



**CUISR:**

Community – University Institute for Social Research

*Full-Time Kindergarten In  
Saskatchewan, Part One:*

**AN EVALUATION FRAMEWORK FOR SASKATCHEWAN  
FULL-TIME KINDERGARTEN PROGRAMS**

**by Nazeem Muhajarine, Maureen Horn,  
Jody Glacken, Trina Evitts,  
Debbie Pushor, and Brian Keegan**



*Building Healthy Sustainable Communities*

## **Community-University Institute for Social Research**

CUISR is a partnership between a set of community-based organizations (including Saskatoon District Health, the City of Saskatoon, Quint Development Corporation, the Saskatoon Regional Intersectoral Committee on Human Services) and a large number of faculty and graduate students from the University of Saskatchewan. CUISR's mission is "to serve as a focal point for community-based research and to integrate the various social research needs and experiential knowledge of the community-based organizations with the technical expertise available at the University. It promotes, undertakes, and critically evaluates applied social research for community-based organizations, and serves as a data clearinghouse for applied and community-based social research. The overall goal of CUISR is to build the capacity of researchers, community-based organizations and citizenry to enhance community quality of life."

This mission is reflected in the following objectives: (1) to build capacity within CBOs to conduct their own applied social research and write grant proposals; (2) to serve as a conduit for the transfer of experientially-based knowledge from the community to the University classroom, and transfer technical expertise from the University to the community and CBOs; (3) to provide CBOs with assistance in the areas of survey sample design, estimation and data analysis, or, where necessary, to undertake survey research that is timely, accurate and reliable; (4) to serve as a central clearinghouse, or data warehouse, for community-based and applied social research findings; and (5) to allow members of the University and CBOs to access a broad range of data over a long time period.

As a starting point, CUISR has established three focused research modules in the areas of Community Health Determinants and Health Policy, Community Economic Development, and Quality of Life Indicators. The three-pronged research thrust underlying the proposed Institute is, in operational terms, highly integrated. The central questions in the three modules—community quality of life, health, and economy—are so interdependent that many of the projects and partners already span and work in more than one module. All of this research is focused on creating and maintaining healthy, sustainable communities.

Research is the driving force that cements the partnership between universities, CBOs, and government in acquiring, transferring, and applying knowledge in the form of policy and programs. Researchers within each of the modules examine these dimensions from their particular perspective, and the results are integrated at the level of the Institute, thus providing a rich, multi-faceted analysis of the common social and economic issues. The integrated results are then communicated to the Community and the University in a number of ways to ensure that research makes a difference in the development of services, implementation of policy, and lives of the people of Saskatoon and Saskatchewan.

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## INTRODUCTION

Full-time kindergarten (FTK) is defined as kindergarten students attending school all day, every day. Part-time kindergarten (PTK) programs vary in their structure. Some schools offer classes every day for half a day (i.e. morning or afternoon), while others are full-day, every second day. There has been much debate as to which program—FTK or PTK—is best for young students.

In the education literature, FTK programs are described as providing children with improved gains in many of the early years learning focus areas. Children in these programs have shown greater improvements than their part-time counterparts in early language, literacy, reading, and math skills (Wang and Johnstone, 1999). It has also been reported that, compared to PTK students, children in FTK programs demonstrate greater independence in learning, level of involvement in the classroom, productivity, and ability to reflect (Rothenburg, 1995). Marked changes in behaviour have also been noted as a result of participation in FTK programs (Elicker and Mathur, 1997; Clark and Kirk, 2000). These results are especially evident in children from poor and/or marginalized groups (Puelo, 1998; Housden and Kam, 1992; Karweit, 1992; Rothenburg, 1995; Ross and Roberts, 1999; da Costa and Bell, 2001; da Costa and Bell, 2004).

Despite these obvious benefits, some children show problems adjusting to a full-time program. It is estimated that 28% of children show at least one adjustment difficulty (including such social indicators as complaining about school, being reluctant to attend school, and pretending to be sick to avoid school) (Hausken and Rathbun, 2002). FTK students have reportedly higher levels of such adjustment difficulties than PTK students. Further analysis has revealed that male students, students with a disability, or students from a low socio-economic status (SES) background were also more likely to have trouble adjusting to the program (Hausken and Rathbun, 2002). All of this begs the question: are children ready for FTK?

Some aspects of the FTK program remain uncertain. There has been some speculation as to whether the academic benefits of FTK lessen during the school year. Elicker (2000) found no evidence to suggest that the academic benefits of engaging in a FTK program were long-term, nor did they necessarily extend past the first grade. Although it appears that FTK programs ease the transition into grade one and provide children with a strong basis from which positive gains can be made in subsequent academic years, these points remain disputed in the academic literature.

## ***BACKGROUND TO KINDERGARTEN PROGRAMS IN SASKATCHEWAN***

In the 2004-2005 school year, McKitrick Elementary School and Connaught Elementary School in the Battlefords School Division implemented FTK programs in response to an observed lack of readiness of many students for grade one. The programs were also part of a renewed focus on early years, with special attention to language development and, especially, oral language skills.

An initial evaluation of the FTK programs in the Battlefords School Division revealed that improvements in cognitive, language, and communication skills were evident among children (Evitts, Muhajarine, and Pushor, 2005). The impacts on behavioural and socio-emotional outcomes were less conclusive. Feedback from parents, caregivers, and teachers indicated that the FTK programs were viewed as successful.

Since the initiation of the FTK programs in the Battlefords School Division, similar programs have been implemented in the Saskatoon Public, Saskatoon Catholic, and Onion Lake School Divisions.

## ***PROGRAM AIM AND GOALS***

Saskatchewan Learning has defined the overall aim of kindergarten programs in Saskatchewan as providing a “strong foundation from which students can grow to become active participants in life-long learning” (*Children First: A Curriculum Guide for Kindergarten*, 1994: 7). Through socio-emotional, physical, and intellectual development, the program seeks to have children:

- develop confidence in themselves and their ability to learn;
- demonstrate curiosity and the ability to focus their attention;
- acquire a level of communicative competence that, to the child, is personally satisfying;
- acquire social skills and abilities that enable them to relate to other children and to adults; and
- remain true to their individual natures, being free to develop their potential.



## PROGRAM LOGIC MODEL

The Program Logic Model (PLM) is a useful way to visually display the goals, inputs, targets, objectives, and outcomes of a program. The following provides a brief overview of each aspect of the PLM.

**Goal:** The overall goal(s) of the kindergarten program.

**Inputs:** The plans and resources that make implementation of the program possible.

**Target:** Those who are targets of the program.

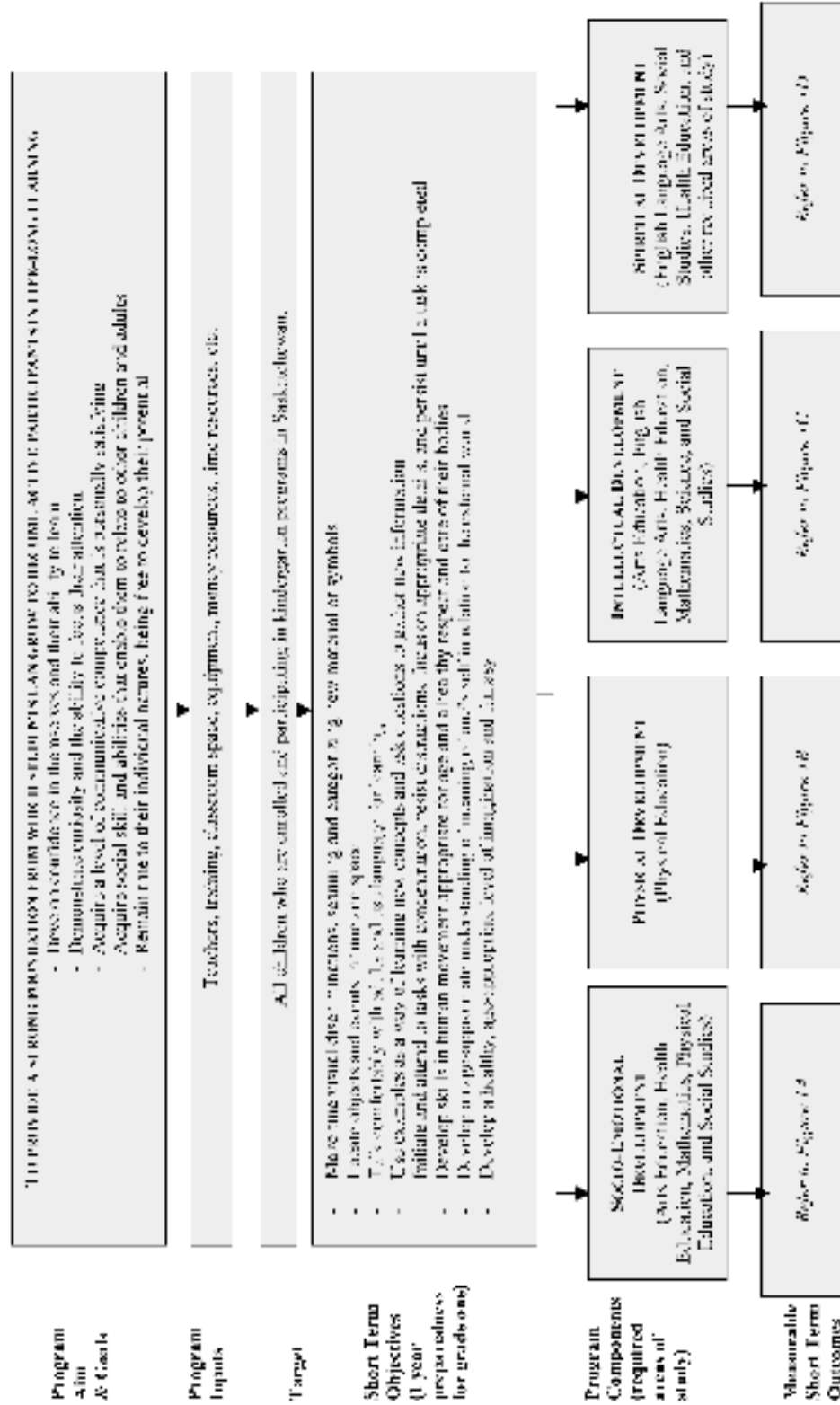
**Short Term Objectives:** More specific than the program goal(s), these are what should be accomplished as a result of the program.

