 4) Child's Reading/Language Arts Skills
- 5) Math Classroom Characteristics
- 6) Child's Math Skills

Although we realize you are very busy, we urge you to complete this survey as accurately as possible. The information you provide is confidential and only will be used for research purposes.

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

If you have any questions, please call 1-800-937-8281, ext. 2876.

Thank you very much for your help.

NOTICE: 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 0970-0229 (expires 7/30/2008). The time required to complete this information collection is estimated to average 15 minutes per response, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

PLEASE ENTER TODAY'S DATE:

Month Day 2008
Year

☐ IF THE CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET WAS **NOT** ENROLLED IN YOUR CLASSROOM AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR, CHECK THIS BOX AND RETURN THE BOOKLET TO THE WESTAT REPRESENTATIVE WHO WILL VISIT YOUR SCHOOL. OTHERWISE, PLEASE FOLLOW THE DIRECTIONS TO COMPLETE THE BOOKLET.

CHILD INFORMATION

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD.

1. Since the beginning of the school year, has this child been: (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. In the same school?.....	1	2
b. In the same reading/language arts class?	1	2
c. In the same math class?	1	2

2. During this school year, approximately how many days has this child missed school?

a. 0-5 days.....	1
b. 6-10 days.....	2
c. More than 10 days.....	3

3. Approximately, what percent of students in this child's class are eligible for free or reduced-price lunch?

_____ %

4. Approximately, what percent of the students in this child's class belongs to each of the following racial/ethnic groups? (ENTER "0" ON THE LINE IF YOUR CLASS HAS NO STUDENTS OF THAT RACIAL-ETHNIC GROUP. THE TOTAL ON THE PERCENT COLUMN SHOULD ADD TO 100%.)

	Percent
a. Asian or Pacific Islander	_____ %
b. Hispanic, regardless of race	_____ %
c. Black, not of Hispanic origin	_____ %
d. White, not Hispanic origin	_____ %
e. American Indian or Alaska Native	_____ %
f. Other (<i>Specify</i>)	_____ %
g. TOTAL	_____ %

5. Was this child given a developmental or readiness assessment prior to starting third grade or in the early months of the school year? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2 (GO TO QUESTION 7)

6. How were the results of the assessment used? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Child was placed in a regular third grade reading/language arts class	1	2
b. Child was placed in a regular third grade math class.....	1	2
c. Child was identified as needing special education services.....	1	2
d. Teacher adjusted teaching techniques for this child based on assessment	1	2
e. Child was given advanced instruction.....	1	2
f. Child was referred for further diagnostic testing	1	2
g. Other (<i>Specify</i>)	1	2

7. Will this child be promoted to fourth grade? (If a promotion decision has not yet been made, please indicate your best estimate of what will happen, based on what you know at this time.) (CIRCLE ONE NUMBER.)
- Yes, will be promoted to regular fourth grade class 1
- Will repeat third grade..... 2
- Other (*Specify*) 3
8. Have one or both of this child's parents (or guardians) attended open house meetings, back-to-school nights, or class events, such as a class play or recital, this school year? (CIRCLE ONE NUMBER.)
- Yes..... 1
- No 2
9. Have one or both of this child's parents (or guardians) acted as volunteers or helped out with class activities or class trips this year? (CIRCLE ONE NUMBER.)
- Yes..... 1
- No 2
10. How often have this child's parents (or guardians) initiated contact with you to find out how things were going with the child or to offer help with class activities? (CIRCLE ONE NUMBER.)
- Not at all..... 1
- Once or twice during the school year..... 2
- Three to five times during the school year 3
- About once a month or more often 4
11. How often have you contacted or tried to contact this child's parent(s) (or guardians) about behavior or schoolwork problems with this child? (CIRCLE ONE NUMBER.)
- Not at all..... 1
- Once or twice during the school year..... 2
- Three to five times during the school year 3
- About once a month or more often 4

12. Does this child have an Individualized Education Program (IEP) for children with disabilities? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2 (GO TO QUESTION 14)

Don't Know 8 (GO TO QUESTION 14)

13. Is this child currently receiving special education services? (CIRCLE ONE NUMBER.)

Yes..... 1 (SKIP QUESTION 14)

No 2 (SKIP QUESTION 14)

14. Should this child be referred for special education services? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2

CHILD'S SOCIAL-EMOTIONAL CHARACTERISTICS

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD'S SOCIAL-EMOTIONAL CHARACTERISTICS.

