

ICPSR 29462

**Head Start Impact Study (HSIS),  
2002-2006 [United States]**

*United States Department of Health and  
Human Services. Administration for  
Children and Families. Office of Planning,  
Research and Evaluation*

Spring 2005 Teacher's Child Report Data  
Codebook

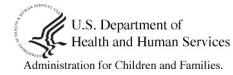
**ICPSR** | INTER-UNIVERSITY  
CONSORTIUM FOR  
POLITICAL AND  
SOCIAL RESEARCH

P.O. Box 1248  
Ann Arbor, Michigan 48106  
[www.icpsr.umich.edu](http://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 Child Care Bureau, 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/cocoon/ICPSR/TERMS/29462.xml>

## 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.

**Head Start Impact Study (HSIS)  
Crosswalk Document**

To conform with ICPSR filenaming conventions, data and documentation files have been assigned new file names that differ from those assigned by the original data producer, Westat, Inc. Throughout the documentation, you may notice that the data files are referenced by their original names. Please refer to the table below to link the old and new file names.

Head Start Impact Study (HSIS)

<b>Data File Description</b>	<b>Original Data File prefix</b>	<b>ICPSR File prefix</b>
Child Experiences Data	ChildExperiences	da29462-0001
Covariates and Subgroup Variables Data	covariates	da29462-0002
Fall 2002 Child Assessment Data	ChildAssessment_fall02	da29462-0003
Fall 2002 Parent Interview Data	ParentInterview_fall02	da29462-0004
Spring 2003 Child Assessment Data	ChildAssessment_spring03	da29462-0005
Spring 2003 Parent Interview Data	ParentInterview_spring03	da29462-0006
Spring 2003 Teacher Survey Data	Teacher_spring03	da29462-0007
Spring 2003 Teacher's Child Report Data	TCR_spring03	da29462-0008
Spring 2003 Center Director Interview Data	CenterDirector_spring03	da29462-0009
Spring 2003 Classroom Observation Data	ClassroomObservation_spring03	da29462-0010
Spring 2003 Care Provider Interview Data	CareProvider_spring03	da29462-0011
Spring 2003 Family Child Care Observation Data	FamilyChildcareObservation_spring03	da29462-0012
Spring 2004 Child Assessment Data	ChildAssessment_spring04	da29462-0013
Spring 2004 Parent Interview Data	ParentInterview_spring04	da29462-0014
Spring 2004 Teacher Survey Data	Teacher_spring04	da29462-0015
Spring 2004 Teacher's Child Report Data	TCR_spring04	da29462-0016
Spring 2004 Center Director Interview Data	CenterDirector_spring04	da29462-0017
Spring 2004 Classroom Observation Data	ClassroomObservation_spring04	da29462-0018
Spring 2004 Care Provider Interview Data	CareProvider_spring04	da29462-0019
Spring 2004 Family Child Care Observation Data	FamilyChildcareObservation_spring04	da29462-0020
Spring 2005 Child Assessment Data	ChildAssessment_spring05	da29462-0021
Spring 2005 Parent Interview Data	ParentInterview_spring05	da29462-0022
Spring 2005 Teacher Survey Data	Teacher_spring05	da29462-0023
Spring 2005 Teacher's Child Report Data	TCR_spring05	da29462-0024
Spring 2006 Child Assessment Data	ChildAssessment_spring06	da29462-0025
Spring 2006 Parent Interview Data	ParentInterview_spring06	da29462-0026
Spring 2006 Teacher Survey Data	Teacher_spring06	da29462-0027
Spring 2006 Teacher's Child Report Data	TCR_spring06	da29462-0028
Weights	weights	da29462-0029
JKN Factors	JKNFac76	da29462-0030

For more detailed information about this data collection, please consult the User Guide.

---

# Head Start Impact Study

## Spring 2005 Teacher's Child Report

### Codebook

---

Number	Name	Label
1	<a href="#">HSIS_RAPROGID</a>	RANDOM ASSIGNMENT PROGRAM ID
2	<a href="#">HSIS_RACNTRID</a>	RANDOM ASSIGNMENT CENTER ID
3	<a href="#">HSIS_CHILDID</a>	CHILD ID
4	<a href="#">CHILDCOHORT</a>	CHILD COHORT
5	<a href="#">CHILDRESULTGROUP</a>	TREATMENT CONTROL
6	<a href="#">CROSSOVER</a>	FLAG FOR SAMPLED CONTROL WHO RECEIVED HEAD START
7	<a href="#">NOSHOW</a>	FLAG FOR SAMPLED TREATMENT WHO DID NOT RECEIVE HEAD START
8	<a href="#">HSIS_CARESID</a>	CARE SETTING ID
9	<a href="#">HSIS_SSID</a>	SUB-SETTING ID
10	<a href="#">PERIOD</a>	DATA COLLECTION PERIOD
11	<a href="#">T6SAMSCH</a>	C1. HAS CHILD BEEN IN SAME SCHOOL
12	<a href="#">T6SAMCLS</a>	C1B. HAS CHILD BEEN IN SAME CLASS
13	<a href="#">T6READI</a>	C2. CHILD GIVEN READINESS ASSESSMENT
14	<a href="#">T6REGK</a>	C3A. CHILD PUT IN REGULAR [KINDERGARTEN]/[FIRST GRADE]
15	<a href="#">T6TRANS</a>	C3B. CHILD PUT IN READINESS CLASS
16	<a href="#">T6SPSERV</a>	C3C. NEEDS SPECIAL EDUCATION SERVICES
17	<a href="#">T6TCHADJ</a>	C3D. TEACHER ADJUSTED TECHNIQUES
18	<a href="#">T6ADVINS</a>	C3E. CHILD GIVEN ADVANCED INSTRUCTION
19	<a href="#">T6DIAGNO</a>	C3F. FURTHER DIAGNOSTIC TESTS
20	<a href="#">T6OTHRES</a>	C3G. OTHER RESULTS OF ASSESSMENT
21	<a href="#">T6PROMO</a>	C4. CHILD PROMOTED TO [FIRST GRADE]/[SECOND GRADE]
22	<a href="#">T6OPHSE</a>	C5. PARENTS ATTENDED OPEN HOUSE MTGS
23	<a href="#">T6VOLACT</a>	C6. HAVE PARENTS VOLUNTEERED
24	<a href="#">T6INIT</a>	C7. HOW OFTEN PARENTS INITIATE CONTACT
25	<a href="#">T6TCHCON</a>	C8. HOW OFTEN YOU CONTACTED PARENTS
26	<a href="#">T6LGELIT</a>	D1A. LANGUAGE AND LITERACY
27	<a href="#">T6SCSOC</a>	D1B. SCIENCE AND SOCIAL STUDIES
28	<a href="#">T6MATHSK</a>	D1C. MATHEMATICAL SKILLS
29	<a href="#">T6COMPLX</a>	E1. USES COMPLEX SENTENCE STRUCTURES
30	<a href="#">T6INTERP</a>	E2. UNDERSTANDS AND INTERPRETS A STORY