**Program Components:** These include any aspect of the program that is used in the implementation process.

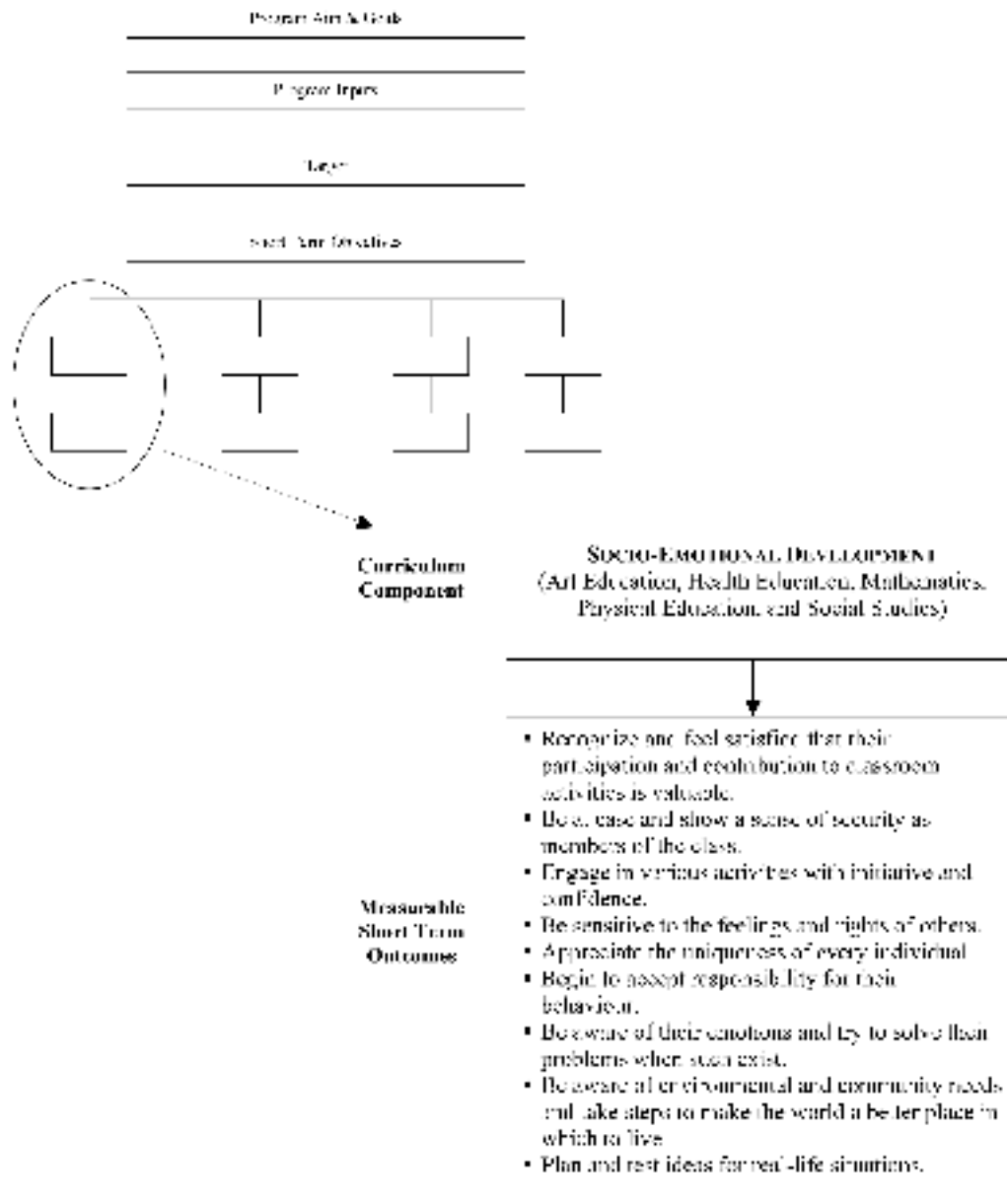
**Short-Term Outcomes:** These outcomes are a direct result of the program activities. Change may be measured through the use of specialized tools. In the case of the FTK program, each of the outcomes listed is expected to increase over the course of the program.

The following PLM was developed for the FTK program in Saskatchewan schools (see **Figure 1**), and provides a general overview of the current program. The goals, objectives, and socio-emotional, physical, and intellectual outcomes were primarily adapted from the April 1994 Saskatchewan Learning publication entitled *Children First: A Curriculum Guide for Kindergarten*. The spiritual development outcomes, however, were based on Saskatchewan Learning's *Spiritual Development: An Overview* (2004). The PLM provides a general overview of the current kindergarten program. While not included in the model, the importance of an additional aspect of learning, the classroom environment, is recognized and will be evaluated as described in a subsequent section of this document.

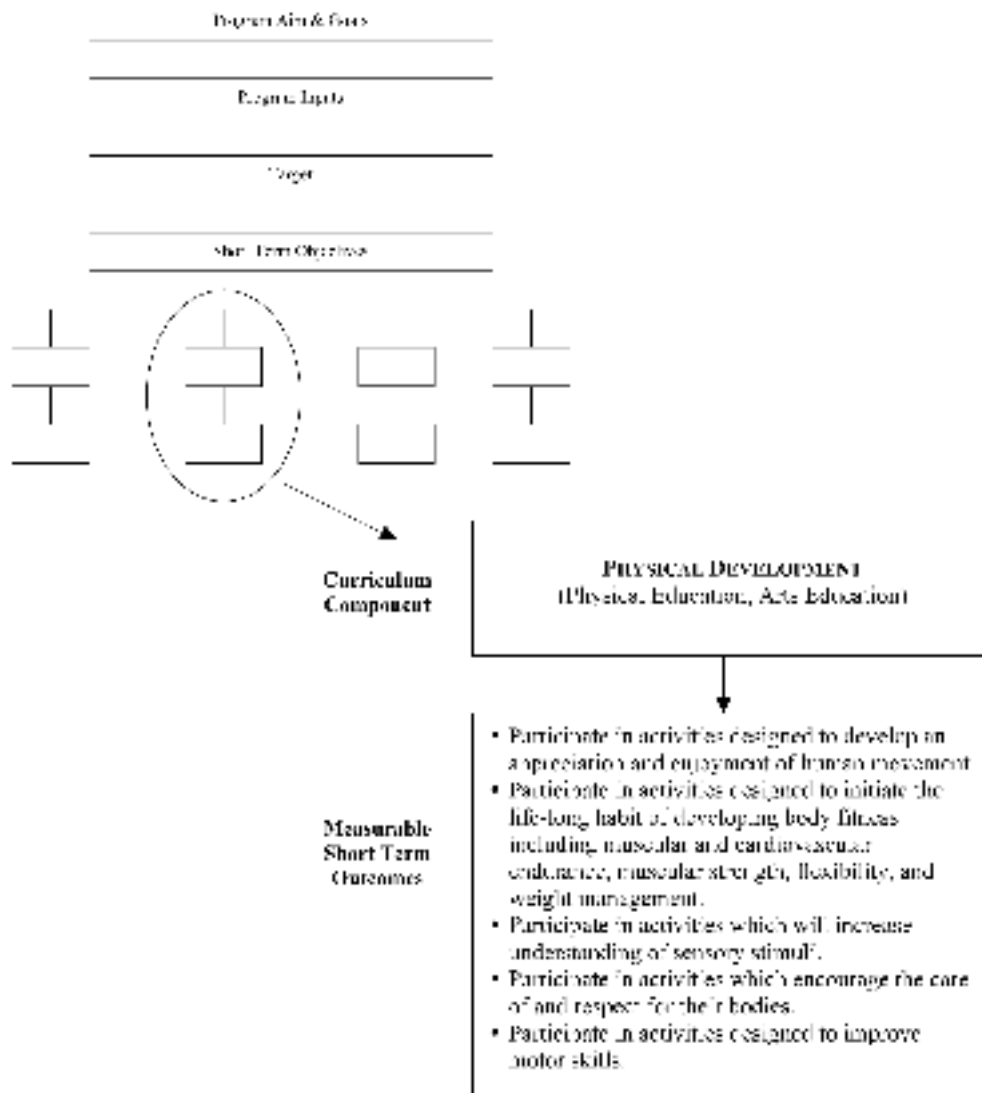
Figure 1. Program Logic Model for Kindergarten Programs in Saskatchewan.



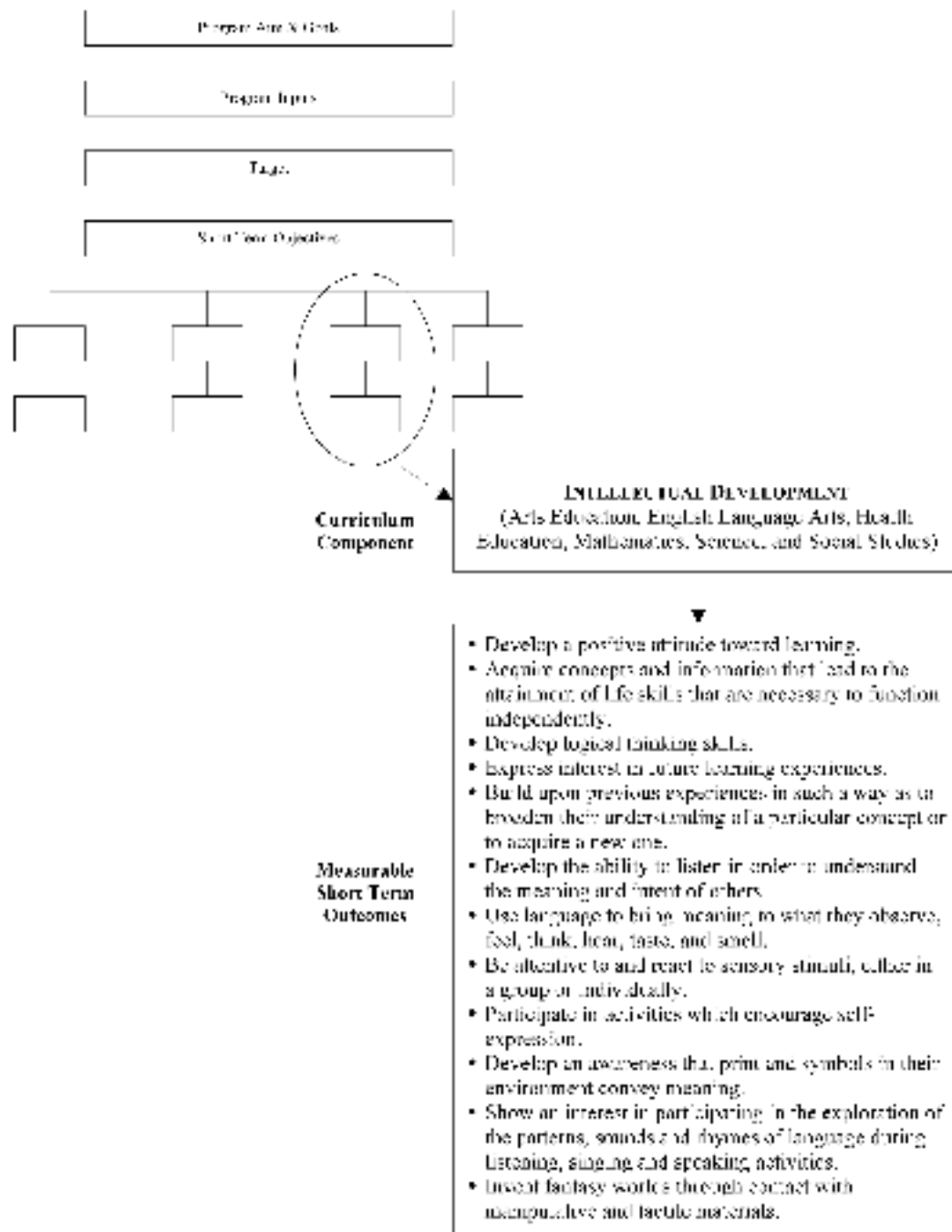
**Figure 1A. Program Logic Model Measurable Short Term Outcomes—Socio-Emotional Development.**



