



Child of the new Century

Child of the New Century Age 5 Survey

The Institute of Education has commissioned the National Centre for Social Research to conduct a survey about children's lives in the 21st Century called *Child of the New Century*.

The child named below is part of this study. This child's parents have given us their written permission to invite you to complete this teacher questionnaire.

All of the information you provide will be treated in strict confidence in accordance with the Data Protection Act and will be used for research purposes only. None of the information you provide will be passed on to the child or their parents.

Please answer the questions about the child named below. The questionnaire should take 15-20 minutes to complete. If you require any assistance or have any questions you can call the research team on **0800 783 5890**.



| | | | | | |
|-----|---------|------|---------|-------|---------|
| SN | 001-009 | CN=2 | 016 | SEX | 028 |
| CHK | 010 | MN | 017-018 | BATCH | 029-033 |
| SP | 011 | V=3 | 019 | SP | 034-050 |
| PT | 012-015 | DOB | 020-027 | | |

About the Questionnaire

The questionnaire asks about the child's ability in six different areas of learning. They are asked in order to gain a snapshot of a child's progress in this area of learning. Three of the areas are further broken down into subgroups and have a separate assessment scales for each.

- **Personal, social and emotional development** (Disposition and attitudes; Social development; Emotional development).
- **Communication, language and literacy** (Communication, language and literacy; linking sounds and letters; reading and writing).
- **Mathematical development** (Numbers as labels and for counting; Calculating; Shape, space and measures).
- **Knowledge and understanding of the world.**
- **Physical development.**
- **Creative development.**

Each of the 13 assessment scales has nine questions. Each question describes a competency. You are asked to say whether or not the child has achieved this competency.

The first three questions describe a child who is at an early stage in their learning in this area. Most children will have achieved all of these three competencies, but there may be some exceptions to this pattern.

The next five questions are presented in approximate order of difficulty. However, the competencies are not necessarily hierarchical and a child may achieve a later competency without having achieved some or all of the earlier ones.

The final question in each scale describes a child who has achieved all the competencies from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the previous competencies.

For a small number of children with special educational needs, it may not be possible to make an assessment.

How to answer the questions

To complete the questionnaire each question should be considered separately. For each question, judgement should be made which represents your assessment of the child's typical attainment, in the sense that while a child's behaviour may vary somewhat from day to day and from context to context, the assessment made is the best description of the child's achievement.

Please read each question carefully. Please tick yes or no if the child has achieved the competency. All of the questions can be answered by ticking the box next to the answer that applies to the child.

| | Yes | No |
|--|-------------------------------------|--------------------------|
| 1. Shows an interest in classroom activities through observations or participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you make a mistake, put a line through the wrong answer, and place a tick in the box next to the answer, like this:

| | Yes | No |
|--|-------------------------------------|-------------------------------------|
| 1. Shows an interest in classroom activities through observations or participation | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

You can miss out any question if you don't want to answer, just leave the box blank.

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself.

a. Disposition and attitudes

| | | Yes 1 | No 2 | |
|---|---|--------------------------|--------------------------|-----|
| 1 | Shows an interest in classroom activities through observations or participation | <input type="checkbox"/> | <input type="checkbox"/> | 051 |
| 2 | Dresses, undresses, and manages own personal hygiene with adult support | <input type="checkbox"/> | <input type="checkbox"/> | 052 |
| 3 | Displays high levels of involvement in self-chosen activities | <input type="checkbox"/> | <input type="checkbox"/> | 053 |
| 4 | Dresses and undresses independently and manages own personal hygiene | <input type="checkbox"/> | <input type="checkbox"/> | 054 |
| 5 | Selects and uses activities and resources independently | <input type="checkbox"/> | <input type="checkbox"/> | 055 |
| 6 | Continues to be interested, motivated, and excited to learn | <input type="checkbox"/> | <input type="checkbox"/> | 056 |
| 7 | Is confident to try new activities, initiate ideas, and to speak in a familiar group | <input type="checkbox"/> | <input type="checkbox"/> | 057 |
| 8 | Maintains attention and concentrates | <input type="checkbox"/> | <input type="checkbox"/> | 058 |
| 9 | Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion | <input type="checkbox"/> | <input type="checkbox"/> | 059 |

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

b. Social development

| | | Yes | No | |
|---|---|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Plays alongside others | <input type="checkbox"/> | <input type="checkbox"/> | 060 |
| 2 | Builds relationships through gesture and talk | <input type="checkbox"/> | <input type="checkbox"/> | 061 |
| 3 | Takes turns and shares with adult support | <input type="checkbox"/> | <input type="checkbox"/> | 062 |
| 4 | Works as part of a group or class, taking turns and sharing fairly | <input type="checkbox"/> | <input type="checkbox"/> | 063 |
| 5 | Forms good relationships with adults and with peers | <input type="checkbox"/> | <input type="checkbox"/> | 064 |
| 6 | Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously | <input type="checkbox"/> | <input type="checkbox"/> | 065 |
| 7 | Understands that people have different needs, views, cultures, and beliefs that need to be treated with respect | <input type="checkbox"/> | <input type="checkbox"/> | 066 |
| 8 | Understands that s/he can expect others to treat her or his needs, views, cultures, and beliefs with respect | <input type="checkbox"/> | <input type="checkbox"/> | 067 |
| 9 | Takes into account the ideas of others | <input type="checkbox"/> | <input type="checkbox"/> | 068 |