1. Below is a series of statements about your relationship with this child. For each statement, please circle the number of the category that most applies to your relationship with him/her. (CIRCLE ONE NUMBER ON EACH LINE.)

**Definitely
does not
apply**

Not really

**Neutral,
not sure**

**Applies
sometimes**

**Definitely
applies**

**The Teacher-Child Relationship Scale (copyrighted instrument)
was removed.**

2. Please rate each of the listed behaviors according to how well each describes this child. (CIRCLE ONE NUMBER ON EACH LINE.)

	Not at all	A little	Moderately well	Well	Very well
a. Expresses needs and feelings appropriately	1	2	3	4	5
b. Thinks before acting	1	2	3	4	5
c. Resolves peer problems on his/her own	1	2	3	4	5
d. Can calm down when excited or all wound up	1	2	3	4	5
e. Very good at understanding other people's feelings	1	2	3	4	5
f. Controls temper when there is a disagreement	1	2	3	4	5
g. Is helpful to others	1	2	3	4	5
h. Can give suggestions and opinions without being bossy	1	2	3	4	5
i. Acts friendly towards others	1	2	3	4	5

3. Please rate each of the listed behaviors according to how well each describes this child over the last six months or this school year. (CIRCLE ONE NUMBER ON EACH LINE.)

	Not true	Somewhat true	Certainly true
a. Considerate of other people's feelings.	1	2	3
b. Restless, overactive, cannot stay still for long.	1	2	3
c. Often complains of headaches, stomach-aches or sickness.	1	2	3
d. Shares readily with other children, for example toys, treats, pencils.	1	2	3
e. Often loses temper.	1	2	3
f. Rather solitary, prefers to play alone.	1	2	3
g. Generally well behaved, usually does what adults request.	1	2	3
h. Many worries or often seems worried.	1	2	3
i. Helpful if someone is hurt, upset or feeling ill.	1	2	3
j. Constantly fidgeting or squirming.	1	2	3
k. Has at least one good friend.	1	2	3
l. Often fights with other children or bullies them.	1	2	3
m. Often unhappy, depressed or tearful	1	2	3
n. Generally liked by other children.	1	2	3
o. Easily distracted, concentration wanders	1	2	3

	Not true	Somewhat true	Certainly true
p. Nervous or clingy in new situations, easily loses confidence.....	1	2	3
q. Kind to younger children.....	1	2	3
r. Often lies or cheats.....	1	2	3
s. Picked on or bullied by other children.....	1	2	3
t. Often offers to help others (parents, teachers other children).....	1	2	3
u. Thinks things out before acting.....	1	2	3
v. Steals from home, school or elsewhere.....	1	2	3
w. Gets along better with adults than with other children.	1	2	3
x. Many fears, easily scared.....	1	2	3
y. Good attention span, sees work through to the end.	1	2	3

☐ IF YOU HAVE NOT TAUGHT READING/LANGUAGE ARTS AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR TO THE CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, CHECK THIS BOX, AND THEN GO TO THE YELLOW SECTION.

READING/LANGUAGE ARTS CLASSROOM CHARACTERISTICS

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD'S READING/LANGUAGE ARTS CLASS.

1. How many children are in this child's reading/language arts class? (WRITE THE NUMBER ON THE LINE.) _____ CHILDREN

2. Which of the following, if any, characterize this child's reading/language arts class? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Mixed age	1	2
b. Mixed grade	1	2
c. Single gender	1	2
d. Grouped by ability	1	2
e. Inclusion	1	2

3. About how many children in this child's reading/language arts class: (WRITE THE NUMBER ON EACH LINE. ENTER "0" ON A LINE IF THERE ARE NO CHILDREN IN A CATEGORY.)