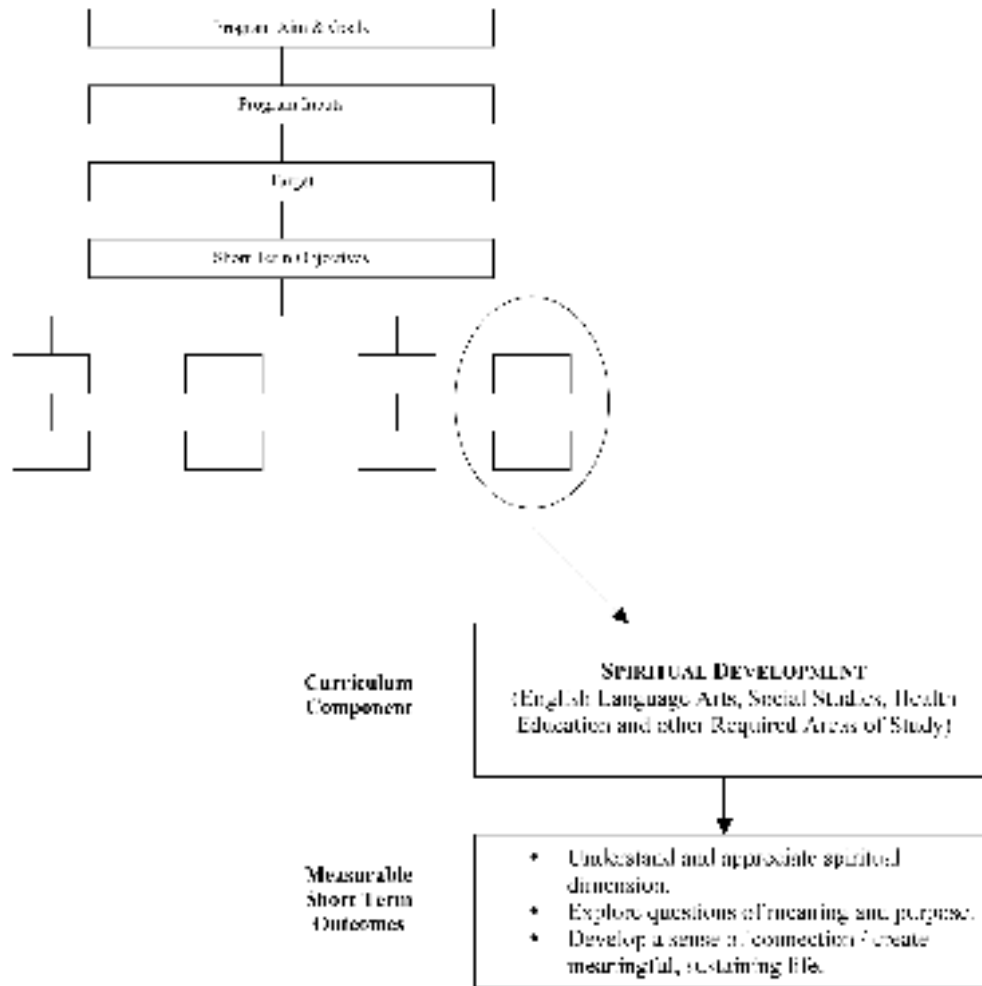
**Figure 1B. Program Logic Model Measurable Short Term Outcomes—Physical Development.**



**Figure 1C. Program Logic Model Measurable Short Term Outcomes—Intellectual Development.**



**Figure 1D. Program Logic Model Measurable Short Term Outcomes—Spiritual Development.\***



\*Note: The spiritual development aspect of the curriculum does not apply to all schools.

## **EVALUATION STRATEGY**

The evaluation strategy presented in this document takes a collaborative approach to the evaluation of FTK programs in Saskatchewan. It is characterized by a significant degree of collaboration among key stakeholders, including Saskatchewan Learning and the three participating school divisions—Saskatoon Catholic, the Battlefords, and Onion Lake—in both its development and implementation. Because responsibility and decision making is shared by key stakeholders, the evaluation will be responsive to the needs of all key stakeholders.

### ***PURPOSE OF THE EVALUATION***

The overall purpose of the proposed evaluation is to assess the implementation and preliminary outcomes of the FTK program in three Saskatchewan school divisions—Battlefords, Onion Lake, and Saskatoon Catholic. It is anticipated that the findings of this evaluation will be used by Saskatchewan Learning and the participating school divisions to inform future decisions.

Formative process data will be used to assess the implementation of the program and to help understand what was done to achieve program outcomes by identifying gaps between program outcomes and implementation objectives. Formative outcome data will primarily serve to determine: 1) the extent to which the outcome objectives of the FTK program were achieved; 2) whether FTK compared to PTK results in teachers using more developmentally appropriate early childhood education practices; and 3) what, if any, benefits exist for learners in FTK compared to PTK (i.e. with respect to domains of study, are FTK students excelling more than PTK students?).

### ***OBJECTIVES OF THE EVALUATION***

The following objectives were developed for the purpose of the evaluation of FTK programs in Saskatchewan:

1. Assess the socio-emotional development of students in FTK programs compared to those in PT programs.
2. Assess the physical development of students in the FTK programs compared to those in PT programs.
3. Assess the intellectual development of students in FTK programs compared to those in PT programs.
4. Assess the spiritual development of students in FTK programs, as appropriate, compared to those in PT programs.

5. Assess the current structure of the FTK program.
6. Evaluate the extent to which the overall goals/objectives of the provincial kindergarten curriculum were achieved and/or enhanced.
7. Identify factors that facilitated as well as inhibited implementation of the FTK program.
8. Identify the strengths and weaknesses of the FTK programs developed in each pilot site.
9. Determine the overall level of satisfaction of key stakeholders with the FTK program.
10. Provide feedback to Saskatchewan Learning and to the three school divisions to inform future decisions.

### ***METHODOLOGY / SOURCE OF DATA***

A variety of quantitative and qualitative methods will be used to evaluate the FTK programs, as outlined below. The proposed quantitative methods include a number of standardized measurement tools. These tools include tests of socio-emotional, physical, and intellectual (i.e. language and literacy) development, as well as classroom assessment tests. Qualitative methods (in-depth teacher and parent interviews, and focus groups) will provide insight into each of these areas, as well as spiritual development and the overall opinion of parents/caregivers and teachers with regards to the FTK programs. Multiple-source data will allow us to conduct a comprehensive evaluation of the current FTK programs.

In order to ensure the reliability and validity of the findings of the proposed evaluation, data and methodological triangulation will be employed. By triangulation, it is meant that data from different sources, including children, parents/caregivers, and teachers will be collected, and a combination of qualitative and quantitative research methods will be used in order to examine consistent patterns in the data. The recommended measurement tools for data collection have been chosen because of their reliability, validity, and standardized test results. Interview and focus group guides will be designed in consultation with key stakeholders. Summary reports will be reviewed by key stakeholders in order to validate the findings.

What follows are brief descriptions of the methods proposed for evaluating FTK programs in the three participating school divisions.

#### **Teacher interviews**

Semi-structured interviews will be conducted with eighteen FTK and PTK teachers. Where possible, the interviews will be conducted in small groups of two or three teach-



ers. The term “semi-structured” refers to an interview guided by a set of pre-determined questions. This will ensure that similar information is elicited from all the interviewees while allowing for elaboration and an opportunity for teachers to share their individual experiences and opinions. The teacher interviews will supplement the information collected via the child and classroom assessments by collecting information about the degree to which FTK does or does not result in increased socio-emotional, intellectual, physical, and spiritual growth for early learners compared to PTK. These interviews will also provide opportunities to collect information about the degree to which FTK does or does not result in developmentally appropriate early childhood education practices compared to PTK. Administered by a trained interviewer, each interview will take one to two hours to complete. The interviews will be recorded and later transcribed in preparation for analysis. The teacher interview guide is appended to this document in **Appendix A**.

### **Parent interviews**

It is expected that twenty-two semi-structured interviews (one for each FTK and PTK class) will be conducted with parents regarding student success in the FTK program. Interviewees will be selected in consultation with appropriate school personnel. Administered by a trained interviewer, each interview will take from one to two hours to complete. The interviews will be recorded and later transcribed in preparation for analysis. See **Appendix B** for a copy of the parent interview guide.

### **Focus groups**

Focus groups will be conducted in order to expand on the information gathered from the in-depth teacher and parent interviews. A semi-structured focus group protocol will be used to guide the conversation. It is anticipated that the focus groups will result in meaningful discussions regarding the issues at hand (i.e. student growth in multiple domains, and early childhood education principles and practices). They will provide the focus group facilitator with information that cannot be obtained through the other suggested data collection methods.

It is anticipated that eleven focus groups will be conducted, consisting of six to eight parents/caregivers each. Six focus groups will be held in Saskatoon Catholic schools, two in a school in North Battleford, and three will take place in Onion Lake. The location of these focus groups was determined based on the number of kindergarten students in the participating school divisions.

The focus groups will be conducted by a trained facilitator. Each session is expected to last between one and two hours. The discussions will be guided by issues identified in the teacher and parent interviews. The focus group discussions will be recorded and later transcribed in preparation for analysis.

### **School administrative data**

Administrative data (e.g. student attendance) from each participating school will be reviewed as available and appropriate.

### **Standardized measurement tools**

A comprehensive evaluation of the FTK programs requires the use of a variety of measurement tools. The following is a brief description of the proposed tools. These tools will be used to evaluate all current FTK students, as well as a similar number of part-time kindergarten students for comparison. Copies of these tools are appended as indicated.

#### *Social Skills Rating System (SSRS)*

The SSRS is a measurement tool that is able to detect shyness, trouble initiating conversation, and difficulty making friends. It is also appropriate for children aged three to eighteen years who exhibit behavioural problems or poor interpersonal skills. The test includes such scales as: 1) Social Skills; 2) Problem Behaviours; and 3) Academic Competence. The test is standardized on a national sample of over 4,000 children and was the first social skills rating scale to provide separate norms for boys and girls. The administration of this two-part test ranges from ten to twenty-five minutes per child, and may be conducted by a teacher (**Appendix C**, Part 1) and parent (**Appendix D**, Part 2). This test is recommended for assessing the socio-emotional development program component. A supplementary parenting and neighbourhood questionnaire developed by the study's researchers (**Appendix E**) is also recommended.

#### *Early Development Instrument (EDI)*

The EDI is a multi-use evaluation tool that aims to determine school readiness in five-year-olds (**Appendix F**). Its domains include: 1) Physical Health and Well-Being; 2) Social Knowledge and Competence; 3) Emotional Health/Maturity; 4) Language and Cognitive Development; and 5) Communication Skills and General Knowledge. Additional indicators include Special Skills (literacy, numeracy, dance, music, and others) and Special Problems (health problems, learning problems, behaviour problems). As the breadth of the domains indicates, this tool may be used to evaluate the socio-emotional, physical, and intellectual (language) development of a child. The test may be administered by kindergarten teachers and requires one form for each child. February is the ideal time to administer this test so that the full impact of the kindergarten program is not yet observed.

*Test of Early Reading Ability (TERA-3), Third Edition*

The TERA-3 is a measurement tool designed to evaluate literacy within realm of intellectual development (**Appendix G**). The test is comprised of three sections, including: 1) Alphabet; 2) Conventions; and 3) Meaning. The test takes approximately thirty minutes per child and may be administered by the teacher. TERA-3 is appropriate for children aged three to eight years old.

*Early Childhood Classroom Observation Measure (ECCOM)*

The ECCOM is a measurement tool developed for the purpose of evaluating the classroom learning environment (**Appendix H**). The subscales of this test include: Social Climate; Learning Climate; Management; Math Instruction; Literacy Instruction; and Classroom Resources.

## **DATA ANALYSIS**

Qualitative data generated by the teacher and parent interviews and focus groups will be sorted, grouped, and analyzed using well-documented content analysis procedures (Bogdan and Biklen, 1982; Guba and Lincoln, 1989; Jones, 1985; Marshall and Rossman, 1989). Common themes will be identified across all interviews and focus groups, and the perceptions of the majority of the respondents will be reported. Quantitative data will be analyzed as appropriate to each individual measurement tool.

