

## TEACHER INDIVIDUAL ASSESSMENT CONSTRUCTS

CONSTRUCT	W1	W2 Spr88	W2A Fall88	W3	W4	ITEM
Child Personality						Please indicate how often child exhibits each of the characteristics listed below (1=Rarely: 7=Most of the time)
	1006	5006		21006	-	Cooperates with peers in activities
	1007	5007		21007	-	Physically aggressive with peers
	1008	5008		21008	-	Asked for assistance by peers
	1009	5009		21009	-	Handles stress and frustration well
	1010	5010		21010	-	Well-liked by peers
	1011	5011		21011	-	Nervous, high strung, or tense
	1012	5012		21012	-	Concerned about how s/he is doing compared to other students
	1013	5013		21013	-	A leader
	1014	5014		21014	-	Perfectionist
	1015	5015		21015	-	Follows rules well
	1016	5016		21016	-	Impulsive; rushes through work making unnecessary errors
	1017	5017		21017	-	Apathetic or underactive
	1018	5018		21018	-	Overly sensitive; feeling easily hurt
	1019	5019		21019	-	Independent
	1020	5020		21020	-	Eager to try new things
	1021	5021		21021	-	Imaginative
	1022	5022		21022	-	Competitive
	1023	5023		21023	-	Likes challenges
	1024	5024		21024	-	Well-organized
	1025	5025		21025	-	Anxious during testing or public evaluation
	1026	5026		21026	-	Creative
	1027	5027		-	-	Acts appropriately for his/her age
	1028	5028		21027	-	Flexible; deals well with change
	1029	5029		21028	-	Responsible
	1030	5030		21029	-	Self-confident
	1031	5031		21030	-	Cares for other people; concerned with others
	1032	5032		21031	-	Outgoing
	--	5033		21032	-	Asks for help from teacher before trying to solve programs by self
	--	5034		21033	-	Asks for help from peers before trying to solve problems by self
COMPARED TO OTHERS						
- Child's innate ability						Compared to other children, how much <u>innate ability</u> or <u>talent</u> does this child have in each of the following? (1=Very little: 7=A lot)
	1033	5035	7015	21036	32206	Math
	1034	5036	7008	21037	32207	Reading
	1035	5037		21038	32208	Making friends

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	1036	5038		21039	32209	Sports
	1037	5039		21040	--	Art
	1038	5040		21041	32211	Music
	-	-	-	-	32210	Science
- How hard child tries						Compared to other children, how hard does this child try in each activity list (1=Not at all hard: 7=Very Hard)
	1039	5041	7016	21042	32212	Math
	1040	5042	7009	21043	32213	Reading
	1041	5043		21044	32214	Making friends
	1042	5044		21045	32215	Sports
	1043	5045		21046	--	Art
	1044	5046		21047	32217	Music
	-	-	-	-	32216	Science
- How important to child						Compared to other children, how important does this child think it is to do well in the following? (1=Not at all: 7=Very)
	1045	5047	7017	21048	32218	Math
	1046	5048	7010	21049	32219	Reading
	1047	5049		21050	32220	Making friends
	1048	5050		21051	32221	Sports
	1049	5051		21052	--	Art
	1050	5052		21053	32223	Music
	-	-	-	-	32222	Science
- How much child worries						Compared to other children, how much does this child worry about doing well in each of the following? (1=Very little: 7=A lot)
	1051	5053		21054	32224	Math
	1052	5054		21055	32225	Reading
	1053	5055		21056	32226	Making friends
	1054	5056		21057	32227	Sports
	1055	5057		21058	--	Art
	1056	5058		21059	32229	Music
	-	-	-	-	32228	Science
- How quickly child gives up						... to what extent does this child give up when faced with a difficult situation in each of the following areas? (1=Gives up very quickly: 7=Stays with it a very long time)