31	<a href="#">T6LWRCAS</a>	E3. NAMES ALL UPPER/LOWER CASE LETTERS
32	<a href="#">T6RHYMWD</a>	E4. PRODUCES RHYMING WORDS
33	<a href="#">T6PRED</a>	E5. PREDICTS WHAT WILL HAPPEN NEXT
34	<a href="#">T6INDEP</a>	E6. READS SIMPLE BOOKS INDEPENDENTLY
35	<a href="#">T6ERLWR</a>	E7. DEMONSTRATES EARLY WRITING BEHAVIOR
36	<a href="#">T6CONVPR</a>	E8. UNDERSTANDS CONVENTIONS OF PRINT
37	<a href="#">T6COMPUS</a>	E9. USES THE COMPUTER
38	<a href="#">T6DIFJOB</a>	E10. UNDERSTANDS DIFFERENT KIND OF JOBS
39	<a href="#">T6RELQUA</a>	E11. RELATIONSHIP BETWEEN QUANTITIES
40	<a href="#">T6PROF</a>	F1. DOES CHILD HAVE SPECIAL NEEDS
41	<a href="#">T6VISION</a>	F2A. VISION IMPAIRMENT
42	<a href="#">T6BLIND</a>	F2B. BLINDNESS
43	<a href="#">T6HEAR</a>	F2C. HEARING IMPAIRMENT
44	<a href="#">T6DEAF</a>	F2D. DEAFNESS
45	<a href="#">T6MOTOR</a>	F2E. MOTOR IMPAIRMENT
46	<a href="#">T6SPEECH</a>	F2F. SPEECH IMPAIRMENT
47	<a href="#">T6MENTAL</a>	F2G. MENTAL RETARDATION
48	<a href="#">T6DELAY</a>	F2H. DEVELOPMENTAL DELAY
49	<a href="#">T6AUTISM</a>	F2I. AUTISM
50	<a href="#">T6BEHAV</a>	F2J. BEHAVIOR PROBLEMS
51	<a href="#">T6OTHER</a>	F2K. OTHER
52	<a href="#">T6PLANS</a>	F3A. DISCUSSIONS/PLANS ARE IN PROGRESS
53	<a href="#">T6SPEC</a>	F3B. A SPECIALIST HAS BEEN CONTACTED
54	<a href="#">T6OBSERV</a>	F3C. CHILD HAS BEEN EVALUATED
55	<a href="#">T6MEET</a>	F3D. MEETING WITH PARENTS
56	<a href="#">T6IEP</a>	F3E. IEP AND IFSP DEVELOPED
57	<a href="#">T6MOD</a>	F3F. MODIFICATIONS TO CLASSROOM MADE
58	<a href="#">T6REGVOW</a>	E5. READS WITH REGULAR VOWEL SOUNDS
59	<a href="#">T6IRRVOW</a>	E6. READS WORDS WITH IRREGULAR VOWEL SOUNDS
60	<a href="#">T6FGBKIN</a>	E7. READS FIRST GRADE BOOKS INDEPENDENTLY
61	<a href="#">T6FGBKFL</a>	E8. READS FIRST GRADE BOOKS FLUENTLY
62	<a href="#">T6PREDCT</a>	E9. PREDICTS WHAT HAPPENS NEXT IN STORIES
63	<a href="#">T6COMPOS</a>	E10. STORY WITH BEGINNING, MIDDLE AND END
64	<a href="#">T6CONTRB</a>	E11. CONTRIBUTES INFORMATION TO DISCUSSION
65	<a href="#">T6DEMWR</a>	E12. DEMONSTRATES EARLY WRITING
66	<a href="#">T6DEMUND</a>	E13. UNDERSTANDS PRINT CONVENTIONS
67	<a href="#">T6COMPUT</a>	E14. VARIED USE OF COMPUTERS
68	<a href="#">T6RELQNT</a>	E16. KNOWS RELATIONS BETWEEN QUANTITIES
69	<a href="#">D_1TRACCOMP2</a>	FIRST GRADE TEACHER REPORT OF CHILD ACCOMPLISHMENTS
70	<a href="#">D_KTRACCOMP2</a>	KINDERGARTEN TEACHER REPORT OF CHILD ACCOMPLISHMENTS
71	<a href="#">D_PARINV</a>	TEACHER REPORTED PARENT PARTICIPATION
72	<a href="#">D_PROMOTE2</a>	TEACHER REPORT OF WHETHER CHILD WAS PROMOTED

73	<a href="#">D_T6INIT</a>	TEACHER REPORT - SCHOOL CONTACT/COMMUNICATION
74	<a href="#">D_T6LGELIT</a>	TEACHER REPORT OF LANGUAGE AND LITERACY ABILITY
75	<a href="#">D_T6MATHSK</a>	TEACHER REPORT OF MATH ABILITY
76	<a href="#">D_T6SCSOC</a>	TEACHER REPORT OF SOCIAL STUDIES AND SCIENCE ABILITY
77	<a href="#">D_TCR_ASPI_AGGR</a>	ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS
78	<a href="#">D_TCR_ASPI_INATTEN</a>	ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS
79	<a href="#">D_TCR_ASPI_LOWENER</a>	ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS
80	<a href="#">D_TCR_ASPI_OPPOS</a>	ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS
81	<a href="#">D_TCR_ASPI_PEERINT</a>	ASPI: PROBLEMS WITH PEER INTERACTIONS
82	<a href="#">D_TCR_ASPI_SHY</a>	ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS
83	<a href="#">D_TCR_ASPI_STRUCLEARN</a>	ASPI: PROBLEMS WITH STRUCTURED LEARNING
84	<a href="#">D_TCR_ASPI_TAGGR</a>	ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS T-SCORE
85	<a href="#">D_TCR_ASPI_TEACHINT</a>	ASPI: PROBLEMS WITH TEACHER INTERACTIONS
86	<a href="#">D_TCR_ASPI_TINATTEN</a>	ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS T-SCORE
87	<a href="#">D_TCR_ASPI_TLOWENER</a>	ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS T-SCORE
88	<a href="#">D_TCR_ASPI_TOPPOS</a>	ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS T-SCORE
89	<a href="#">D_TCR_ASPI_TPEERINT</a>	ASPI: PROBLEMS WITH PEER INTERACTIONS T-SCORE
90	<a href="#">D_TCR_ASPI_TSHY</a>	ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS T-SCORE
91	<a href="#">D_TCR_ASPI_TSTRUCLEARN</a>	ASPI: PROBLEMS WITH STRUCTURED LEARNING T-SCORE
92	<a href="#">D_TCR_ASPI_TTEACHINT</a>	ASPI: PROBLEMS WITH TEACHER INTERACTIONS T-SCORE
93	<a href="#">D_TCR_PIANTA_CLOSE</a>	PIANTA SCALE: CLOSENESS
94	<a href="#">D_TCR_PIANTA_CONFLICT</a>	PIANTA SCALE: CONFLICT
95	<a href="#">D_TCR_PIANTA_POSITIVEREL</a>	PIANTA SCALE: POSITIVE RELATIONSHIP

**Name:** HSIS\_RAPROGID  
**Label:** RANDOM ASSIGNMENT PROGRAM ID  
**Number:** 1  
**Type:** Numeric  
**Width:** 3  
**Decimals:** 0  
**Location:** 1-3

#### Explanation

ID for program of random assignment.