## **ETHICAL CONSIDERATIONS**

Ethics approval for this evaluation is being sought through the University of Saskatchewan's Behavioural Research Ethics Board.

While data will be collected for each student in the FTK programs, the identities of all participants will remain confidential, and no identifying information (e.g. specific names and locales of schools, staff, parents) will be revealed in the reporting of the research or data. In the event that interview or focus group participants volunteer identifying information, or data provided by the schools reveal identifying information, such information will be destroyed once data collection is complete, or masked (if the data are in narrative form) to ensure anonymity and confidentiality. Confidentiality will be afforded to all study participants.

The Principal Investigator will assume responsibility for the proper storage of data, which will be kept in a locked office (Room 423, RJD Williams Building) at the Community-University Institute for Social Research (CUISR) for a minimum period of five years upon completion of the study. There will be no personal identifying information, other than a reference code to a list (kept in a separate locked location) for focus group tapes, interview tapes, quantitative data, and transcripts. Selected members of the research team will have access to the data for analysis.

Dissemination of the results will include a final report, consisting of an executive summary, followed by a comprehensive analysis of the study findings. The researchers will provide each participating school division, Saskatchewan Learning, and CUISR with a bound, unabridged copy of this report. The research may also be used by the principal investigators and research assistants for academic purposes.

## **EVALUATION FRAMEWORK**

The following framework will guide the evaluation of Socio-Emotional Development, Physical Development, Intellectual Development, Spiritual Development, and the Classroom Assessment (**Table 1**) within the FTK program. It includes the evaluation objectives, evaluation questions, anticipated outcomes/indicators, and sources of data/measurement tools.

**Table 1. Evaluation Framework.**

Evaluation Objective	Evaluation Questions	Anticipated Outcomes/ Indicators	Data Collection Tools/Methods
1. To assess the socio-emotional development of students in FTK programs compared to those in FT programs.	What percentage of children in the FTK programs show signs of satisfaction, confidence, and security?	Children recognize and feel satisfied that their participation and contribution to classroom activities is valuable.	SDBS  EDI  Teacher Interviews  Parent Interviews  Focus Groups
	What percentage of children in the FTK programs show respect for others in the class?	Children are at ease and show a sense of security as a member of the class. Children engage in various activities with initiative and confidence. Children are sensitive to the feelings and rights of others.	
	What percentage of children in the FTK programs demonstrate increased responsibility for their actions?	Children appreciate the uniqueness of every individual. Children begin to accept responsibility for their behaviour.	
	What percentage of children in the FTK programs develop problem solving abilities?	Children are aware of their emotions and try to solve their problems when school is. Children are aware of environmental and community needs and make steps to make the world a better place in which to live.	
	What percentage of children in the FTK programs show a sense of learning through the simulation of real-life situations?	Children plan and test ideas for real life situations. Children participate in activities designed to develop an appreciation and enjoyment of human movement.	
	What percentage of children in the FTK programs participate in age appropriate physical activities?	Children participate in activities which will increase understanding of safety skills. Children participate in activities which encourage the growth and respect for their bodies. Children participate in activities designed to initiate the life long habit of developing body fitness including music and art, cardiovascular endurance, muscular strength, flexibility, and weight management.	
2. To assess the physical development of students in the FTK programs compared to those in FT programs.	What percentage of children in the FTK programs exhibit age-appropriate physical development?	Children participate in activities designed to improve motor skills.	EDI  Teacher Interviews  Parent Interviews  Focus Groups

**Table 1. Evaluation Framework (cont'd).**

Evaluation Objective	Evaluation Questions	Anticipated Outcomes/ Indicators	Data Collection Tools/Methods
4. To assess the intellectual development of students in FTK programs compared to those in FT programs.	What percentage of children in the FTK program show openness to learn?	11) Children develop a positive attitude <u>openness to learn.</u> Children express interest in future learning opportunities.	Teacher Interviews
	What percentage of children in the FTK program show growth in the area of growing independence?	12) Children use concepts and information that lead to the attainment of life skills that are necessary to function independently. 13) Children develop logical thinking <u>skills.</u>	
	What percentage of children in the FTK program demonstrate logical thinking and application of knowledge gained from previous experiences?	Children build upon previous experiences in a different way as to evaluate their understanding of a particular concept, or to acquire a new one.	Parent Interviews Focus Groups
	What percentage of children in the FTK program demonstrate the ability to listen?	14) Children develop the ability to listen in order to understand the meaning and intent of others.	
	What percentage of children in the FTK program exhibit an age appropriate level of responsibility?	15) Children demonstrate a self-reliance to sensibly make their own decisions <u>independently.</u> Children participate in activities which encourage self-expression.	FTK (in groups)
	What percentage of children in the FTK program show signs of language development?	16) Children use language when talking meaning to what they observe, feel, think, hear, taste, and smell.  17) Children develop awareness that print and symbols in their environment convey meaning.	Teacher Interviews Parent Interviews Focus Groups IEBA-3 (Intervent)
	What percentage of children in the FTK program exhibit interests, literacy, and insight?	Children show an interest in print equating to the explanation of the different sources and themes of language during listening, singing and singing activities.	Parent Interviews Focus groups Teacher Interviews
	What percentage of children in the FTK program engage in inventive play?	18) Children invent fantasy worlds through contact with manipulatives and tactile materials.	Parent Interviews Focus Groups



**Table 1. Evaluation Framework (cont'd).**

Evaluation Objective	Evaluation Questions	Anticipated Outcomes/ Indicators	Data Collection Tools/Methods
4. To assess the spiritual development of students in FTK programs, as appropriate, consistent to their religious beliefs.	What percentage of children in the FTK program show an increased awareness and respect of others and themselves?	Children begin to understand and appreciate spiritual dimension. Children explore questions of meaning and purpose. Children develop a sense of connectedness to create meaningful, sustaining life.	Teacher Interviews Parent Interviews Focus Groups
	Are there sufficient resources (e.g. furnishings, teaching materials) for the FTK programs?	Quantity of the classroom resources.  Quality of the classroom resources	Teacher Interviews
5. To assess the current situation of the FTK programs.	In what ways do teachers struggle with each other, and can you provide direct support in the learning process?	Time per child available throughout the school day. Quality of teacher-student interaction	Teacher Interviews Parent Interviews Focus Groups
	Is there adequate classroom space to comfortably accommodate the children in the FTK programs?	Amount of space available for work and play. Safety of the physical environment.	Teacher Interviews
	Is the program structure appropriate for the FTK programs?	The extent to which the current program structure addresses the goals/objectives of the provincial Kindergarten curriculum.	Teacher Interviews
	Which provincial Kindergarten curriculum goals/objectives were achieved and/or enhanced?	Number of provincial Kindergarten curriculum goals/objectives achieved.	Emergent
6. To evaluate the extent to which the current goals/objectives of the provincial Kindergarten curriculum were achieved and/or enhanced.	To what extent were they achieved?	The extent to which the goals/objectives were achieved	Teacher Interviews Emergent
	Which provincial Kindergarten curriculum goals/objectives were not achieved?	Emergent	Teacher Interviews Emergent
	What were the challenges to achieving these goals/objectives?	Emergent	Teacher Interviews

**Table 1. Evaluation Framework (cont'd).**

Evaluation Objective	Evaluation Questions	Anticipated Outcomes/ Indicators	Data Collection Tools/Methods
4. To identify factors that facilitate as well as inhibit the implementation of the E.K. programs.	What factors facilitated the implementation of the programs?	Final goal	Teacher Interviews
	What were the challenges to their implementation?	Emergent	Parent Interviews Focus Groups
5. To identify the strengths and weaknesses of the ETK programs developed in each of the pilot sites.	What were the strengths of the programs?	Emergent	Teacher Interviews
	What were their weaknesses?	Final goal	Parent Interviews
	How might the programs be improved?	Final goal	Focus Groups
9. To determine the overall level of satisfaction or any satisfaction with the ETK programs.	How satisfied were teachers with the ETK programs?	Final goal	Teacher Interviews
	If applicable, how does their level of satisfaction with ETK programs compare with their satisfaction with past programs?	Final goal	Teacher Interviews
	How satisfied were parents with the E.K. programs?	Emergent	Parent Interviews
			Focus Groups

## TIMELINES

Proposed timelines for the evaluation plan are presented in **Table 2**. Since an initial set of results is desired before the end of the current (2005-2006) school year, the proposed timeline should be adhered to as closely as possible in order to accomplish this task.

**Table 2. Timelines.**

		Qualitative	Quantitative
April	2-8		
	9-15		
	16-22	Finalize interview and focus group guides select interviewees and focus group participants	
	23-29		EDI
May	30/1-8	Conduct interviews & Focus Groups, conduct literature review, report preparation	ECCOM, SSRS, TERA-3, enter data as received
	7-13		
	14-20		
	21-27		
June	28-31/1-3	Data transcription / entry	Review school administrative data
	4-10		
	11-17		Clean, code all data
	18-24		
July	25-30/1	Data analysis, report preparation	
	2-8		
	9-15		
	16-22		
	23-29		
August	30-31/1-5	Report preparation	
	6-12		
	13-19		
September	20-26	Edit / finalize report	
	27-31/1-2		
	3-9		
	10-16		
	17-23		
	24-30		

## CONCLUSION

Full-time kindergarten (FTK) programs are emerging in Saskatchewan schools. In order to assess the successes of these programs, regular program evaluations should be conducted. This report outlines appropriate qualitative and quantitative methods for measuring socio-emotional, physical, intellectual, and spiritual development. Methods for conducting a classroom assessment are also described. The timelines provided should allow for the inaugural evaluation to be conducted in the Saskatoon Catholic, Battlefords, and Onion Lake School Divisions before the end of the 2005-2006 school year.

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**Appendix A. Semi-Structured Interview Guide for Teachers.**

- How much opportunity would you say the children have to play? Do you think play is important in the kindergarten classroom?
- How much time do students spend at their desk per day?/in small groups?/in individual and child-directed activities/in large group activities?
- How much time per day do students spend in teacher-directed activities?
- How flexible would you consider the learning environment in this class? (Certain students versus all students?)
- To what extent do students have the opportunity to choose the activities they engage in?
- Likert scale. How individualized do you feel the learning program is for students in your class? (certain students/all students?)
- How often does individual interaction take place between you and your students?
- How often does small group interaction take place between you and your students?
- How often does large group interaction take place between you and your students?
- What is the relative ratio of transition time to learning time in your classes. (i.e. for every hour teaching, you spend ten minutes in transition)
- To what extent do you feel you have enough physical space to meet the instructional needs of your class?/the play/free-time needs of your class?
- To what extent do you feel you have enough materials (tables, computers, books, toys) to meet the instructional needs of your class?/the play/free-time needs of your class?

- Do you ever feel rushed in accomplishing your daily objectives?
- How much time per day/per week do you spend assessing individual students?
- How much time per day/per week do you spend individualizing instruction to particular students needs?
- How do you assess each child, collect and examine student's work/portfolios differently in FTK compared to PTK? Do you feel there is adequate time for this assessment?
- How do you individualize instruction for particular students differently in FTK than in PTK? Do you feel there is adequate time available to individualize instruction for particular students?
- How do you keep classroom records differently in FTK compared to PTK?
- How does your curriculum planning differ in FTK compare to PTK?
  
- In what ways, if any, do your integrated thematic units differ in FTK compared to PTK?
  