a. Have serious reading difficulties?	_____ CHILDREN
b. Lack other academic skills and knowledge to learn what you are trying to teach?	_____ CHILDREN
c. Are currently enrolled in an English Language Learner (ELL) program?	_____ CHILDREN
d. Create serious disruptions in your class?	_____ CHILDREN
e. Have a diagnosed physical or psychological disability and need special services?	_____ CHILDREN
f. Are classified as Gifted and Talented?	_____ CHILDREN
g. Are participating in a Gifted and Talented program?	_____ CHILDREN
h. Are repeating this grade this year?	_____ CHILDREN
i. Are below grade level in their reading skills?	_____ CHILDREN
j. Are above grade level in reading?	_____ CHILDREN
k. Are tardy, on an average day?	_____ CHILDREN
l. Are absent, on an average day?	_____ CHILDREN

4. On a typical day, how many times in this child's reading/language arts classroom is instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Once	Twice	3-4 times	More than 4 times
a. Disrupted by student misbehavior?	1	2	3	4	5
b. Interrupted by announcements, messages, etc.?	1	2	3	4	5
c. Disrupted by students coming in late, or noise in the hallway?	1	2	3	4	5

5. Do you have an assistant teacher or teacher's aide in this child's reading/language arts class? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2 (GO TO QUESTION 8)

6. How many assistant teachers or teacher's aides are assigned to this child's reading/language arts class? (CIRCLE ONE NUMBER.)

One assistant teacher or teacher's aide..... 1

Two assistant teachers or teacher's aides 2

More than two teacher assistants or teacher's aides 3

7. Does this person(s) provide direct instruction to children including one-on-one or with small groups? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2

8. On average, how much time is devoted to this child's reading/language arts class each day? (WRITE THE NUMBER ON THE LINE.)

_____ MINUTES

9. How many nights per week do children in this child's reading/language arts class typically have homework? (CIRCLE ONE NUMBER.)

Zero nights per week 0

One night per week..... 1

Two nights per week 2

Three nights per week 3

Four nights per week 4

Five nights per week 5

10. Is this a school policy? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2

11. Estimate the amount of time, in minutes, an average student in this child's reading/language arts class is expected to spend doing reading/language arts homework on each weeknight it is assigned. (WRITE THE NUMBER ON THE LINE.)

_____ MINUTES

12. Do you have the following resources available in this child's reading/language arts classroom? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Class library for independent student reading	1	2
b. Reference materials (e.g., dictionaries)	1	2
c. Teacher resources for read aloud.....	1	2
d. Teacher resources for instruction	1	2
e. Sets of trade books.....	1	2
f. Sets of chapter books.....	1	2
g. Computers for children's use.....	1	2

13. In this child's reading/language arts class, to what extent do you integrate curriculum areas around common or unifying themes (e.g., using reading and social studies concepts in the same unit of study, etc.)? (CIRCLE ONE NUMBER.)

Never 1

Occasionally 2

Usually 3

All the time 4

14. This year, how often did children in this child's reading/language arts class work on the following areas in writing? (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Rarely	Sometimes	Often
a. Practice capitalization, punctuation, or spelling using sample sentences or worksheets.....	1	2	3	4
b. Editing the capitalization, punctuation, or spelling of their own writing.....	1	2	3	4
c. Editing the word use, grammar, or syntax in their own writing.....	1	2	3	4
d. Practice grammar or syntax using sample sentences or worksheets	1	2	3	4
e. Revising their own work by elaborating or extending what they wrote.....	1	2	3	4
f. Revising their own work by reorganizing or refining what they wrote.....	1	2	3	4
g. Going beyond facts to organize and synthesize information.....	1	2	3	4
h. Conferencing with you about their writing	1	2	3	4
i. Allowing students to conference in pairs about their writing	1	2	3	4

15. How often were the following comprehension topics a primary focus of your instruction in this child's reading/language arts class? (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Rarely	Sometimes	Often
a. Activating prior knowledge or making personal connections to text.....	1	2	3	4
b. Making predictions, previewing, or surveying text	1	2	3	4
c. Students generating their own questions.....	1	2	3	4
d. Summarizing important or critical details	1	2	3	4
e. Examining literary techniques.....	1	2	3	4
f. Identifying the author's purpose.....	1	2	3	4
g. Using concept maps, story maps, and or graphic organizers	1	2	3	4
h. Answering questions that require inference.....	1	2	3	4
i. Allowing students to conference in pairs about their writing	1	2	3	4

16. When you are involved in reading/language arts instruction, how much time during a typical school day do students in this child's reading/language arts class spend in the following activities? (CIRCLE ONE NUMBER ON EACH LINE.)