**Name:** HSIS\_RACNTRID  
**Label:** RANDOM ASSIGNMENT CENTER ID  
**Number:** 2  
**Type:** Numeric  
**Width:** 4

**Decimals:** 0  
**Location:** 4-7

**Explanation**

ID for center of random assignment.

---

**Name:** HSIS\_CHILDID  
**Label:** CHILD ID  
**Number:** 3  
**Type:** Numeric  
**Width:** 6  
**Decimals:** 0  
**Location:** 8-13

---

**Name:** CHILDCOHORT  
**Label:** CHILD COHORT  
**Number:** 4  
**Type:** Character  
**Width:** 1  
**Location:** 14

**Explanation**

Designates whether a child is in the 3-year old cohort or 4-year old cohort.

**Frequency Code Description**

1739	3 Cohort 3
1305	4 Cohort 4

---

**Name:** CHILDRESULTGROUP  
**Label:** TREATMENT CONTROL  
**Number:** 5  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 15

**Explanation**

Designates whether a child is in the treatment or control group.

**Frequency Code Description**

1869	2 Treatment
1175	3 Control

---



**Name:** CROSSOVER  
**Label:** FLAG FOR SAMPLED CONTROL WHO RECEIVED HEAD START  
**Number:** 6  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 16

**Explanation**

Designates a child who was assigned as a control but participated in Head Start.

**Frequency Code Description**

2884	0	No
160	1	Yes

---

**Name:** NOSHOW  
**Label:** FLAG FOR SAMPLED TREATMENT WHO DID NOT RECEIVE HEAD START  
**Number:** 7  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 17

**Explanation**

Designates a child who was assigned to Head Start but did not participate in Head Start.

**Frequency Code Description**

2774	0	No
270	1	Yes

---

**Name:** HSIS\_CARESID  
**Label:** CARE SETTING ID  
**Number:** 8  
**Type:** Numeric  
**Width:** 5  
**Decimals:** 0  
**Location:** 18-22

**Explanation**

ID of center/school where child attended.

---

**Name:** HSIS\_SSID  
**Label:** SUB-SETTING ID  
**Number:** 9  
**Type:** Numeric  
**Width:** 5  
**Decimals:** 0  
**Location:** 23-27

**Explanation**

ID of classroom where child attended.

---

**Name:** PERIOD  
**Label:** DATA COLLECTION PERIOD  
**Number:** 10  
**Type:** Character  
**Width:** 11  
**Location:** 28-38

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
	3044	SPRING 2005 Data collection period

---

VARIABLE NUMBERS 11-28 PROVIDE CHILD BACKGROUND INFORMATION ON PROMOTION, ACADEMIC SKILLS, AND PARENT INVOLVEMENT.

---

**Name:** T6SAMSCH  
**Label:** C1. HAS CHILD BEEN IN SAME SCHOOL  
**Number:** 11  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 39

**Question**

Since the beginning of the school year, has this child been in the same school?

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2728	1	Yes
228	2	No
0	8	Don't know
88	9	Not ascertained

**Missing Data Codes:** 8,9

---

**Name:** T6SAMCLS  
**Label:** C1B. HAS CHILD BEEN IN SAME CLASS  
**Number:** 12  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 40

**Question**

Since the beginning of the school year, has this child been in the same class?

**Frequency Code Description**

2369	1	Yes
283	2	No
0	8	Don't know
392	9	Not ascertained

**Missing Data Codes:** 8,9

---

**Name:** T6READI  
**Label:** C2. CHILD GIVEN READINESS ASSESSMENT  
**Number:** 13  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 41

**Question**

Was this child given a developmental or readiness assessment prior to starting [kindergarten]/[first grade] or in the early months of the school year?

**Frequency Code Description**

1842	1	Yes
993	2	No
27	8	Don't know
182	9	Not ascertained

**Missing Data Codes:** 8,9

---

**Name:** T6REGK  
**Label:** C3A. CHILD PUT IN REGULAR [KINDERGARTEN]/[FIRST GRADE]  
**Number:** 14  
**Type:** Numeric  
**Width:** 1

**Decimals:** 0

**Location:** 42

**Question**

How were the results of the assessment used? Child was placed in a regular [kindergarten]/[first grade] class.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
288	0	Not circled
1453	1	Regular [kindergarten]/[first grade]
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6TRANS

**Label:** C3B. CHILD PUT IN READINESS CLASS

**Number:** 15

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 43

**Question**

How were the results of the assessment used? Child was placed in a transitional or readiness [kindergarten]/[first grade] class.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
1698	0	Not circled
43	2	Transitional/readiness [kindergarten]/ [first grade] class
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6SPSERV

**Label:** C3C. NEEDS SPECIAL EDUCATION SERVICES

**Number:** 16

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 44

**Question**

How were the results of the assessment used? Child was identified as needing special education services.

Frequency	Code	Description
1646	0	Not circled
95	3	Special education services
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6TCHADJ  
**Label:** C3D. TEACHER ADJUSTED TECHNIQUES  
**Number:** 17  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 45

#### Question

How were the results of the assessment used? Teacher adjusted teaching techniques for this child based on assessment.

Frequency	Code	Description
1424	0	Not circled
317	4	Teacher adjusted teaching techniques
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6ADVINS  
**Label:** C3E. CHILD GIVEN ADVANCED INSTRUCTION  
**Number:** 18  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 46

#### Question

How were the results of the assessment used? Child was given advanced instruction.

Frequency	Code	Description
-----------	------	-------------

1667	0	Not circled
74	5	Advanced instruction
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6DIAGNO  
**Label:** C3F. FURTHER DIAGNOSTIC TESTS  
**Number:** 19  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 47

**Question**

How were the results of the assessment used? Child was referred for further diagnostic testing.

Frequency	Code	Description
1693	0	Not circled
48	6	Further diagnostic testing
0	8	Don't know
101	9	Not ascertained
1202	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6OTHRES  
**Label:** C3G. OTHER RESULTS OF ASSESSMENT  
**Number:** 20  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 48

**Question**

How were the results of the assessment used? Other.

Frequency	Code	Description
1643	0	Not circled
98	7	Other
0	8	Don't know
101	9	Not ascertained

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6PROMO  
**Label:** C4. CHILD PROMOTED TO [FIRST GRADE]/[SECOND GRADE]  
**Number:** 21  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 49

**Question**

Will this child be promoted to [first]/[second] grade?