- How much time do you spend (daily/weekly) with parents of students in your classes?
- Of all the parents of your students, what percentage would you say in a week are in the classroom/helping out in the classroom/do you speak with (in or out of classroom)?
- To what extent do you feel your K program allows you to meet and get to know your students parents?
- What do you feel is the parental or caregiver's role in their child's learning?
- How often do you give parents feedback about their child's progress/activities in K? Tell me about this? Forms of feedback. Frequency, etc.
  
- How many students in your classroom?
- How many attend every day on average?
  
- Do you work with another teacher full-time/part-time?
- Do you work with a teacher assistant full-time/part-time?
- Do you ever have parent volunteers in your classroom? If yes, on average how often?



- On average, then, how many adults are there in the room at any given time? What are the roles these adults play?
- Do the students in your class share the cafeteria/playground/school bus with older children? Are they supervised?
- To what extent do you think your children feel like they are part of the school community?
- Does your K program teach children skills/abilities that they would not learn at home/day care? If so, what are these?
- How much have you seen the students in your class benefit from their kindergarten program (i.e. physically, socially/emotionally, intellectually, spiritually)? Likert scale. Comments (some more than others?, their thoughts on this).
- Were your students comfortable being with other children they didn't know at the beginning of the year? How about now?
- Overall, how well would you say the children in your classroom have adjusted to FTK compared to PTK?
- Your role this year was to develop a FTK program to support students in achieving the objectives of the provincial kindergarten curriculum. Do you feel your K program is appropriate for your students' needs? If no, how could it be improved?
- Do you think FTK should be voluntary? Why or why not?
- What are your students' favorite activities, in general? Least favorite?
- In regards to time to be flexible and focus on one things fully, how often would you say children in your K program are frustrated/feeling stressful per day? per week?
- Do you have "at-risk" students in your K classroom? Would you say they have enough time for completion of projects?/for socialization with other children?

- Do you have advanced children in your K classroom? Please provide examples, if possible, of ways in which they may have enough time to complete projects that they wish to explore in depth?
- Explain ways in which your K program is developmentally appropriate for your students?
- What do you think are qualities your child should have going in to K/grade one?
- **If they have taught PTK.** What do you see as advantages and disadvantages of teaching FTK?
- Differences in time use?
- Is there anything the questionnaire hasn't covered, but you think it is important for the researchers to know about FTK?

## Appendix B. Semi-Structured Interview Guide for Parents.

Note: FTK = Full-time Kindergarten; PTK = Part-time Kindergarten; K = Kindergarten

### *Student Related:*

- Is your child comfortable spending time away from home, or other familiar environments? Were they when they began the program?
- Is your child comfortable with being around people they don't know? Were they at the beginning of the year?
- How many transitions do you feel your child has to make during a regular school day? (i.e. from home to school, from school to day care, from day care to home, etc.)
- How well would you say your child has adjusted to their K program? How long did it take/ difficult?
- Have you had other children go through a kindergarten program (whether full-time or part-time)? If so, how many? Have you noticed a difference? If so, can you tell me more about this (i.e. intellectual, physical, socio-emotional, spiritual development)?
- Why did you choose this K?
- Do you feel your child(ren) get a better education/better care at FTK than they would in PTK? Is there skills or abilities that your child has gained at FTK that they would not have gotten at PTK?
- Comment.
- Has your child benefited from his/her FTK program? Do you think your child is benefiting socially from the K programs? Intellectually? Behaviour? Compared to your child(ren) in PTK, do you notice any specific differences in these areas (e.g. intellectually, behaviourally, physically)?
- Are you encouraged by your child's teacher to encourage X to read or to do school work with X at home? (**NOTE: Find out beforehand if the parent has an education/can read!**)
- What do you think are qualities your child should have going into K/grade one?
- Do you feel your child is better prepared to enter first grade than they were before the attended the K program? If so, in what ways (i.e. intellectual, physical, socio-emotional, spiritual development)? In not, why not?

- Is there anything about this program that really stands out to you? Can you tell me a story that you think of when you think of this new program (good or not so good)?
- How convenient is your child's K program for you? (is it difficult to make sure they get to school on time? Does it take a long time to get them there? Transportation? Do you always have available transportation to get them there? Do you have a set schedule?)

*Parent Related:*

- How comfortable do you feel going to your child's school for interviews?/for special events?/just to see what is happening?
- Have you ever been invited by your child's teacher to participate in classroom activities?/school events or activities?
- Have you ever participated in classroom activities?/school events or activities If so, how often? What do you do/how do you help? What has the experience been like?
- If not, why not? What have been barriers to doing so?
- How often would you say you have spoken to the K teacher in the past week? Year? Expand on this? Who initiated the conversation and for what purpose?
- Have you received feedback on your child's activities and progress throughout the year? Tell me about this. How is the feedback received? How is the child involved in the sharing process?
- Have you participated in school events that aren't simply for the kindergarten kids? (e.g. round dances, special trips, etc.)

*Overall:*

- Do you think your community school's K is different than other K? If so, what makes it different?
- Do you think PT/FT kindergarten should be voluntary (i.e. a parent's choice)?
- In general/overall, are you satisfied with your child's K program? **PLEASE COMMENT.** Why?
- What are some positive things about the FTK program? (List what you like about you child's K program.)

- What changes would you like to see made to the program? Recommendations?
- Would you recommend you child's K program to friends with eligible children? Why or why not?









Academic Competence

The next nine items require your judgments of this student's academic or learning behaviors as observed in your classroom. Compare the student with other children who are in the same classroom.

Rate all items using a scale of 1 to 5. Circle the number that best represents your judgment. The number 1 indicates the lowest or least favorable performance, placing the student in the lowest 10% of the class. Number 5 indicates the highest or most favorable performance, placing the student in the highest 10% compared with other students in the classroom.

FOR OFFICE USE ONLY		Lowest	Next Lowest	Middle	Next Highest	Highest
		10%	20%	40%	20%	10%
	49. Compared with other children in my classroom, the overall academic performance of this child is:	1	2	3	4	5
	50. In reading, how does this child compare with other students?	1	2	3	4	5
	51. In mathematics, how does this child compare with other students?	1	2	3	4	5
	52. In terms of grade-level expectations, this child's skills in reading are:	1	2	3	4	5
	53. In terms of grade-level expectations, this child's skills in mathematics are:	1	2	3	4	5
	54. This child's overall motivation to succeed academically is:	1	2	3	4	5
	55. This child's parental encouragement to succeed academically is:	1	2	3	4	5
	56. Compared with other children in my classroom this child's intellectual functioning is:	1	2	3	4	5
	57. Compared with other children in my classroom this child's overall classroom behavior is:	1	2	3	4	5
AC	SUM OF COLUMN	Stop. Please check to be sure all items have been marked.				

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SUMMARY

SOCIAL SKILLS		PROBLEM BEHAVIORS		ACADEMIC COMPETENCE	
HOW OFTEN? TOTAL	BEHAVIOR LEVEL	HOW OFTEN? TOTAL	BEHAVIOR LEVEL	RATING TOTAL	COMPETENCE LEVEL
(sum from page 3)	(see Appendix A)	(sum from page 3)	(see Appendix A)	(sum from page 4)	(see Appendix A)
	Fewer Average More		Fewer Average More		Below Average Above
C + =		E		Total AC	
A + =		I			
B + =		H			
Total (C + A + B)		Total (E + I + H)			
(see Appendix B)		(see Appendix B)		(see Appendix B)	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
(see Appendix E)		(see Appendix E)		(see Appendix E)	
SEM +	Confidence Level 68% 95%	SEM +	Confidence Level 68% 95%	SEM +	Confidence Level 68% 95%
Confidence Band (standard scores)	to	Confidence Band (standard scores)	to	Confidence Band (standard scores)	to

Norms used:  Handicapped  Nonhandicapped

Note: To obtain a detailed analysis of this student's Social Skills strengths and weaknesses, complete the Assessment-Intervention Record.



Next, read each item on pages 2-4 (items 1-55) and think about your child's present behavior. Decide how often your child does the behavior described.

- If your child never does this behavior, circle the 0.
- If your child sometimes does this behavior, circle the 1.
- If your child very often does this behavior, circle the 2.

For items 1-38, you should also rate how important each of these behaviors is for your child's development.

- If it is not important for your child's development, circle the 0.
- If it is important for your child's development, circle the 1.
- If it is critical for your child's development, circle the 2.

Here are two examples:

	How Often?			How Important?		
	Never	Sometimes	Very Often	Not Important	Important	Critical
Shows a sense of humor.	0	1	2	0	1	2
Answers the phone appropriately.	0	1	2	0	1	2

*This parent thought that the child very often showed a sense of humor and that showing a sense of humor was important to the child's development. This parent also thought that the child never answered the phone appropriately and that answering the phone appropriately was critical to the child's development.*

There are no right or wrong answers. You may take as much time as you like. Please do not skip any items.

FOR OFFICE USE ONLY New Client?				Social Skills			How Often?			How Important?		
C	A	R	S		Never	Sometimes	Very Often	Not Important	Important	Critical		
				1. Uses free time at home in an acceptable way.	0	1	2	0	1	2		
				2. Keeps room clean and neat without being reminded.	0	1	2	0	1	2		
				3. Speaks in an appropriate tone of voice at home.	0	1	2	0	1	2		
				4. Joins group activities without being told to.	0	1	2	0	1	2		
				5. Introduces herself or himself to new people without being told.	0	1	2	0	1	2		
				6. Responds appropriately when hit or pushed by other children.	0	1	2	0	1	2		
				7. Asks sales clerks for information or assistance.	0	1	2	0	1	2		
				8. Attends to speakers at meetings such as in church or youth groups.	0	1	2	0	1	2		
				9. Politely refuses unreasonable requests from others.	0	1	2	0	1	2		
				10. Invites others to your home.	0	1	2	0	1	2		
				11. Congratulates family members on accomplishments.	0	1	2	0	1	2		
				12. Makes friends easily.	0	1	2	0	1	2		
				13. Shows interest in a variety of things.	0	1	2	0	1	2		
				14. Avoids situations that are likely to result in trouble.	0	1	2	0	1	2		
				15. Puts away toys or other household property.	0	1	2	0	1	2		
				16. Volunteers to help family members with tasks.	0	1	2	0	1	2		
C	A	R	S	SUM OF HOW OFTEN COLUMNS								

FOR OFFICE USE ONLY				Social Skills (cont.)			How Often?			How Important?		
How Often?							Never	Sometimes	Very Often	Not Important	Important	Critical
C	A	R	S									
				17.	Receives criticism well.	0	1	2	0	1	2	
				18.	Answers the phone appropriately.	0	1	2	0	1	2	
				19.	Helps you with household tasks without being asked.	0	1	2	0	1	2	
				20.	Appropriately questions household rules that may be unfair.	0	1	2	0	1	2	
				21.	Attempts household tasks before asking for your help.	0	1	2	0	1	2	
				22.	Controls temper when arguing with other children.	0	1	2	0	1	2	
				23.	Is liked by others.	0	1	2	0	1	2	
				24.	Starts conversations rather than waiting for others to talk first.	0	1	2	0	1	2	
				25.	Ends disagreements with you calmly.	0	1	2	0	1	2	
				26.	Controls temper in conflict situations with you.	0	1	2	0	1	2	
				27.	Gives compliments to friends or other children in the family.	0	1	2	0	1	2	
				28.	Completes household tasks within a reasonable time.	0	1	2	0	1	2	
				29.	Asks permission before using another family member's property.	0	1	2	0	1	2	
				30.	Is self-confident in social situations such as parties or group outings.	0	1	2	0	1	2	
				31.	Requests permission before leaving the house.	0	1	2	0	1	2	
				32.	Responds appropriately to teasing from friends or relatives of his or her own age.	0	1	2	0	1	2	
				33.	Uses time appropriately while waiting for your help with homework or some other task.	0	1	2	0	1	2	
				34.	Accepts friends' ideas for playing.	0	1	2	0	1	2	
				35.	Easily changes from one activity to another.	0	1	2	0	1	2	
				36.	Cooperates with family members without being asked to do so.	0	1	2	0	1	2	
				37.	Acknowledges compliments or praise from friends.	0	1	2	0	1	2	
				38.	Reports accidents to appropriate persons.	0	1	2	0	1	2	
C	A	R	S	SUM OF HOW OFTEN COLUMNS								