	No time	Little time	Some time	Most of the time
a. Teacher-directed whole class activities	1	2	3	4
b. Teacher-directed small group activities	1	2	3	4
c. Working one-on-one with teacher (student-teacher conferencing).....	1	2	3	4
d. Children working independently in pairs/teams/small groups.....	1	2	3	4
e. Children working individually on class assignments	1	2	3	4
f. Children-selected individual activities.....	1	2	3	4
g. Discussing or debating ideas with students responding to each other	1	2	3	4
h. Reading or presenting their writing/work to the class or groups of students	1	2	3	4

17. How often do you or someone else do each of the following activities with children in this child's reading/language arts classroom? (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Discuss new or difficult vocabulary	1	2	3	4	5	6
b. Work on phonics	1	2	3	4	5	6
c. Listen to you read stories	1	2	3	4	5	6
d. Retell stories	1	2	3	4	5	6
e. Read aloud.....	1	2	3	4	5	6
f. Read silently.....	1	2	3	4	5	6
g. Talk with each other about what they have read	1	2	3	4	5	6
h. Work in a reading workbook or on a worksheet	1	2	3	4	5	6
i. Write words from dictation, to improve spelling	1	2	3	4	5	6
j. Write with encouragement to use invented spellings, if needed.....	1	2	3	4	5	6
k. Write about something they have read.....	1	2	3	4	5	6
l. Read books they have chosen themselves	1	2	3	4	5	6
m. Read text with controlled vocabulary.....	1	2	3	4	5	6

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
n. Read text with strong phonetic patterns	1	2	3	4	5	6
o. Read text with patterned or predictable text	1	2	3	4	5	6
p. Read thematic or literature based text	1	2	3	4	5	6
q. Compose and write stories or reports	1	2	3	4	5	6
r. Do a group activity or project about what they have read	1	2	3	4	5	6
s. Discuss different interpretations of what they have read	1	2	3	4	5	6
t. Explain or support their understanding of what they have read	1	2	3	4	5	6
u. Publish their own writing	1	2	3	4	5	6
v. Perform plays and skits	1	2	3	4	5	6
w. Write stories in a journal	1	2	3	4	5	6
x. See/hear stories from story tellers or other artists	1	2	3	4	5	6
y. Work in mixed-achievement groups on language arts activities	1	2	3	4	5	6
z. Take quizzes or tests	1	2	3	4	5	6
aa. Watch movies, videos, filmstrips, television, or listen to tapes, compact discs, or records	1	2	3	4	5	6

18. What type of materials form the core of your reading program for this child's reading/language arts class? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Primarily basal	1	2
b. Primarily trade books	1	2
c. Both basal and trade books	1	2
d. Other materials (<i>Specify</i>) _____	1	2

CHILD'S READING/LANGUAGE ARTS SKILLS

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD'S READING/LANGUAGE ARTS SKILLS.

School Accomplishments. The following section asks you to rate the child's skills, knowledge, and behaviors. Your ratings should be based on your experiences with this child, using a five-point scale (described below). 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/or chooses to demonstrate the targeted skills, knowledge and behaviors.

Score	Label	Definition
1	= Not yet	Child <i>has not yet</i> demonstrated skill, knowledge, or behavior.
2	= Beginning	Child is <i>just beginning</i> to demonstrate skill, knowledge or behavior but does so very inconsistently.
3	= In progress	Child demonstrates skill, knowledge or behavior <i>with some regularity</i> but varies in level of competence.
4	= Intermediate	Child demonstrates skills, knowledge or behavior <i>with increasing regularity and average competence</i> , but is not completely proficient.
5	= Proficient	Child demonstrates skill, knowledge or behavior <i>competently and consistently</i> .
6	= Not applicable	Skill, knowledge or behavior <i>has not been introduced</i> 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 "6" 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 his/her 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.