**Frequency Code Description**

2537	1	Yes, will be promoted to regular [first] / [second] grade class
43	2	Will attend transitional [first]/ [second] grade or [prefirst]/ [presecond] grade class
215	3	Will repeat [kindergarten]/[first grade]
71	4	Other
27	8	Don't know
151	9	Not ascertained

**Missing Data Codes:** 8,9

---

**Name:** T6OPHSE  
**Label:** C5. PARENTS ATTENDED OPEN HOUSE MTGS  
**Number:** 22  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 50

**Question**

Have one or both of the 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?

**Frequency Code Description**

2467	1	Yes
482	2	No
0	8	Don't know
0	9	Not ascertained
95	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6VOLACT  
**Label:** C6. HAVE PARENTS VOLUNTEERED  
**Number:** 23  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 51

**Question**

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?

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
945	1	Yes
1991	2	No
0	8	Don't know
0	9	Not ascertained
108 BLANK		Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6INIT  
**Label:** C7. HOW OFTEN PARENTS INITIATE CONTACT  
**Number:** 24  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 52

**Question**

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?

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
575	1	Not at all
933	2	Once or twice during the school year
749	3	Three to five times during the school year
703	4	About once a month or more often
1	8	Don't know
83	9	Not ascertained

**Missing Data Codes:** 8,9

---



**Name:** T6TCHCON  
**Label:** C8. HOW OFTEN YOU CONTACTED PARENTS  
**Number:** 25  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 53

**Question**

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?

**Frequency Code Description**

1007	1	Not at all
859	2	Once or twice during the school year
658	3	Three to five times during the school year
439	4	About once a month or more often
0	8	Don't know
81	9	Not ascertained

**Missing Data Codes:** 8,9

---

**Name:** T6LGELIT  
**Label:** D1A. LANGUAGE AND LITERACY  
**Number:** 26  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 54

**Question**

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? Language and literacy.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
211	1	Far below average
605	2	Below average
1258	3	Average
727	4	Above average
212	5	Far above average
0	8	Don't know
0	9	Not ascertained
31	BLANK	Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6SCSOC  
**Label:** D1B. SCIENCE AND SOCIAL STUDIES  
**Number:** 27  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 55

**Question**

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? Science and social studies.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
111	1	Far below average
352	2	Below average
1864	3	Average
537	4	Above average
125	5	Far above average
0	8	Don't know
0	9	Not ascertained
55 BLANK		Missing

**Missing Data Codes:** 8,9,BLANK

---

**Name:** T6MATHSK  
**Label:** D1C. MATHEMATICAL SKILLS  
**Number:** 28  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 56

**Question**

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? Mathematical skills.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
150	1	Far below average
458	2	Below average
1517	3	Average
716	4	Above average
150	5	Far above average
0	8	Don't know
0	9	Not ascertained

**Missing Data Codes:** 8,9,BLANK

VARIABLE NUMBERS 29-39 AND 58-68 PROVIDE A MEASURE OF THE DEGREE TO WHICH A CHILD HAS ACQUIRED AND/OR CHOOSES TO DEMONSTRATE THE TARGETED SKILLS, KNOWLEDGE AND BEHAVIORS.

SCORING KEY: 1=NOT YET (CHILD HAS NOT YET DEMONSTRATED SKILL, KNOWLEDGE OR BEHAVIOR.) 2=BEGINNING (CHILD IS JUST BEGINNING TO DEMONSTRATE SKILL, KNOWLEDGE OR BEHAVIOR BUT DOES SO VERY INCONSISTENTLY.) 3=IN PROGRESS (CHILD DEMONSTRATES SKILL, KNOWLEDGE OR BEHAVIOR WITH SOME REGULARITY BUT VARIES IN LEVEL OF COMPETENCE.) 4=INTERMEDIATE (CHILD DEMONSTRATES SKILLS, KNOWLEDGE OR BEHAVIOR WITH INCREASING REGULARITY AND AVERAGE COMPETENCE, BUT IS NOT COMPLETELY PROFICIENT.) 5=PROFICIENT (CHILD DEMONSTRATES SKILL, KNOWLEDGE OR BEHAVIOR COMPETENTLY AND CONSISTENTLY.) 6=NOT APPLICABLE (SKILL, KNOWLEDGE OR BEHAVIOR HAS NOT BEEN INTRODUCED IN CLASSROOM SETTING.)

**Name:** T6COMPLX  
**Label:** E1. USES COMPLEX SENTENCE STRUCTURES  
**Number:** 29  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 57

**Question**

This child 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]/[second] grade?"

Frequency	Code	Description
373	1	Not yet
399	2	Beginning
749	3	In progress
611	4	Intermediate
856	5	Proficient
28	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
28	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

**Name:** T6INTERP

**Label:** E2. UNDERSTANDS AND INTERPRETS A STORY

**Number:** 30

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 58

### Question

This child 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 [kindergarten]/or writing a sequel to a story, or dramatizing part of a story, or posing a question about why a particular story event occurred as it did) [first grade].

### Explanation

Question text for this item differs for kindergarten and first grade surveys.

Frequency	Code	Description
139	1	Not yet
384	2	Beginning
754	3	In progress
763	4	Intermediate
967	5	Proficient
6	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
31	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6LWRCAS

**Label:** E3. NAMES ALL UPPER/LOWER CASE LETTERS

**Number:** 31

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 59

### Question

This child easily and quickly names all upper and lower-case letters of the alphabet.

Frequency	Code	Description
96	1	Not yet
154	2	Beginning

305	3	In progress
391	4	Intermediate
2064	5	Proficient
9	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
25	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6RHYMWD  
**Label:** E4. PRODUCES RHYMING WORDS  
**Number:** 32  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 60

### Question

This child produces rhyming words, for example, says a word that rhymes with "chip," "shop," "drink," or "light."

Frequency	Code	Description
149	1	Not yet
249	2	Beginning
538	3	In progress
715	4	Intermediate
1350	5	Proficient
7	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
36	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6PRED  
**Label:** E5. PREDICTS WHAT WILL HAPPEN NEXT  
**Number:** 33  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 61

**Question**

This child predicts what will happen next in stories by using the pictures and storyline for clues.

**Explanation**

TCR kindergarten survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
73	1	Not yet
182	2	Beginning
366	3	In progress
521	4	Intermediate
689	5	Proficient
5	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1208	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6INDEP  
**Label:** E6. READS SIMPLE BOOKS INDEPENDENTLY  
**Number:** 34  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 62

**Question**

This child reads simple books independently, for example, reads books with a repetitive language pattern.

**Explanation**

TCR kindergarten survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
245	1	Not yet
244	2	Beginning
391	3	In progress
394	4	Intermediate
553	5	Proficient
23	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1194	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6ERLWR  
**Label:** E7. DEMONSTRATES EARLY WRITING BEHAVIOR  
**Number:** 35  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 63

**Question**

This child 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.