Go on to Page 4. ➡

FOR OFFICE USE ONLY				Problem Behaviors	How Often?		
How Often?					Never	Sometimes	Vary Often
E	I	H					
				39. Fights with others.	0	1	2
				40. Acts sad or depressed.	0	1	2
				41. Appears lonely.	0	1	2
				42. Has low self-esteem.	0	1	2
				43. Threatens or bullies others.	0	1	2
				44. Disturbs ongoing activities.	0	1	2
				45. Shows anxiety about being with a group of children.	0	1	2
				46. Argues with others.	0	1	2
				47. Fidgets or moves excessively.	0	1	2
				48. Disobeys rules or requests.	0	1	2
				49. Talks back to adults when corrected.	0	1	2
				50. Acts impulsively.	0	1	2
				51. Doesn't listen to what others say.	0	1	2
				52. Is easily embarrassed.	0	1	2
				53. Is easily distracted.	0	1	2
				54. Gets angry easily.	0	1	2
				55. Has temper tantrums.	0	1	2

Do not make importance ratings for items 39 - 55

NAME OF HOW OFTEN COLLUMS Stop. Please check to be sure all items have been marked.

FOR OFFICE USE ONLY							
SUMMARY							
SOCIAL SKILLS				PROBLEM BEHAVIORS			
HOW OFTEN TOTAL		BEHAVIOR LEVEL		HOW OFTEN TOTAL		BEHAVIOR LEVEL	
Items	Score	Peer	Average	Items	Score	Peer	Average
E	+	-		E			
A	+	-		I			
R	+	-		H			
B	+	-		Total			
Total (C + A + R + B)				(E + I + H)			
(see Appendix C)				(see Appendix C)			
Standard Score		Percentile Rank		Standard Score		Percentile Rank	
(see Appendix E)				(see Appendix E)			
SEM		Confidence Level		SEM		Confidence Level	
+		95% 90%		+		95% 90%	
Confidence Bands (standard scores)				Confidence Bands (standard scores)			
to				to			

**Appendix E. Copy of Parenting and Neighbourhood Questionnaire (Supplementary).**

These few additional questions are about parenting, your neighbourhood as a place for raising children, and some questions about your background. All answers to these questions are confidential, meaning that none of the answers here will be linked to you directly or be used to identify you. Please return both questionnaires in the envelope provided by the \_\_\_\_\_.

**1. We would like to ask you about what it feels like for you to be a parent. Please indicate if you agree or disagree with each statement.**

**Parenting leaves you feeling drained and exhausted. Would you say that you ...**

- Strongly disagree
- Disagree
- Agree
- Strongly agree

**Being a parent makes you tense and anxious. Would you say that you ...**

- Strongly disagree
- Disagree
- Agree
- Strongly agree

**2. Please indicate how often you do each of the following when your children break the rules or do things that they are not supposed to do. How often do you:**

**Tell your child to stop? Would you say that you do this ...**

- Never
- Rarely
- Sometimes
- Often
- Always

**Ignore it, do nothing?**

- Never
- Rarely
- Sometimes
- Often
- Always

**Raise your voice, scold, or yell at your child?**

- Never
- Rarely
- Sometimes
- Often
- Always

**Calmly discuss the problem?**

- Never
- Rarely
- Sometimes
- Often
- Always

**Describe alternative ways of behaving that are acceptable?**

- Never
- Rarely
- Sometimes
- Often
- Always

**Take away privileges or put your child in his / her room?**

- Never
- Rarely
- Sometimes
- Often
- Always

**3. How satisfied are you with the help that you receive from the supports and services available to you and your child? Would you say that you are ...**

- Very unsatisfied
- Somewhat unsatisfied
- Neutral
- Somewhat satisfied
- Very satisfied

**4. Please indicate whether you strongly disagree, disagree, agree, or strongly agree about each of the following statements about your community.**

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly agree

This is a close-knit neighbourhood.	1	2	3	4
People in this neighbourhood can be trusted.	1	2	3	4
People around here are willing to help their neighbours.	1	2	3	4
People in this neighbourhood do not share the same values.	1	2	3	4
People in this neighbourhood generally do not get along with each other.	1	2	3	4
It is safe to walk alone in this neighbourhood after dark.	1	2	3	4
It is safe for children to play outside during the day.	1	2	3	4
There are good parks, playgrounds and play spaces in this neighbourhood.	1	2	3	4



**5. How do you feel about your neighbourhood as a place to bring up children?**

Is it ...

- Excellent
- Good
- Average
- Poor
- Very poor

**6. We would like to determine what area of the city our participants live in. In order to do this we would like to ask you for your postal code. This information will be kept completely confidential and can not be used to identify you. What is your postal code?**

\_\_\_\_\_

**7. How long have you lived in your current or nearby neighbourhood? (Interviewer: You do not need to read out the list of response options.)**

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-10 years
- Over 10 years

**8. How many homes have you lived in, in the last 12 months?**

- 1
- 2
- 3
- 4 or more

Before you finish, we would like to ask you some background questions about yourself. Your answers are confidential. We use this information to compare groups of people in this study (e.g. age, marital status), not specific individuals, and to describe the participants in this study.

**9. What is your birth date? month \_\_\_\_\_ day \_\_\_\_\_ year \_\_\_\_\_**

**10. Which of the following best describes your MAIN activity (check one answer only)? Are you mainly ...**

- [1] Working at a job or business (either part-time, full-time, or casual)
- [2] A homemaker
- [3] Looking for work
- [4] On paid maternity leave
- [5] A student (either full-time or part-time)
- [6] Other, specify: \_\_\_\_\_

**11. What is your occupation (e.g. lawyer, farmer, teacher)?**

\_\_\_\_\_

**12. How many hours per week do you usually work? \_\_\_\_\_ (hours/week)**

**13. What is the highest level of education that you have completed?**

- [1] Elementary (Grades 1-8)
- [2] Some High School (Grades 9-11)
- [3] Graduated High School (Grade 12 completed)
- [4] Some Trade, Technical, Vocational School or Business/Community College (e.g. SIAST)
- [5] Some University (e.g. University of Saskatchewan)
- [6] Completed Trade, Technical, Vocational School or Business/Community College
- [7] Completed University Undergraduate Degree (e.g. B.A., B.Sc., LL.B.)
- [8] Completed Post-Graduate Degree (e.g. M.A., M.Sc., Ph.D.)
- [9] Other, specify: \_\_\_\_\_

**14. What is the total income, before taxes and deductions, of all household members from all sources in the past 12 months (you're best guess is ok)? Was the total household income:**

- [1] Less than \$10,000
- [2] \$10,000-\$19,999
- [3] \$20,000-\$29,999
- [4] \$30,000-\$39,999
- [5] \$40,000-\$49,999
- [6] \$50,000-\$59,999
- [7] \$60,000-\$69,999
- [8] \$70,000-\$79,999
- [9] \$80,000-\$89,999
- [10] \$90,000-\$99,999
- [11] \$100,000 or more
- [88] I prefer not to answer this question

**15. What language do you mainly speak at home (e.g. English, Cree, Ukrainian, Cantonese)? \_\_\_\_\_ (list one language only)**

Appendix F. Copy of Early Development Instrument (EDI).

**EARLY DEVELOPMENT INSTRUMENT**  
*A Population-Based Measure for Communities*  
 2005/2006

**EDI**

**Offord** CENTRE FOR CHILD STUDIES

Please fill in the circles like this ● or ⊗ NOT ⊗  
 Please use a blue or black ballpoint pen.

If any of the information on the label is incorrect or missing, please make changes clearly below.

<p><b>1. Class Assignment</b>  <small>(if not on the label)</small>  <input type="radio"/> JK <input type="radio"/> SK (see Guide)</p> <p><b>2. Child's Date of Birth:</b>  <small>(if not on the label)</small></p> <p style="text-align: center;">dd / mm / yy</p> <table border="0" style="width: 100%;"> <tr><td>0</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>2</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>3</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>4</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>5</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>6</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>7</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>8</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>9</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table> <p><b>3. Sex:</b> <input type="radio"/> F <input type="radio"/> M  <small>(if not on the label)</small></p> <p><b>4. Postal Code:</b>  <small>(if not on the label)</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td><td style="width: 25px; height: 20px;"></td></tr> </table> <p><b>5. Class Type:</b> <input type="radio"/> JK  <input type="radio"/> SK  <input type="radio"/> JK/SK  <input type="radio"/> JK/SK/1  <input type="radio"/> SK/1  <input type="radio"/> Other</p>	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							<p><b>6. 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Exceptional/Special Needs:</b>  <input type="radio"/> Yes <input type="radio"/> No</p> <p><b>8. Child considered ESL:</b>  <input type="radio"/> Yes <input type="radio"/> No</p> <p><b>9. French Immersion:</b>  <input type="radio"/> Yes <input type="radio"/> No</p> <p><b>10. Other Immersion:</b>  <input type="radio"/> Yes <input type="radio"/> No</p> <p><b>11. Aboriginal:</b>  <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know  <small>(North American Indian, Métis, or Inuit)</small></p>	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p><b>12. Child's First Language(s):</b></p> <p><input type="radio"/> English only  <input type="radio"/> French only  <input type="radio"/> Other only <input style="width: 20px;" type="text"/><input style="width: 20px;" type="text"/>  <input type="radio"/> English &amp; French  <input type="radio"/> English &amp; Other <input style="width: 20px;" type="text"/><input style="width: 20px;" type="text"/>  <input type="radio"/> French &amp; Other <input style="width: 20px;" type="text"/><input style="width: 20px;" type="text"/>  <input type="radio"/> <input style="width: 20px;" type="text"/><input style="width: 20px;" type="text"/> &amp; <input style="width: 20px;" type="text"/><input style="width: 20px;" type="text"/>  <small>Other Other                  (Refer to Guide for language codes in "other" categories. If you do not know the "other" language code, use "000".)</small></p> <p><b>13. Communicates adequately in his/her first language:</b>  <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know</p> <p><b>14. Student Status:</b> <input type="radio"/> in class more than 1 month  <input type="radio"/> in class less than 1 month  <input type="radio"/> moved out of class  <input type="radio"/> moved out of school  <input type="radio"/> other  <small>(skip pages 2-8)</small></p> <p><b>15. Student is repeating this grade:</b>  <input type="radio"/> Yes <input type="radio"/> No</p>
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Page 1

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 McMaster University, Hamilton Health Sciences Corporation  
 Tel. (905) 521-2100 ext. 74377

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Appendix G. Copy of Test of Early Reading Ability-3 (TERA-3).

**Section A - Physical Well-being**

1. About how many regular days (see Guide) has this child been absent since the beginning of school in the fall? Number of days absent:   .