19.	This child...(CIRCLE ONE NUMBER ON EACH LINE.)	Not yet	Beginning	In progress	Inter-mediate	Proficient	Not applicable
a.	Conveys ideas clearly when speaking —for example, presents a well-organized oral report or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate's concerns	1	2	3	4	5	6
b.	Uses various strategies to gain information —for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic	1	2	3	4	5	6
c.	Reads fluently —for example, easily reads words as part of meaningful phrases rather than word by word including words with three or more syllables, such as rambunctious, residential, genuinely, and pneumonia.....	1	2	3	4	5	6
d.	Reads third grade books (fiction) independently with comprehension —for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story	1	2	3	4	5	6
e.	Reads and comprehends expository text —for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children's news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.	1	2	3	4	5	6
f.	Composes multi-paragraph stories/reports —for example, writes a report by developing and following an outline, or writes stories with a clear plot and distinct characters	1	2	3	4	5	6
g.	Rereads and reflects on writing, making changes to clarify or elaborate —for example, adds more adjectives and description, or includes additional details to increase clarity, or combines choppy sentences	1	2	3	4	5	6
h.	Makes mechanical corrections when reviewing a rough draft —for example, rereads a story and adds omitted words, or corrects spelling and capitalization errors, or adds end punctuation when necessary	1	2	3	4	5	6
i.	Uses the computer for a variety of purposes —for example, to write reports or stories formatting them correctly, or to use a database to retrieve information	1	2	3	4	5	6

20. Overall, how would you rate this child's academic skills in reading/language arts, compared to other children of the same grade level? (CIRCLE ONE NUMBER.)

- Far below average 1
- Below average 2
- Average 3
- Above average 4
- Far above average 5

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present. The paper appears to be a standard notebook page.

☐ IF YOU HAVE NOT TAUGHT MATH AT ANY TIME DURING THE 2007-2008 SCHOOL YEAR TO THE CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, CHECK THIS BOX AND RETURN THE COMPLETED INSTRUMENT TO THE WESTAT REPRESENTATIVE WHO WILL VISIT YOUR SCHOOL. OTHERWISE, PLEASE FOLLOW THE DIRECTIONS TO COMPLETE THE BOOKLET.

MATHEMATICS CLASSROOM CHARACTERISTICS

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD'S MATH CLASS.

1. How many children are in this child's math class? (WRITE THE NUMBER ON THE LINE.)..... CHILDREN

2. Which of the following, if any, characterize this child's math class? (CIRCLE ONE NUMBER ON EACH LINE.)

	Yes	No
a. Mixed age	1	2
b. Mixed grade	1	2
c. Single gender	1	2
d. Grouped by ability.....	1	2
e. Inclusion	1	2

3. About how many children in this child's math class: (WRITE THE NUMBER ON EACH LINE. ENTER "0" ON A LINE IF THERE ARE NO CHILDREN IN A CATEGORY.)

- a. Have serious reading difficulties? CHILDREN
- b. Lack other academic skills and knowledge to learn what you are trying to teach? CHILDREN
- c. Are currently enrolled in an English Language Learner (ELL) program? CHILDREN
- d. Create serious disruptions in your class? CHILDREN
- e. Have a diagnosed physical or psychological disability and need special services? CHILDREN
- f. Are classified as Gifted and Talented? CHILDREN
- g. Are participating in a Gifted and Talented program? CHILDREN
- h. Are repeating this grade this year? CHILDREN
- i. Are below grade level in their math skills? CHILDREN
- j. Are above grade level in math? CHILDREN
- k. Are tardy, on an average day? CHILDREN
- l. Are absent, on an average day? CHILDREN

4. On a typical day, how many times in this child's math classroom is instruction: (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Once	Twice	3-4 times	More than 4 times
a. Disrupted by student misbehavior?	1	2	3	4	5
b. Interrupted by announcements, messages, etc.?	1	2	3	4	5
c. Disrupted by students coming in late, or noise in the hallway?	1	2	3	4	5