**Explanation**

TCR kindergarten survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
157	1	Not yet
285	2	Beginning
358	3	In progress
401	4	Intermediate
637	5	Proficient
16	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1190	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6CONVPR  
**Label:** E8. UNDERSTANDS CONVENTIONS OF PRINT  
**Number:** 36  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 64

**Question**

This child 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.

**Explanation**

TCR kindergarten survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
171	1	Not yet
273	2	Beginning
378	3	In progress
450	4	Intermediate
564	5	Proficient
17	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1191	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6COMPUS

**Label:** E9. USES THE COMPUTER

**Number:** 37

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 65

**Question**

This child uses the computer for a variety of purposes, for example, by drawing a picture, or counting objects, or typing numbers, letters, or words.

**Explanation**

TCR kindergarten survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
133	1	Not yet
237	2	Beginning
493	3	In progress
399	4	Intermediate
355	5	Proficient
235	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1192	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK



---

**Name:** T6DIFJOB  
**Label:** E10. UNDERSTANDS DIFFERENT KIND OF JOBS  
**Number:** 38  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 66

**Question**

This child 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.

Frequency	Code	Description
41	1	Not yet
230	2	Beginning
575	3	In progress
912	4	Intermediate
1182	5	Proficient
82	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
22	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6RELQUA  
**Label:** E11. RELATIONSHIP BETWEEN QUANTITIES  
**Number:** 39  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 67

**Question**

This child shows an understanding of the relationship between quantities, for example, knowing that a group of 10 small stones is the same quantity as a group of 10 larger blocks.

**Explanation**

TCR kindergarten survey only.

Frequency	Code	Description
69	1	Not yet

183	2	Beginning
364	3	In progress
500	4	Intermediate
726	5	Proficient
14	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1188	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

VARIABLE NUMBERS 40-57 PROVIDE INFORMATION ON THE CHILD'S HEALTH AND DEVELOPMENTAL CONDITIONS OR CONCERNS.

---

**Name:** T6PROF  
**Label:** F1. DOES CHILD HAVE SPECIAL NEEDS  
**Number:** 40  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 68

### Question

Has any professional such as a doctor or other health or education professional mentioned this child having a developmental problem or delay, for example, any special need or disability, such as physical, emotional, language, hearing difficulty or other special needs?

Frequency	Code	Description
419	1	Yes
2190	2	No
1	7	Refused
362	8	Don't know
72	9	Not ascertained

**Missing Data Codes:** 7,8,9

---

**Name:** T6VISION  
**Label:** F2A. VISION IMPAIRMENT  
**Number:** 41  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 69

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Vision impairment.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
369	0	Not circled
47	1	Vision impairment
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6BLIND  
**Label:** F2B. BLINDNESS  
**Number:** 42  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 70

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Blindness.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
414	0	Not circled
2	2	Blindness
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6HEAR  
**Label:** F2C. HEARING IMPAIRMENT  
**Number:** 43  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 71

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Hearing impairment/hard of hearing.

Frequency	Code	Description
393	0	Not circled
23	3	Hearing impairment
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6DEAF  
**Label:** F2D. DEAFNESS  
**Number:** 44  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 72

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Deafness.

Frequency	Code	Description
416	0	Not circled
0	4	Deafness
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6MOTOR  
**Label:** F2E. MOTOR IMPAIRMENT  
**Number:** 45  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 73

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Motor impairment.

Frequency	Code	Description
395	0	Not circled

21	5	Motor impairment
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6SPEECH  
**Label:** F2F. SPEECH IMPAIRMENT  
**Number:** 46  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 74

### Question

How did the doctor or other health or education professional describe this child's needs or disability? Speech impairment/difficulty communicating.

Frequency	Code	Description
202	0	Not circled
214	6	Speech impairment
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6MENTAL  
**Label:** F2G. MENTAL RETARDATION  
**Number:** 47  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 75

### Question

How did the doctor or other health or education professional describe this child's needs or disability? Mental retardation.

Frequency	Code	Description
400	0	Not circled
16	7	Mental retardation
0	98	Don't know
0	99	Not ascertained

2628 BLANK Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6DELAY  
**Label:** F2H. DEVELOPMENTAL DELAY  
**Number:** 48  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 76

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Developmental delay.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
350	0	Not circled
66	8	Developmental delay
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6AUTISM  
**Label:** F2I. AUTISM  
**Number:** 49  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 77

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Autism.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
409	0	Not circled
7	9	Autism
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6BEHAV  
**Label:** F2J. BEHAVIOR PROBLEMS  
**Number:** 50  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 78-79

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Behavior problems/hyperactivity/ attention deficit.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
298	0	Not circled
118	10	Behavior problems
0	98	Don't know
0	99	Not ascertained
2628	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6OTHER  
**Label:** F2K. OTHER  
**Number:** 51  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 80-81

**Question**

How did the doctor or other health or education professional describe this child's needs or disability? Other.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
364	0	Not circled
46	11	Other
0	98	Don't know
0	99	Not ascertained
2634	BLANK	Missing

**Missing Data Codes:** 98,99,BLANK

---

**Name:** T6PLANS  
**Label:** F3A. DISCUSSIONS/PLANS ARE IN PROGRESS

**Number:** 52  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 82

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
Discussions/ plans are in progress.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
291	0	Not circled
123	1	Discussions/plans are in progress
0	7	Refused
0	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

**Name:** T6SPEC  
**Label:** F3B. A SPECIALIST HAS BEEN CONTACTED  
**Number:** 53  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 83

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
A specialist has been contacted.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
286	0	Not circled
128	2	A specialist has been contacted
0	7	Refused
0	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

**Name:** T6OBSERV  
**Label:** F3C. CHILD HAS BEEN EVALUATED  
**Number:** 54



**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 84

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
The child has been observed or evaluated.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
208	0	Not circled
206	3	Observed or evaluated
0	7	Refused
0	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

**Name:** T6MEET

**Label:** F3D. MEETING WITH PARENTS

**Number:** 55

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 85

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
A meeting with the parents and the special needs team has been made.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
247	0	Not circled
167	4	Meeting with parents and special needs team
0	7	Refused
0	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

**Name:** T6IEP

**Label:** F3E. IEP AND IFSP DEVELOPED

**Number:** 56

**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 86

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
An individualized education plan (IEP) or an Individual Family Service Plan (IFSP) has been developed.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
212	0	Not circled
202	5	IEP and IFSP developed
0	7	Refused
0	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

**Name:** T6MOD  
**Label:** F3F. MODIFICATIONS TO CLASSROOM MADE  
**Number:** 57  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 87

**Question**

What has been done so far to address the child's condition or the concerns about the child's health and development?  
Modifications or accommodations to the classroom or class activities have been made.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
195	0	Not circled
212	6	Modifications or accommodations to the classroom have been made
0	7	Refused
7	8	Don't know
5	9	Not ascertained
2625	BLANK	Missing

**Missing Data Codes:** 7,8,9,BLANK

---

VARIABLE NUMBERS 58-68 ARE ITEMS FROM THE FIRST GRADE TEACHER'S CHILD REPORT ONLY.