*Since the start of school in the fall, has this child sometimes (more than once) arrived:*

	yes A	no A	don't know A
2. over- or underdressed for school-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. too tired/sick to do school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Would you say that this child:*

	yes A	no A	don't know A
6. is independent in washroom habits most of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. shows an established hand preference (right vs. left or vice versa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. is well coordinated (i.e., moves without running into or tripping over things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*How would you rate this child's:*

	very good/ good A	average A	poor/ very poor A	don't know A
9. proficiency at holding a pen, crayons, or a brush	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ability to manipulate objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. ability to climb stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. level of energy throughout the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. overall physical development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section B - Language and Cognitive Skills**

**How would you rate this child's:**

	very good/ good ▲	average ▲	poor/ very poor ▲	don't know ▲
1. ability to use language effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ability to listen in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ability to tell a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ability to take part in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ability to understand on first try what is being said to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ability to articulate clearly, without sound substitutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Would you say that this child:**

	yes ▲	no ▲	don't know ▲
8. knows how to handle a book (e.g., turn a page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. is generally interested in books (pictures and print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. is able to identify at least 10 letters of the alphabet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. is able to attach sounds to letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. is showing awareness of rhyming words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. is able to participate in group reading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. is able to read simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. is able to read complex words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. is able to read simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. is experimenting with writing tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. is aware of writing directions in English (left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. is interested in writing voluntarily (and not only under the teacher's direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. is able to write his/her own name in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. is able to write simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Section B - Language and Cognitive Skills**

<b>Would you say that this child:</b>	<b>yes</b>	<b>no</b>	<b>don't know</b>
	<b>A</b>	<b>A</b>	<b>A</b>
23. is able to write simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. is able to remember things easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. is interested in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. is interested in games involving numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. is able to use one-to-one correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. is able to count to 20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. is able to recognize numbers 1 - 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. is able to say which number is bigger of the two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. is able to recognize geometric shapes (e.g., triangle, circle, square)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. understands simple time concepts (e.g., today, summer, bedtime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. demonstrates special numeracy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. demonstrates special literacy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. demonstrates special skills or talents in arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. demonstrates special skills or talents in music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. demonstrates special skills or talents in athletics/dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. demonstrates special skills or talents in problem solving in a creative way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. demonstrates special skills or talents in other areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>if yes, please specify:</i>			

**Section C - Social and Emotional Development**

*How would you rate this child's:*

	very good/ good ▲	average ▲	poor/ very poor ▲	don't know ▲
1. overall social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ability to get along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.*

*Would you say that this child:*

	often or very true ▲	sometimes or somewhat true ▲	never or not true ▲	don't know ▲
3. plays and works cooperatively with other children at the level appropriate for his/her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. is able to play with various children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. follows rules and instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. respects the property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. demonstrates self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. shows self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. demonstrates respect for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. demonstrates respect for other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. completes work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. takes care of school materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. works neatly and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. is curious about the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. is eager to play with a new toy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. is eager to play a new game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. is eager to play with/read a new book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**Section C - Social and Emotional Development**

<b>Would you say that this child:</b>	<b>often or very true</b>	<b>sometimes or somewhat true</b>	<b>never or not true</b>	<b>don't know</b>
22. is able to solve day-to-day problems by him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. is able to follow one-step instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. is able to follow class routines without reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. is able to adjust to changes in routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. if there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. offers to help other children who have difficulty with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. is upset when left by parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. gets into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. bullies or is mean to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. kicks, bites, hits other children or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. takes things that do not belong to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. laughs at other children's discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. can't sit still, is restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. is distractible, has trouble sticking to any activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. fidgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. is disobedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Section C - Social and Emotional Development**

Would you say that this child:

	often or very true ▲ ○	sometimes or somewhat true ▲ ○	never or not true ▲ ○	don't know ▲ ○
46. has temper tantrums	○	○	○	○
47. is impulsive, acts without thinking	○	○	○	○
48. has difficulty awaiting turn in games or groups	○	○	○	○
49. cannot settle to anything for more than a few moments	○	○	○	○
50. is inattentive	○	○	○	○
51. seems to be unhappy, sad, or depressed	○	○	○	○
52. appears fearful or anxious	○	○	○	○
53. appears worried	○	○	○	○
54. cries a lot	○	○	○	○
55. is nervous, high-strung, or tense	○	○	○	○
56. is incapable of making decisions	○	○	○	○
57. is shy	○	○	○	○
58. sucks a thumb/finger	○	○	○	○

**Section D - Special Problems**

1. Does the student have a problem that influences his/her ability to do school work in a regular classroom?  
 yes  no  don't know (if answered no/don't know go to question 3)

*If YES above, please mark all that apply.*

*Please base your answers on medical diagnosis or parent/guardian information.*

2a. physical disability	yes ▲ ○	f. emotional problem	yes ▲ ○
b. visual impairment	○	g. behavioural problem	○
c. hearing impairment	○	h. home environment/problems at home	○
d. speech impairment	○	i. other (if known, print below)	○
e. learning disability	○		

3. Do you feel that this child needs further assessment?  
 yes ▲ ○    no ▲ ○    don't know ▲ ○

*if yes, please specify in print:* \_\_\_\_\_

**Section E - Additional Questions**

To the best of your knowledge, please mark all that apply to this child:

	yes ▲	no ▲	don't know ▲
1. attended an early intervention program Specify if known, please print: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. has been in non-parental care on a regular basis prior to kindergarten entry

*If yes, please specify type of care arrangement (please refer to Guide for examples):*

- |  |  |
|--|--|
| 2a. Centre-based, licensed, non-profit <input type="radio"/>         | 2e. Other home-based, unlicensed, relative <input type="radio"/> |
| 2b. Centre-based, licensed, for profit <input type="radio"/>         | 2f. Child's home, non-relative <input type="radio"/>             |
| 2c. Other home-based, licensed <input type="radio"/>                 | 2g. Child's home, relative <input type="radio"/>                 |
| 2d. Other home-based, unlicensed, non-relative <input type="radio"/> | 2h. Other/don't know <input type="radio"/>                       |

2i. To the best of your knowledge, prior to the child's entry to kindergarten, was this arrangement full-time  part-time  don't know

3. attended other language or religion classes  
Specify if known, please print: \_\_\_\_\_ yes  no  don't know

4. attended an organized pre-school/nursery school (only if part-time, and if it was not the main child-care arrangement)

5. attended Junior Kindergarten (leave question blank if child currently in JK)

6.

7.

8.

9.

10.

*If you have any comments about this child and her/his readiness for school, list them below, please print.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Section V. Record of Item Performance**

**Instructions:** Begin testing at items indicated below. Discontinue testing when the student misses 3 items in a row, if 3 items in a row are not passed from the beginning point, test backward until 3 scores of 1 are obtained. All items may be repeated. Prompts are provided. Continually check to assure that the child is attending.

**Subtest I. Alphabet**

Item #	Stimulus	Correct Response	Score 1 or 0
<b>Start Ages 3-6 to 5-11</b>			
1.	What letter is this?	Names one letter correctly (A, E, or O)	_____
2.	Which one says P Q R?	Points to PQR	_____
3.	Which one is a letter?	Points to D	_____
4.	What letter is this?	Names one letter correctly (M, D, or R)	_____
5.	Point to the picture that starts with the letter b.	Points to baby	_____
6.	Which one is a letter?	Points to T	_____
7.	Point to the first letter in the word dol.	Points to d	_____
8.	What letter is this?	Names all correctly (H, J, L, and Z)	_____
9.	This word says blue. What letter does it start with?	Says, "b"	_____
<b>Start Ages 6-9 to 6-11</b>			
10.	What letter is this? Tell me its name.	Names all correctly (a, u, and y)	_____
11.	What is the first letter in apple?	Says, "a"	_____
12.	Show me the word eat.	Points to EAT	_____
13.	This word says Mississippi. Can you point to the part that says /p/?	Points to pp	_____
14.	Show me another place where it says fan.	Points to FAN	_____
<b>Start Ages 7-9 to 7-11</b>			
15.	What letter is this? Tell me its name.	Names all correctly (t, l, p, and h)	_____
16.	Which word says cat?	Points to cat	_____
17.	Point to the word east.	Points to east	_____
18.	Show me the word down.	Points to down	_____
19.	Which one says mama?	Points to MAMA	_____
<b>Start Ages 8-9 to 8-6</b>			
20.	What word goes with this picture?	Points to dog	_____
21.	Point to the word up.	Points to up	_____
22.	Point to the word that goes with this picture?	Points to house	_____
23.	What does this say?	Says, "Daddy"	_____
24.	Read these words out loud.	Reads all correctly (WAS, BOY, GIRL, and MAN)	_____
25.	Look at this word. How many syllables does it have?	Says, "3" (policeman)	_____
26.	Look at this word. How many syllables does it have?	Says, "4" (aluminum)	_____
27.	Look at this word. How many syllables does it have?	Says, "4" (repidation)	_____
28.	Read this word. How many sounds are in this word?	Says, "4" (table)	_____
29.	Look at this word. How many syllables does it have?	Says, "5" (civilization)	_____
<b>Raw Score</b>			<input type="text"/>

Subtest II: Conventions			
Item #	Stimulus	Correct Response	Score 1 or 0
<b>Start Ages 3-6 to 5-11</b>			
1.	Show me the two pictures that have the book right side up . . .	Points to both right-side-up pictures	_____
2.	Show me the writing.	Points to "happy" in cursive	_____
3.	Show me another b.	Points to b	_____
4.	Where does it say "Good Food Cereal"?	Points to name	_____
<b>Start Ages 6-0 to 6-11</b>			
5.	Where should I begin reading?	Points to the first line or word	_____
6.	Which one is a story?	Points to story	_____
7.	Where would I start reading? . . . stop reading?	Points to "Do" and "day"	_____
8.	Where should I read now?	Points to "And then"	_____
9.	Where should I go now to finish the story?	Says, "turn the page" or "next page"	_____
<b>Start Ages 7-0 to 7-11</b>			
10.	Who wrote this story?	Points to "Carol O'Mally"	_____
11.	When I read a word, you point to it.	Points to words as examiner reads	_____
12.	What is the matter with this?	Says that word is upside down	_____
13.	Follow along with your finger as I read.	Points to words as examiner reads in a sweeping motion	_____
14.	(Point to the period.) What is this?	Says, "stops a sentence" or "tells you when to stop"	_____
<b>Start Ages 8-0 to 8-6</b>			
15.	Point to the Index.	Indicates the Index	_____
16.	Point to the Table of Contents	Indicates the Table of Contents	_____
17.	How many things are wrong with these sentences?	Says, "2" (no capital and no period)	_____
18.	Point to the word that goes in this sentence.	Points to haul	_____
19.	Point to the word that goes in this sentence.	Points to ceiling	_____
20.	What is wrong with this sentence?	Says, "By should be buy"	_____
21.	What is wrong with this sentence?	Says, "Lied is incorrect"	_____
<b>Raw Score</b>			<input type="text"/>
Subtest III: Meaning			
Item #	Stimulus	Correct Response	Score 1 or 0
<b>Start Ages 3-6 to 5-11</b>			
1.	Tell me about this.	Answers "McDonald's"; "hamburgers, fries," etc.	_____
2.	Which one is chocolate candy?	Points to Reese's Cups	_____
3.	Which one is Jell-O?	Points to Jell-O	_____
4.	Where does it say dog?	Points to dog	_____
<b>Start Ages 6-0 to 6-11</b>			
5.	Show me the word hat.	Points to hat	_____
6.	What does this say?	Reads folk	_____