5. Do you have an assistant teacher or teacher's aide in this child's math class? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2 (GO TO QUESTION 8)

6. How many assistant teachers or teacher's aides are assigned to this child's math class? (CIRCLE ONE NUMBER.)

One assistant teacher or teacher's aide..... 1

Two assistant teachers or teacher's aides 2

More than two teacher assistants or teacher's aides 3

7. Does this person(s) provide direct instruction to children including one-on-one or with small groups? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2

8. On average, how much time is devoted to this child's math class each day? (WRITE THE NUMBER ON THE LINE.) _____ MINUTES

9. How many nights per week do children in this child's math class typically have homework? (CIRCLE ONE NUMBER.)

Zero nights per week 0

One night per week 1

Two nights per week 2

Three nights per week 3

Four nights per week 4

Five nights per week 5

10. Is this a school policy? (CIRCLE ONE NUMBER.)

Yes..... 1

No 2

11. Estimate the amount of time, in minutes, an average student in this child's math class is expected to spend doing math homework on each weeknight it is assigned. (WRITE A NUMBER ON THE LINE.)

_____ MINUTES

12. Consider the lessons you taught this year in this child's math class. About how often would the following statements be true? (CIRCLE ONE NUMBER ON EACH LINE.)

	None	A few	About half	Most
a. The lessons were focused on studying a topic in depth, rather than covering the basic facts or concepts	1	2	3	4
b. The lessons required students to organize, interpret, evaluate, and use information to produce an original piece of work	1	2	3	4
c. The lessons required students to connect to prior work	1	2	3	4
d. The lessons required students to build models or charts	1	2	3	4
e. The lessons required students to collect data by counting, observing, or conducting surveys	1	2	3	4
f. The lessons provided opportunity for hands-on materials	1	2	3	4

13. In this child's math class, to what extent do you integrate curriculum areas around common or unifying themes? (e.g., using math and science concepts in the same unit of study, etc.) (CIRCLE ONE NUMBER.)

Never 1

Occasionally 2

Usually 3

All the time 4

14. When you are involved in math instruction, how much time during a typical school day do students in this child's math class spend in the following activities? (CIRCLE ONE NUMBER ON EACH LINE.)

	No time	Little time	Some time	Most of the time
a. Teacher-directed whole class activities.....	1	2	3	4
b. Teacher-directed small group activities.....	1	2	3	4
c. Working one-on-one with teacher (student-teacher conferencing).....	1	2	3	4
d. Children working independently in pairs/teams/small groups.....	1	2	3	4
e. Children working individually on class assignments.....	1	2	3	4
f. Children-selected individual activities	1	2	3	4
g. Discussing or debating ideas with students responding to each other	1	2	3	4
h. Reading or presenting their writing/work to the class or groups of students	1	2	3	4

15. How often do children in this child's math class do each of the following activities? (CIRCLE ONE NUMBER ON EACH LINE.)

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
a. Work with manipulatives (e.g., geometric shapes, etc.)	1	2	3	4	5	6
b. Work with counting manipulatives to learn basic operations	1	2	3	4	5	6
c. Play math-related games	1	2	3	4	5	6
d. Use a calculator	1	2	3	4	5	6
e. Use music to understand math concepts.	1	2	3	4	5	6
f. Use creative movement or creative drama to understand math concepts.....	1	2	3	4	5	6
g. Work with measuring instruments (e.g., rulers, etc.)	1	2	3	4	5	6
h. Explain how a math problem is solved	1	2	3	4	5	6
i. Engage in calendar-related activities	1	2	3	4	5	6
j. Solve mathematics problems on worksheets.....	1	2	3	4	5	6
k. Solve math problems from their textbooks	1	2	3	4	5	6
l. Complete math problems on the chalkboard.....	1	2	3	4	5	6
m. Solve math problems in small groups or with a partner.....	1	2	3	4	5	6
n. Work and discuss math problems that reflect real-life situations.....	1	2	3	4	5	6

