

**KINDERGARTEN FOLLOWUP
to the
Head Start Family and Child Experiences Survey**

Teacher's Child Report Form – Spring 2002/2003

LABEL

SECTION A. General Background

1. Since the beginning of the school year, has this child been:
- | | Yes | No |
|------------------------------|-----|----|
| a. in the same school? | 1 | 2 |
| b. in the same class?..... | 1 | 2 |
2. Was this child given a developmental or readiness assessment prior to starting kindergarten or in the early months of the school year?
- | | |
|-----------|-------------------------|
| Yes | 1 |
| No..... | 2 (<i>Skip to Q5</i>) |
3. What instrument or instruments were used in making this assessment?
(*Write name of assessment instrument(s):*)
- _____
- _____
4. How were the results of the assessment used? (*Circle all that apply.*)
- | | |
|---|---|
| Child was placed in a regular kindergarten class | 1 |
| Child was placed in a transitional or readiness kindergarten class | 2 |
| Child was identified as needing special education services..... | 3 |
| Teacher adjusted teaching techniques for this child based on assessment | 4 |
| Child was given advanced instruction | 5 |
| Child was referred for further diagnostic testing..... | 6 |
| Other (<i>specify</i>) _____ | 7 |
5. Will this child be promoted to first 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.)

- Yes, will be promoted to regular first grade class..... 1
- Will attend transitional first grade or prefirst grade class..... 2
- Will repeat kindergarten 3
- Other (*please specify*.) _____ 4

6. Have one or both of the child's parents (or guardians) attended open house meetings or back-to-school nights this school year?

Yes 1
No..... 2

7. Have one or both of this child's parents (or guardians) attended other class events, such as a class play or recital, this year?

Yes 1
No..... 2

8. 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?

Yes 1
No..... 2

9. 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?

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

10. How often have you had to contact or tried to contact this child's parent(s) (or guardians) about behavior or schoolwork problems this child has been having?

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

SECTION B. Academic Skills

1. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? *(Circle one answer in each row.)*

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy	1	2	3	4	5
b. Science and social	1	2	3	4	5
c. Mathematical skills	1	2	3	4	5

SECTION C. 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	Some- times	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 activities	1	2	3
6. Waits his or her turn in games or other activities....	1	2	3
7. Helps in putting work materials or school 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	3	3
12. Accepts classmates’ ideas for sharing and playing	1	2	3

SECTION D. 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	Some- what or some- times	Very true or very 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	3	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 E. 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 s/he 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.

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.

Guide to the Ratings

- Rate only the child's current achievement or motivation.
- Rate this 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 6 (not applicable) 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.

THIS CHILD...	Not yet	Beginning	In progress	Inter-mediate	Pro-ficient	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	6
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	6
3. Easily and quickly names all upper and lower-case letters of the alphabet.	1	2	3	4	5	6
4. Produces rhyming words , for example, says a word that rhymes with "chip," "shop," "drink," or "light"	1	2	3	4	5	6
5. Predicts what will happen next in stories by using the pictures and storyline for clues.....	1	2	3	4	5	6
6. Reads simple books independently , for example, reads books with a repetitive language pattern	1	2	3	4	5	6
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	6
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	6
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	6

<p>10. 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.....</p>	1	2	3	4	5	6
<p>11. 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.....</p>	1	2	3	4	5	6

Please feel free to use this space for any additional comments you may have.

Blank lined area for writing additional comments.