---

**Name:** T6REGVOW

**Label:** E5. READS WITH REGULAR VOWEL SOUNDS  
**Number:** 58  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 88

**Question**

This child reads words with regular vowel sounds, for example, reads "coat," "junk," "lent," "chimp," "halt," or "bite."

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
49	1	Not yet
105	2	Beginning
227	3	In progress
289	4	Intermediate
476	5	Proficient
6	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1892	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6IRR VOW  
**Label:** E6. READS WORDS WITH IRREGULAR VOWEL SOUNDS  
**Number:** 59  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 89

**Question**

This child reads words with irregular vowel sounds, for example, reads "through," "point," "enough," or "shower."

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
135	1	Not yet
173	2	Beginning
283	3	In progress

261	4 Intermediate
282	5 Proficient
15	6 Not applicable
0	7 Refused
0	8 Don't know
0	9 Not ascertained
1895 BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6FGBKIN  
**Label:** E7. READS FIRST GRADE BOOKS INDEPENDENTLY  
**Number:** 60  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 90

**Question**

This child reads first grade books independently with comprehension, for example, reads most words correctly and answers questions about what was read, makes predictions while reading, and retells story after reading.

**Explanation**

TCR first grade survey only.

Frequency	Code	Description
95	1	Not yet
147	2	Beginning
240	3	In progress
270	4	Intermediate
412	5	Proficient
2	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1878 BLANK		Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6FGBKFL  
**Label:** E8. READS FIRST GRADE BOOKS FLUENTLY  
**Number:** 61  
**Type:** Numeric  
**Width:** 1

**Decimals:** 0

**Location:** 91

**Question**

This child reads first grade books fluently, for example, easily reads words in meaningful phrases rather than reading word by word.

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
135	1	Not yet
139	2	Beginning
234	3	In progress
270	4	Intermediate
378	5	Proficient
1	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1887	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6PREDCT

**Label:** E9. PREDICTS WHAT HAPPENS NEXT IN STORIES

**Number:** 62

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 92

**Question**

This child predicts what will happen next in stories by using the pictures and storyline for clues.

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
20	1	Not yet
123	2	Beginning
231	3	In progress
324	4	Intermediate
469	5	Proficient
0	6	Not applicable
0	7	Refused

0 8 Don't know  
0 9 Not ascertained  
1877 BLANK Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6COMPOS  
**Label:** E10. STORY WITH BEGINNING, MIDDLE AND END  
**Number:** 63  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 93

**Question**

This child composes a story with a clear beginning, middle, and end.

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
112	1	Not yet
183	2	Beginning
370	3	In progress
294	4	Intermediate
177	5	Proficient
9	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1899	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6CONTRB  
**Label:** E11. CONTRIBUTES INFORMATION TO DISCUSSION  
**Number:** 64  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 94

**Question**

This child contributes relevant information to classroom discussions, for example, during a class discussion, can

express an idea or personal opinion on a topic and the reasons behind the opinion.

### Explanation

TCR first grade survey only.

Frequency	Code	Description
52	1	Not yet
152	2	Beginning
271	3	In progress
337	4	Intermediate
339	5	Proficient
2	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1891	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6DEMWR

**Label:** E12. DEMONSTRATES EARLY WRITING

**Number:** 65

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 95

### Question

This child 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.

### Explanation

TCR first grade survey only.

Frequency	Code	Description
30	1	Not yet
106	2	Beginning
195	3	In progress
260	4	Intermediate
561	5	Proficient
17	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained

1875 BLANK Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6DEMUND  
**Label:** E13. UNDERSTANDS PRINT CONVENTIONS  
**Number:** 66  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 96

**Question**

This child demonstrates an understanding of some of the conventions of print, forexample, 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, or appropriately using question marks, exclamation points, and quotation marks.

**Explanation**

TCR first grade survey only.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
36	1	Not yet
104	2	Beginning
225	3	In progress
352	4	Intermediate
451	5	Proficient
3	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained

1873 BLANK Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6COMPUT  
**Label:** E14. VARIED USE OF COMPUTERS  
**Number:** 67  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 97

**Question**

This child uses the computer for a variety of purposes, for example, by drawing a picture, or counting objects, or typing numbers, letters, or words, or writing a page for a class book, or looking up information on a topic of interest,



or solving math problems, or recording a scientific observation.

### Explanation

TCR first grade survey only.

Frequency	Code	Description
71	1	Not yet
161	2	Beginning
292	3	In progress
277	4	Intermediate
185	5	Proficient
179	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1879	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** T6RELQNT

**Label:** E16. KNOWS RELATIONS BETWEEN QUANTITIES

**Number:** 68

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 98

### Question

This child shows an understanding of the relationship between quantities, for example, knowing that a group of 10 small stones is the same quantity as a group of 10 larger blocks.

### Explanation

TCR first grade survey only.

Frequency	Code	Description
12	1	Not yet
98	2	Beginning
173	3	In progress
325	4	Intermediate
559	5	Proficient
3	6	Not applicable
0	7	Refused
0	8	Don't know
0	9	Not ascertained
1874	BLANK	Missing

**Missing Data Codes:** 6,7,8,9,BLANK

---

**Name:** D\_1TRACCOMP2  
**Label:** FIRST GRADE TEACHER REPORT OF CHILD ACCOMPLISHMENTS  
**Number:** 69  
**Type:** Numeric  
**Width:** 7  
**Decimals:** 4  
**Location:** 99-105

**Explanation**

Input: T6COMPLX T6INTERP T6LWRCAS T6RHYMWD T6REGVOW T6IRRVOW  
T6FGBKIN T6FGBKFL T6PREDCT T6CONTRB T6COMPOS T6DEMWR T6DEMUND  
T6RELQNT

Recode:  
7,8,9 = Missing

Derivation:  
D\_1TRACCOMP2 is the weighted sum of the items. The weights are determined by a factor analysis of the items.

Spring 2005 weights are:  
0.68449 0.80666 0.66019 0.81131 0.86725 0.83118 0.89539 0.87772  
0.88056 0.79506 0.82968 0.80253 0.80960 0.72947

Spring 2006 weights are:  
0.70003 0.80617 0.67877 0.78221 0.83556 0.66453 0.89209 0.88605  
0.84341 0.79248 0.78121 0.79816 0.80715 0.70388

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
1095	11.2811-58.0176	Score
1949	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 1095  
**Minimum:** 11.28  
**Maximum:** 58.02  
**Mean:** 43.27  
**Standard Deviation:** 10.54

---

**Name:** D\_KTRACCOMP2  
**Label:** KINDERGARTEN TEACHER REPORT OF CHILD ACCOMPLISHMENTS  
**Number:** 70  
**Type:** Numeric  
**Width:** 7

**Decimals:** 4

**Location:** 106-112

**Explanation**

Input: T6COMPLX T6INTERP T6LWRCAS T6RHYMWD T6PRED T6INDEP T6ERLWR  
T6CONVPR T6RELQUA

Recode:  
7,8,9 = Missing

Derivation:  
D\_KTRACCOMP2 is the weighted sum of the items. The weights are determined by a factor analysis of the items.