Subtest III: Meaning (continued)			
Item #	Stimulus	Correct Response	Score 1 or 0
7.	Show me Kool-Aid?	Points to Kool-Aid	_____
8.	What is the animal called?	Says, "hippopotamus"	_____
9.	Can you tell me the names of these stories?	Names one correctly or indicates familiarity	_____
<b>Start Ages 7-0 to 7-11</b>			
10.	What is this?	Says, "school crossing sign"	_____
11.	What is this?	Says, "a letter" or "a note"	_____
12.	Show me two words that go with this word.	Points to both egg and milk	_____
13.	What is this?	Says, "a menu," "tells you food to buy"	_____
14.	Show me two words that go with this word.	Points to both bike and bus	_____
<b>Start Ages 8-0 to 8-6</b>			
15.	Show me two words that go with this word.	Points to both father and sister	_____
16.	Show me two words that go with this word.	Points to both yellow and brown	_____
17.	What word does not belong?	Points to pencil	_____
18.	What do you think this story is about? How do you know that?	Says, "longhorn cows" or "cows"; answers with both "the picture" or "words" and "the title"	_____
19.	Tell me two things you just read about dogs.	Says any 2 ideas from story	_____
20.	What is a java cup?	Says, "cup of coffee"	_____
21.	What is this?	Says, "TV (or television) schedule," "TV guide," "TV program"	_____
22.	How many fish did they buy?	Says, "3"	_____
23.	Where did Annie hear that story?	Says, "at the library"	_____
24.	Read these two sentences. Combine them into one sentence.	Says, "The older girls are playing"; "The girls who are older are playing"	_____
25.	Tell me the answer to the question ...	Says, "ball broke the TV"; "Mom got mad"	_____
26.	Why is the child looking for black spots on her teeth?	Indicates that the child knows she ate lots of cookies and that eating a lot of sweets ruins your teeth	_____
27.	What word here goes in this blank?	Points to #	_____
28.	Read these two sentences. Combine them into one sentence.	Says, "The small dog is white"; "The white dog <del>were</del> happy and playing"	_____
29.	Read these two sentences. Combine them into one sentence.	Says, "Joe ducked because the baseball players were hitting the ball very hard" or "Because the baseball players were hitting the ball very hard, Joe ducked when the	_____

## Appendix H. Copy of Early Childhood Classroom Observation Measure (EC-COM).

### Scales

#### 1. Child Responsibility

A: 1 2 3 4 5

T: 1 2 3 4 5

C: 1 2 3 4 5

### Comments:

Child Responsibility:

#### 2. Management

A: 1 2 3 4 5

T: 1 2 3 4 5

C: 1 2 3 4 5

Management:

#### 3. Choice of Activities

A: 1 2 3 4 5

T: 1 2 3 4 5

C: 1 2 3 4 5

Choice of Activities:

#### 4. Discipline Strategies

A: 1 2 3 4 5

T: 1 2 3 4 5

C: 1 2 3 4 5

Discipline Strategies:

#### 5. Relevance of Activities to Children's Experience Relevance of Activities to Children's Experience:

A: 1 2 3 4 5

#### 6. Teacher Warmth/Responsiveness

A: 1 2 3 4 5

Teacher Warmth/Responsiveness:

#### 7. Support for Communication Skills

A: 1 2 3 4 5

Support for Communication Skills:



8. Individualization of Learning Activities:

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Individualization of Learning:

9. Support for Interpersonal Skills

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Support for Interpersonal Skills:

10. Student Engagement

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Student Engagement:

11. Learning Standards

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Learning Standards:

12. Coherence of Instructional Activities

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Coherence of Instructional Activities:

13. Teaching Concepts

A:	1	2	3	4	5
T:	1	2	3	4	5
C:	1	2	3	4	5

Teaching Concepts:

14. Instructional Conversation

A: 1 2 3 4 5  
T: 1 2 3 4 5  
C: 1 2 3 4 5

Instructional Conversation:

15. Literacy Instruction

A: 1 2 3 4 5  
T: 1 2 3 4 5  
C: 1 2 3 4 5

Literacy Instruction:

16. Math Instruction

A: 1 2 3 4 5  
T: 1 2 3 4 5  
C: 1 2 3 4 5

Math Instruction:

17. Math Assessment

A: 1 2 3 4 5  
T: 1 2 3 4 5  
C: 1 2 3 4 5

Math Assessment:

<b><u>Time</u></b>	<b><u>Activity</u></b>	<b><u>Management/Discipline</u></b>
Child 1:		
Child 2:		

*Diagram of Classroom Space*





*Treatment of Native Language*

This item applies only to classrooms in which there are non- or limited-English speaking children. If there is more than one language other than English, answer according to the language that most children speak.

**Check one:**

- All conversation and instruction is in English.
- Conversation and instruction is in both English and children's native language.
- All conversation and instruction is in children's native language.

**If both English and a second language are used, indicate approximate proportion of each:**

- 90% English, 10% native language.
- 70% English, 30% native language.
- 50% English, 50% native language.
- 30% English, 70% native language.
- 10% English, 90% native language.

**Check any that apply:**

- The teacher speaks to children in their native language.
- An aide speaks to children in their native language.
- A parent or other volunteer speaks to children in their native language.
- Children are actively discouraged from speaking in their native language.
- Native English-speaking children are encouraged to speak native language of LEP or NEP students.
- Classroom has books in children's native language.
- Classroom has signs or labels in children's native language.

### *Classroom Physical Environment*

**Check all that apply:**

- Indoor open area where entire group can meet together; no toys, etc., stored nearby to cause distractions during large group activities.
- Quiet work areas located away from noisy activities.
- Messy activities or those requiring frequent clean-up are located near water, paper towels, etc.
- Centers are defined in classroom by low boundaries (shelves, tables, room dividers) that allow teacher to see children at all times.
- Most materials intended for children's use are located where children can reach them without asking an adult for help.
- Storage areas labeled with pictures and words that children can understand.
- Adequate storage for children's belongings (e.g. closets, cubbies, hooks).
- Relaxation/comfort area with soft furniture (e.g. upholstered chairs, pillows, bean bag chairs).
- Room conveniently arranged (e.g. traffic patterns do not interfere with activities; materials with similar use are placed together).
- Children's work (art, etc.) is displayed.
- Smocks or old shirts are available for messy activities like painting.



*Gross Motor Activities*

Gross motor activities refer to outdoor play and/or indoor play space in areas of the country that have harsh weather

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

<b>0</b>	<b>1</b>	<b>2</b>	<b>Item</b>
			Safe (enclosed) space for running and ball playing.
			A variety of gross motor equipment (e.g. swings, sand box with digging tools, water table with measuring tools, jump ropes, large rubber balls, tricycles, jungle gym, tire swings, playhouse, slide, wagon) that are in good repair (safe).
			Equipment and/or activities designed to stimulate a variety of skills (e.g. crawling, walking, balancing, climbing, jumping) that are in good repair (safe).
			Equipment and/or activities designed to stimulate children's imagination such as building materials (e.g. large wooden blocks) and/or dramatic play materials (e.g. playhouse, boat, train) that are in good repair (safe).

*Classroom Materials*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

<b>0</b>	<b>1</b>	<b>2</b>	<b>Item</b>
			Manipulatives or “hands-on” materials (e.g. blocks, clay, pattern blocks, puzzles, unifix cubes, etc.).
			Real-life objects (e.g. plants, insects, animals, measuring devices, etc.).
			Literacy materials (e.g. books, journals, writing center with paper, pens, staplers, tape, etc., listening center).
			Science materials (e.g. magnifying glass, scales).
			Musical instruments (e.g. drums, sand blocks, rhythm sticks, triangle, cymbals).
			Dramatic or pretend play materials (puppets/puppet theater, dolls, dress-up clothes, play food, housekeeping area, kitchen, flannel board).
			Building materials (blocks, Legos, Duplos, Tinker Toys, Lincoln Logs).
			Art materials (e.g. easels, paint, clay, stencils, Playdoh, construction paper, scissors, glue, tissue paper).
			Software that encourages problem solving and creativity.

*Classroom Technology*

This item does not include equipment in computer labs located outside the classroom.

**Indicate number of computers and printers:**

- Computers
- Black & white printer for computer
- Color printer for computer
- Computer has CD-ROM

**Check all that apply:**

- Television
- Number of minutes watched
- VCR
- Laser disc player

*Dramatic Play*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

<b>0</b>	<b>1</b>	<b>2</b>	<b>Item</b>
			Well-equipped housekeeping area (e.g., dishes, food containers, food items, table & chairs, stove, refrigerator, sink, phone).
			Props for a wide variety of settings such as a doctor's office, post office, store, etc.
			A variety of math and/or literacy props (e.g., printed tickets, money, stamps, shopping lists, checks, phone book, etc.).
			Teacher extends and enriches children's dramatic play by modeling, suggesting ideas, roles, or materials, and asking open-ended questions.

*Math Environment*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

<b>0</b>	<b>1</b>	<b>2</b>	<b>Item</b>
			Number lines are available for children's use.
			Math manipulatives available to children:
			Unifix cubes
			Counters
			Calculators
			Balances
			Pattern blocks
			Measuring tools
			Rice/Sand table
			Clocks
			Play money
			There are math materials (e.g. money, clocks) in the dramatic play area.
			Math displays include charts and graphs.

*Literacy Environment*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

0	1	2	Item
			A rich array of books and other print materials are available in the classroom.
			Different genres of print material are available. <b>Example:</b> informational text, poems, fantasy, narrative stories, etc.
			Children’s writing is displayed. Books authored by the children are displayed. <b>Example:</b> class newsletter, journals, labelled pictures, class books
			Words and letters are practiced using a variety of sense modalities. <b>Example:</b> sand or salt writing trays, large colored chalk, Playdoh letters, macaroni, clay
			Print is displayed on many walls. <b>Example:</b> student signs, student stories, student surveys and results, teacher charts, work center signs, songs, poems
			Alphabet charts and picture dictionaries are available for student use.
			The classroom has a permanent writing center.
			There is a class library with books geared to children’s reading level.
			There are reading and writing materials in the dramatic play area.
			Pencils, pens, staplers, tape, and other writing tools are available for children’s use.
			The classroom has a listening center.

*Representations Related to Diversity*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

0	1	2	Item
			Representations (e.g. pictures, toys, materials—e.g. crayon colors—maps, books, or cultural artifacts) of different ethnicities of children in the class. (If class is very homogeneous, there are representations of children not in the class.)
			Multi-cultural items and materials.  <b>Example:</b> dolls, bulletin board displays, dress-up clothes, play food, books, music, art (including things like skin-tone crayons and paint).
			Books and pictures depict different family types.
			Non-stereotypic representations.  <b>Example:</b> minorities and women in professional roles; men in caretaking roles; disabled persons in working roles
			Children are exposed to art and music that are representative of different cultures.

*Art Materials*

Rate items using the following scale:

0 = no/minimal evidence

1 = moderate evidence

2 = substantial evidence

<b>0</b>	<b>1</b>	<b>2</b>	<b>Item</b>
			Painting supplies <b>Example:</b> easels, tempera paints, watercolors, brushes, paper.
			Crayons
			Markers
			Clay, rolling pins, cookie cutters, imprinting tools
			Oil pastels
			Colored chalk
			Variety of art media <b>Example:</b> collage, clay, crayon resist, papier mache, murals, etc.
			Variety of paper <b>Example:</b> construction paper, tissue paper, crepe paper, etc.
			Items to provide texture <b>Example:</b> Fabric, yarn, sequins, cotton balls, feathers, buttons, glitter, etc.
			Dittoed art/coloring book pages
			Teacher-made samples of art projects are displayed.
			Children's art work all looks the same.
			Children's art work all looks different.