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	1057	5059		21060	32230	Math
	1058	5060		21061	32231	Reading
	1059	5061		21062	32232	Making friends
	1060	5062		21063	32233	Sports
	1061	5063		21064	--	Art
	1062	5064		21065	32235	Music
	-	-		-	32234	Science
-Performance compared to ability						How well is this child performing in math and reading compared to how well you believe s/he could? (1=Far below ability: 7=To maximum of ability)
	1063	5065	7018	21066	32236	Math
	1064	5067	7011	21067	32237	Reading
-Appropriateness of help seeking				21068	32238	At what point does this child ask for your help when s/he is have difficulty in math and reading? (1=Usually too soon: 7=Usually doesn't, even when appropriate)
				21069	32239	
-Expectations for next year						How well do you expect this child to do next year in the areas listed? (1=Very poorly: 7=Exceptionally well)
	1065	5067	7019	21076	32246	Math
	1066	5068	7012	21077	32247	Reading
	1067	5069	--	21078	32248	Making friends
	1068	5070	--	21079	32249	Sports
	1069	5071	--	21080	--	Art
	1070	5072	--	21081	32251	Music
	-	-	-	-	32250	Science
-Worry about doing badly						Compared to other children, how much does this child worry about doing badly? (1=very little: 7=A lot)
	--	--	--	--	32252	Math
	--	--	--	--	32253	Reading
	--	--	--	--	32254	Making Friends
	--	--	--	--	32255	Sports
	--	--	--	--	32256	Science
	--	--	--	--	32257	Music

CONSTRUCT	W1	W2 Spr88	W2A Fall88	W3	W4	ITEM
-Appearance	--	--	--	21035	--	Compared to other children, how good looking is this child? (1=Not as good as most others: 7=Much better than most others)
GROUPING						
- Math	1087	5089	7020	21098	32290	If you assign students to separate math groups, what is the ability level of this student's group? (0= I don't assign: 1=Much below grade level: 5=Much above grade level)
	--	5090	7021	21100	32292	If you don't teach this child math, who does?
	1088	5091	--	21099	32291	Has this child been moved from one math group to another during the school year? (No: Yes, lower to higher: Yes, higher to lower)
- Reading	1089	5092	7013	21101	32293	If you assign students to separate reading groups, what is the ability level of this child's group? (0= I don't assign: 1=Much below grade level: 5=Much above grade level)
	--	5093	7014	21103	32295	If you don't teach this child reading, who does?
	1090	5094	--	21102	32294	Has this child been moved from one reading group to another during the school year? (No: Yes, lower to higher: Yes, higher to lower)
SPECIAL EDUCATION, EXTRA PROGRAMS OR PROBLEM AREAS						
Remedial or enrichment	1071	5073		21082	32273	Does this child participate in any special in-school programs such as enrichment or remedial classes? (Yes/No)
	1072-78	5074-80		21083- 21089	32274- 32281	List programs and note whether they are remedial or enrichment.
Special Education	--	5096 5097	--	--		Does this child have a special education designation? (No: Yes) Specify W4: Has this child been tested/labelled any of the following:
					32301	Gifted (yes,no)
					32302-32304	Specify
					32305	Learning Disabled (yes,no)
					32306-32308	Specify
					32309	Emotionally Impaired (yes,no)
					32310-32312	Specify

CONSTRUCT	W1	W2 Spr88	W2A Fall88	W3	W4	ITEM
Physical Problem	--	5098 5099	--	--		Does this child have any physical problems or handicaps? (No: Yes) Specify W4: Has this child been tested/labelled any of the following: 32313 Physically/Health Impaired (yes, no) 32314-32316 Specify
Health Problem	-	-	-	-		Did this child have any major health problems this year that interfered with his/her performance or attendance at school, or limited his/her ability to participate in extra-curricular activities? (No: Yes) 32321 32322-32325 Specify
Special Talents	--	5100 5101	--	21104 21105 21106- 21108	32296 32297- 32300	Does this child have any special talent [W3& 4: or interest] in any academic or non-academic area? (No: Yes) Specify
Special Interests	--	5102 5103	--	--	--	Does this child have any special interest that you know of to which s/he devotes a lot of time (No: Yes) Specify
Recommendations	--	5104 5105	--	--	--	Will you make any special recommendations for this child's school placement next year? (No: Yes) Specify
Absences	--	5106 5107	--	--	--	Has this child been absent unusually often this year? (No: Yes) Specify reason, if known.
<b>TEACHER EXPERIENCE WORKING WITH CHILD</b>						
- How much?				21070- 21071	32240- 32241	How much have you worked with this child in math and reading? (1=Much less than others: 7=Much more than others)
- How difficult?				21072- 21073	32242- 32243	How difficult was it to work with this child in math and reading? (1=Much less than others: 7=Much more than others)
- How enjoyable?				21034	32272	I enjoy interacting with this child