Spring 2004 weights are:  
0.73043 0.82055 0.78597 0.83069 0.87605 0.84812 0.86407  
0.85437 0.82779

Spring 2005 weights are:  
0.70844 0.83720 0.78318 0.84843 0.86935 0.84854 0.85940  
0.84041 0.83183

Spring 2006 weights are:  
0.70087 0.81249 0.67136 0.82241 0.78900 0.81160 0.77023  
0.78667 0.78147

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
1791	7.4268-41.2119	Score
1253	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 1791  
**Minimum:** 7.43  
**Maximum:** 41.21  
**Mean:** 27.71  
**Standard Deviation:** 7.83

---

**Name:** D\_PARINV  
**Label:** TEACHER REPORTED PARENT PARTICIPATION  
**Number:** 71  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 113

**Explanation**

Input: T6OPHSE T6VOLACT

Derivation:

This variable = 1 if both T6OPHSE and T6VOLACT are 2,  
0 otherwise.

**Frequency Code Description**

453	0	Did not participate
2591	1	Participate in activities

**Valid:** 3044  
**Minimum:** 0.00  
**Maximum:** 1.00  
**Mean:** 0.85  
**Standard Deviation:** 0.36

---

**Name:** D\_PROMOTE2

**Label:** TEACHER REPORT OF WHETHER CHILD WAS PROMOTED

**Number:** 72

**Type:** Numeric

**Width:** 1

**Decimals:** 0

**Location:** 114

**Explanation**

Input: T6PROMO T6PROMO1

Recode:

T6PROMO

8,9 = Missing

T6PROMO1

6,7,95,99 = Missing

Derivation:

T6PROMO=1 or 1 <= T6PROMO1 <= 16 then D\_PROMOTE2 = 1  
else if T6PROMO in (2,3) then D\_PROMOTE2 = 0

**Frequency Code Description**

258	0	Not promoted
2571	1	Promoted
215	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2829  
**Minimum:** 0.00  
**Maximum:** 1.00  
**Mean:** 0.91  
**Standard Deviation:** 0.29

---

**Name:** D\_T6INIT  
**Label:** TEACHER REPORT - SCHOOL CONTACT/COMMUNICATION  
**Number:** 73  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 115

**Explanation**

Derivation:  
If T6INIT = 1 then D\_T6INIT = 1  
else if T6INIT in (2,3,4) then D\_T6INIT = 1;

Frequency	Code	Description
575	0	T6init = 1
2385	1	T6init = 2,3,4
84	BLANK	Missing

**Missing Data Code:** BLANK

---

**Name:** D\_T6LGELIT  
**Label:** TEACHER REPORT OF LANGUAGE AND LITERACY ABILITY  
**Number:** 74  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 116

**Explanation**

Derivation:  
if T6LGELIT in (1,2) then D\_T6LGELIT=0;  
else if T6LGELIT in (3,4,5) then D\_T6LGELIT=1;

Frequency	Code	Description
816	0	T6lgelit = 1,2
2197	1	T6lgelit = 3,4,5
31	BLANK	Missing

**Missing Data Code:** BLANK

---

**Name:** D\_T6MATHSK  
**Label:** TEACHER REPORT OF MATH ABILITY

**Number:** 75  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 117

**Explanation**

Derivation:  
if T6MATHSK in (1,2) then D\_T6MATHSK=0;  
else if T6MATHSK in (3,4,5) then D\_T6MATHSK=1;

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
608	0	T6mathsk = 1,2
2383	1	T6mathsk = 3,4,5
53	BLANK	Missing

**Missing Data Code:** BLANK

---

**Name:** D\_T6SCSOC  
**Label:** TEACHER REPORT OF SOCIAL STUDIES AND SCIENCE ABILITY  
**Number:** 76  
**Type:** Numeric  
**Width:** 1  
**Decimals:** 0  
**Location:** 118

**Explanation**

Derivation:  
if D\_T6SCSOC in (1,2) then D\_T6SCSOC=0;  
else if D\_T6SCSOC in (3,4,5) then D\_T6SCSOC=1;

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
463	0	T6scsoc = 1,2
2526	1	T6scsoc = 3,4,5
55	BLANK	Missing

**Missing Data Code:** BLANK

---

VARIABLE NUMBERS 77-92 PROVIDE RAW SCORES AND T-SCORES FOR SUBSCALES FROM THE ADJUSTMENT SCALES FOR PRESCHOOL INTERVENTION (ASPI) (COPYRIGHTED INSTRUMENT).

---

**Name:** D\_TCR\_ASPI\_AGGR  
**Label:** ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS

**Number:** 77  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 119-120

**Explanation**

Raw score for the ASPI aggressive adjustment problems subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2878	0-22	Score
166	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2878  
**Minimum:** 0.00  
**Maximum:** 22.00  
**Mean:** 2.01  
**Standard Deviation:** 3.62

---

**Name:** D\_TCR\_ASPI\_INATTEN  
**Label:** ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS  
**Number:** 78  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 121-122

**Explanation**

Raw score for the ASPI inattentive/hyperactive adjustment problems subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2910	0-10	Score
134	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2910  
**Minimum:** 0.00  
**Maximum:** 10.00  
**Mean:** 1.80  
**Standard Deviation:** 2.27

---

**Name:** D\_TCR\_ASPI\_LOWENER  
**Label:** ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS  
**Number:** 79  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 123-124

**Explanation**

Raw score for the ASPI withdrawn/low energy adjustment problems subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2911	0-15	Score
133	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2911  
**Minimum:** 0.00  
**Maximum:** 15.00  
**Mean:** 0.68  
**Standard Deviation:** 1.55

---

**Name:** D\_TCR\_ASPI\_OPPOS  
**Label:** ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS  
**Number:** 80  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 125-126

**Explanation**

Raw score for the ASPI oppositional adjustment problems subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2911	0-10	Score
133	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2911  
**Minimum:** 0.00  
**Maximum:** 10.00  
**Mean:** 1.13



**Standard Deviation:** 1.80

---

**Name:** D\_TCR\_ASPI\_PEERINT  
**Label:** ASPI: PROBLEMS WITH PEER INTERACTIONS  
**Number:** 81  
**Type:** Numeric  
**Width:** 3  
**Decimals:** 0  
**Location:** 127-129

**Explanation**

Raw score for the ASPI problems with peer interactions subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
3044	50-124	Score
0	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 3044  
**Minimum:** 50.00  
**Maximum:** 124.00  
**Mean:** 62.77  
**Standard Deviation:** 15.94