	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Every day
o. Work on problems for which there are several appropriate methods or solutions	1	2	3	4	5	6
p. Do worksheet or workbook page emphasizing routine practice or drill.....	1	2	3	4	5	6
q. Write a few sentences about how to solve a math problem	1	2	3	4	5	6
r. Talk to the class about their mathematics work.....	1	2	3	4	5	6
s. Write reports or do mathematics projects	1	2	3	4	5	6
t. Discuss solutions to mathematics problems with other children.....	1	2	3	4	5	6
u. Use a computer for math.....	1	2	3	4	5	6
v. Work in mixed-achievement groups on math activities.....	1	2	3	4	5	6
w. Take mathematics tests	1	2	3	4	5	6

16. In planning lessons for this child's math class, how much do you rely on: (CIRCLE ONE NUMBER ON EACH LINE.)

	Not at all	A little	Some	A great deal
a. Teacher's Guides?.....	1	2	3	4
b. Teacher edition of textbook?.....	1	2	3	4
c. A written plan compiled by teachers in this school?.....	1	2	3	4
d. Advice from other teachers or specialists in your school?.....	1	2	3	4
e. Feedback from student assessment?.....	1	2	3	4
f. Multiple supplemental teacher resources?.....	1	2	3	4
g. Internet resources?.....	1	2	3	4

CHILD'S MATH SKILLS

DIRECTIONS: THINKING ABOUT THE STUDY CHILD IDENTIFIED ON THE LABEL OF THIS BOOKLET, PLEASE RESPOND TO THE FOLLOWING QUESTIONS ABOUT THIS CHILD.

School Accomplishments. The following section asks you to rate the child's skills, knowledge, and behaviors. Your ratings should be based on your experiences with this child, using a five-point scale (described below). 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/or chooses to demonstrate the targeted skills, knowledge and behaviors.

Score	Label	Definition
1	= Not yet	Child <i>has not yet</i> demonstrated skill, knowledge, or behavior.
2	= Beginning	Child is <i>just beginning</i> to demonstrate skill, knowledge or behavior but does so very inconsistently.
3	= In progress	Child demonstrates skill, knowledge or behavior <i>with some regularity</i> but varies in level of competence.
4	= Intermediate	Child demonstrates skills, knowledge or behavior <i>with increasing regularity and average competence</i> , but is not completely proficient.
5	= Proficient	Child demonstrates skill, knowledge or behavior <i>competently and consistently</i> .
6	= Not applicable	Skill, knowledge or behavior <i>has not been introduced</i> 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 "6" 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 his/her 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.

17.	This child...(CIRCLE ONE NUMBER ON EACH LINE.)	Not yet	Beginning	In progress	Inter-mediate	Proficient	Not applicable
a.	Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3...or +5, -3, +5, -3...) or creates a complex visual pattern (aabc...).....	1	2	3	4	5	6
b.	Uses a variety of strategies to solve math problems – for example, adds 100 and then subtracts 4 when doing the mental math problem $467 + 96$, or writes the algorithms or equations needed to solve a word problem, or orders steps sequentially in a multi-step problem.....	1	2	3	4	5	6
c.	Recognizes properties of shapes and relationships among shapes – for example, recognizes that rectangles are composed of two right triangles, or demonstrates congruence by copying the exact size and shape of a pentagon onto a geoboard	1	2	3	4	5	6
d.	Uses measuring tools accurately – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter.....	1	2	3	4	5	6
e.	Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting	1	2	3	4	5	6
f.	Makes reasonable estimates of quantities and checks answers – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick..	1	2	3	4	5	6
g.	Surveys, collects, and organizes data into simple graphs – for example, charts temperature changes over time, or makes a bar or line graph comparing the population in different cities of their state, or interprets a pictograph in which each symbol represents 5 people	1	2	3	4	5	6
h.	Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3	1	2	3	4	5	6
i.	Divides a 3 digit number by a 1 digit number – for example, $348 \div 4$ or $228 \div 6$	1	2	3	4	5	6

18. Overall, how would you rate this child's academic skills in math, compared to other children of the same grade level? (CIRCLE ONE NUMBER.)

- Far below average 1
- Below average 2
- Average 3
- Above average..... 4
- Far above average..... 5

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If found, return to:
Westat
1650 Research Boulevard
Room RB3111 – 8365.02.05
Rockville, MD 20850