CONSTRUCT	W1	W2 Spr88	W2A Fall88	W3	W4	ITEM
						(W3:1=rarely, 7=most of the time) (W4:1=much<other children, 4=about the same, 7=much>than other children)
- How effective?				21074- 21075	32244- 32245	How effective were you in teaching this child in math and reading? (1=Much less than others: 7=Much more than others)
CHILD'S ADJUSTMENT TO SCHOOL & TRANSITIONS						
School adjustment	1091	5095	--	21109	32332	If you teach kdg., or first grade, in you opinion, how well is this child adjusting to school? (1=Not at all well: 7=Very well)
Adjustment for 5th and 6th grade transition				21112	32332	If you teach 5th grade at Novi Meadows, (W4: or 6th grade in Ann Arbor) how well has this child adjusted to the 4th-5th grade transition. (1-Not at all well: 7=Very well)
Future adjustment school transition				--	32333	If you teach 6th grade in Livonia, Royal Oak, or Novi, how well do you think this child to middle will adjust to the middle school transition next year? (1=not at all well, 7=very well)
ADOLESCENT DEVELOPMENT						
- Physical				21110	32326	If you teach 4th or 5th grade, has this child begun to show signs of adolescent physical maturation? (1=No: 4= Barely: 7=Yes, a lot) (W4: 1=no, 2=just barely, 7=yes, a lot)
- Social				21111	32327	If you teach 4th or 5th grade, has this child begun to show sign of adolescent social development such as increased interest in the opposite sex or concern about appearance? (1=No: 4= Barely: 7=Yes, a lot) (W4: 1=no, 2=just barely, 7=yes, a lot)
-Interference					32328- 32329	If you answered 2 or above [for increased signs of social adolescent development], does this increased interest interfere with this child's motivation to do school work in math and reading? (1=not at all, 7= a lot)
-Interference					32330- 32331	If you answered 2 or above [for increased signs of social adolescent development], does this increased interest interfere with this child's performance in school work in math and reading? (1=not at all, 7= a lot)

CONSTRUCT	W1	W2 Spr88	W2A Fall88	W3	W4	ITEM
-Expectations for changes at adolescence						Some kids seem to be moving in a positive direction. Other children are at risk for less positive development. How likely do you think it is that this child will become involved in each of the following during his/her adolescence? (1=not at all likely, 7=very likely)
					32258	Student government/leadership
					32260	delinquency
					32262	dropping out of school
					32262	school sports
					32264	alcohol
					32266	truancy
					32268	better academic performance
					32270	decreased academic motivation
					32259	school clubs
					32261	poorer academic performance
					32263	drugs
					32265	band/orchestra
					32267	increased academic motivation
					32269	teenage pregnancy
CHILD IN COMPARISON TO SIBLING						
- Ever taught sibling?				21114	32334- 32335	Have you ever had this child's sibling as a student? (No: Yes, please specify)
- Compare innate talent				21115 21116	32336 32337	Compared to sibling, how much innate talent or ability does this child have in math? Compared to sibling, how much innate talent or ability does this child have in reading? (1=Far below: 7=Far above)
- Compare effort				21117 21118	32338 32339	Compared to sibling, how hard does this child try in math? Compared ..., how hard does this child try in reading/ (1=Far below: 7=Far above)
- Compare giving up				21119 21120	32340 32341	Compared to sibling, to what extent does this child give up when faced with a difficult problem in math? Compared to sibling, to what extent does this child give up when faced with a difficult problem in reading? (1=Gives up more quickly: 7=Stays with it longer)
PROVISION OF FEEDBACK TO PARENTS						

<b>CONSTRUCT</b>	<b>W1</b>	<b>W2 Spr88</b>	<b>W2A Fall88</b>	<b>W3</b>	<b>W4</b>	<b>ITEM</b>
	1079	5081	--	21090	32282	Have you provided feedback to parent(s) beyond report cards, regular conferences, or other regular feedback ? (Yes/No)
	1080-86	5082-88		21091- 21097	32283- 32289	Describe feedback, noting was it positive or negative.