---

**Name:** D\_TCR\_ASPI\_SHY  
**Label:** ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS  
**Number:** 82  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 130-131

**Explanation**

Raw score for the ASPI shy/socially reticent adjustment problems subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2922	0-11	Score
122	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2922  
**Minimum:** 0.00

**Maximum:** 11.00  
**Mean:** 1.53  
**Standard Deviation:** 1.91

---

**Name:** D\_TCR\_ASPI\_STRUCLEARN  
**Label:** ASPI: PROBLEMS WITH STRUCTURED LEARNING  
**Number:** 83  
**Type:** Numeric  
**Width:** 3  
**Decimals:** 0  
**Location:** 132-134

**Explanation**

Raw score for the ASPI problems with structured learning subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
3044	56-135	Score
0	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 3044  
**Minimum:** 56.00  
**Maximum:** 135.00  
**Mean:** 70.59  
**Standard Deviation:** 16.20

---

**Name:** D\_TCR\_ASPI\_TAGGR  
**Label:** ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS T-SCORE  
**Number:** 84  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 135-136

**Explanation**

T-score for D\_TCR\_ASPI\_AGGR.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
2878	43-73	Score
166	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2878  
**Minimum:** 43.00  
**Maximum:** 73.00  
**Mean:** 49.14  
**Standard Deviation:** 7.64

---

**Name:** D\_TCR\_ASPI\_TEACHINT  
**Label:** ASPI: PROBLEMS WITH TEACHER INTERACTIONS  
**Number:** 85  
**Type:** Numeric  
**Width:** 3  
**Decimals:** 0  
**Location:** 137-139

**Explanation**

Raw score for the ASPI problems with teacher interactions subscale.

Frequency	Code	Description
3044	48-118	Score
0	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 3044  
**Minimum:** 48.00  
**Maximum:** 118.00  
**Mean:** 58.71  
**Standard Deviation:** 11.82

---

**Name:** D\_TCR\_ASPI\_TINATTEN  
**Label:** ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS T-SCORE  
**Number:** 86  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 140-141

**Explanation**

T-score for D\_TCR\_ASPI\_INATTEN.

Frequency	Code	Description
2910	42-73	Score
134	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2910  
**Minimum:** 42.00  
**Maximum:** 73.00  
**Mean:** 50.55  
**Standard Deviation:** 8.58

---

**Name:** D\_TCR\_ASPI\_TLOWENER  
**Label:** ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS T-SCORE  
**Number:** 87  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 142-143

**Explanation**

T-score for D\_TCR\_ASPI\_LOWENER.

Frequency	Code	Description
2911	45-73	Score
133	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 2911  
**Minimum:** 45.00  
**Maximum:** 73.00  
**Mean:** 49.21  
**Standard Deviation:** 6.95

---

**Name:** D\_TCR\_ASPI\_TOPPOS  
**Label:** ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS T-SCORE  
**Number:** 88  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 144-145

**Explanation**

T-score for D\_TCR\_ASPI\_OPPOS.

Frequency	Code	Description
2911	42-73	Score

133 BLANK Missing

**Missing Data Code:** BLANK

**Valid:** 2911  
**Minimum:** 42.00  
**Maximum:** 73.00  
**Mean:** 48.17  
**Standard Deviation:** 7.68

---

**Name:** D\_TCR\_ASPI\_TPEERINT  
**Label:** ASPI: PROBLEMS WITH PEER INTERACTIONS T-SCORE  
**Number:** 89  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 146-147

**Explanation**

T-score for D\_TCR\_ASPI\_PEERINT.

**Frequency Code Description**

3044 40-86 Score

**Valid:** 3044  
**Minimum:** 40.00  
**Maximum:** 86.00  
**Mean:** 51.64  
**Standard Deviation:** 11.32

---

**Name:** D\_TCR\_ASPI\_TSHY  
**Label:** ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS T-SCORE  
**Number:** 90  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 148-149

**Explanation**

T-score for D\_TCR\_ASPI\_SHY.

**Frequency Code Description**

2922 40-73 Score  
122 BLANK Missing

**Missing Data Code:** BLANK

**Valid:** 2922  
**Minimum:** 40.00  
**Maximum:** 73.00  
**Mean:** 47.22  
**Standard Deviation:** 7.41

---

**Name:** D\_TCR\_ASPI\_TSTRUCLEARN  
**Label:** ASPI: PROBLEMS WITH STRUCTURED LEARNING T-SCORE  
**Number:** 91  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 150-151

**Explanation**

T-score for D\_TCR\_ASPI\_STRUCLEARN.

**Frequency Code Description**

3044 39-85 Score

**Valid:** 3044  
**Minimum:** 39.00  
**Maximum:** 85.00  
**Mean:** 50.50  
**Standard Deviation:** 10.57

---

**Name:** D\_TCR\_ASPI\_TTEACHINT  
**Label:** ASPI: PROBLEMS WITH TEACHER INTERACTIONS T-SCORE  
**Number:** 92  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 152-153

**Explanation**

T-score for D\_TCR\_ASPI\_TEACHINT.

**Frequency Code Description**

3044 38-88 Score

**Valid:** 3044  
**Minimum:** 38.00

**Maximum:** 88.00  
**Mean:** 49.57  
**Standard Deviation:** 10.07

---

VARIABLE NUMBERS 93-95 PROVIDE THE RAW SCORES FOR THE SUBSCALES FROM PIANTA'S STUDENT-TEACHER RELATIONSHIP (STR) SCALE (COPYRIGHTED INSTRUMENT).

---

**Name:** D\_TCR\_PIANTA\_CLOSE  
**Label:** PIANTA SCALE: CLOSENESS  
**Number:** 93  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 154-155

#### **Explanation**

Raw score for the STR closeness subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
3014	7-35	Score
30	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 3014  
**Minimum:** 9.00  
**Maximum:** 35.00  
**Mean:** 29.90  
**Standard Deviation:** 4.62

---

**Name:** D\_TCR\_PIANTA\_CONFLICT  
**Label:** PIANTA SCALE: CONFLICT  
**Number:** 94  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 156-157

#### **Explanation**

Raw score for the STR conflict subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
3016	7-40	Score

28 BLANK Missing

**Missing Data Code:** BLANK

**Valid:** 3016  
**Minimum:** 7.00  
**Maximum:** 40.00  
**Mean:** 14.00  
**Standard Deviation:** 6.78

---

**Name:** D\_TCR\_PIANTA\_POSITIVEREL  
**Label:** PIANTA SCALE: POSITIVE RELATIONSHIP  
**Number:** 95  
**Type:** Numeric  
**Width:** 2  
**Decimals:** 0  
**Location:** 158-159

**Explanation**

Raw score for the STR positive relationship subscale.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
3024	27-75	Score
20	BLANK	Missing

**Missing Data Code:** BLANK

**Valid:** 3024  
**Minimum:** 27.00  
**Maximum:** 75.00  
**Mean:** 63.66  
**Standard Deviation:** 9.66