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

c. Emotional development

| | | Yes | No | |
|---|---|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Separates from main carer with support | <input type="checkbox"/> | <input type="checkbox"/> | 069 |
| 2 | Communicates freely about home and community | <input type="checkbox"/> | <input type="checkbox"/> | 070 |
| 3 | Expresses needs and feelings in appropriate ways | <input type="checkbox"/> | <input type="checkbox"/> | 071 |
| 4 | Responds to significant experiences, showing a range of feelings when appropriate | <input type="checkbox"/> | <input type="checkbox"/> | 072 |
| 5 | Has a developing awareness of own needs, views, and feelings and is sensitive to the needs, views, and feelings of others | <input type="checkbox"/> | <input type="checkbox"/> | 073 |
| 6 | Has a developing respect for own culture and beliefs and those of other people | <input type="checkbox"/> | <input type="checkbox"/> | 074 |
| 7 | Considers the consequences of words and actions for self and others | <input type="checkbox"/> | <input type="checkbox"/> | 075 |
| 8 | Understands what is right and what is wrong, and why | <input type="checkbox"/> | <input type="checkbox"/> | 076 |
| 9 | Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately | <input type="checkbox"/> | <input type="checkbox"/> | 077 |

2. COMMUNICATION, LANGUAGE AND LITERACY

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

a. Language for communication and thinking

| | | Yes 1 | No 2 | |
|---|---|--------------------------|--------------------------|-----|
| 1 | Listens and responds | <input type="checkbox"/> | <input type="checkbox"/> | 078 |
| 2 | Initiates communication with others, displaying greater confidence in more informal contexts | <input type="checkbox"/> | <input type="checkbox"/> | 079 |
| 3 | Talks activities through, reflecting on and modifying actions | <input type="checkbox"/> | <input type="checkbox"/> | 080 |
| 4 | Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and responds with relevant comments, questions, or actions | <input type="checkbox"/> | <input type="checkbox"/> | 081 |
| 5 | Uses language to imagine and to recreate roles and experiences | <input type="checkbox"/> | <input type="checkbox"/> | 082 |
| 6 | Interacts with others in a variety of contexts; negotiates plans and activities; takes turns in conversation | <input type="checkbox"/> | <input type="checkbox"/> | 083 |
| 7 | Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events; explores the meanings and sounds of new words | <input type="checkbox"/> | <input type="checkbox"/> | 084 |
| 8 | Speaks clearly with confidence and control; shows awareness of the listener | <input type="checkbox"/> | <input type="checkbox"/> | 085 |
| 9 | Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range appropriate vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | 086 |

2. COMMUNICATION, LANGUAGE AND LITERACY

b. Linking sounds and letters

| | | Yes | No | |
|---|---|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Joins in rhyming and rhythmic activities | <input type="checkbox"/> | <input type="checkbox"/> | 087 |
| 2 | Shows an awareness of rhyme and alliteration | <input type="checkbox"/> | <input type="checkbox"/> | 088 |
| 3 | Links some sounds to letters | <input type="checkbox"/> | <input type="checkbox"/> | 089 |
| 4 | Links sounds to letters, naming and sounding letters of the alphabet | <input type="checkbox"/> | <input type="checkbox"/> | 090 |
| 5 | Hears and says initial and final sounds in words | <input type="checkbox"/> | <input type="checkbox"/> | 091 |
| 6 | Hears and says vowel sounds within words | <input type="checkbox"/> | <input type="checkbox"/> | 092 |
| 7 | Uses phonic knowledge to read simple and regular words | <input type="checkbox"/> | <input type="checkbox"/> | 093 |
| 8 | Attempts to read more complex words, using phonic knowledge | <input type="checkbox"/> | <input type="checkbox"/> | 094 |
| 9 | Uses knowledge of letters, sounds, and words when reading and writing independently | <input type="checkbox"/> | <input type="checkbox"/> | 095 |

2. COMMUNICATION, LANGUAGE AND LITERACY

c. Reading

| | | Yes | No | |
|---|--|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Is developing an interest in books | <input type="checkbox"/> | <input type="checkbox"/> | 096 |
| 2 | Knows that print conveys meaning | <input type="checkbox"/> | <input type="checkbox"/> | 097 |
| 3 | Recognises a few familiar words | <input type="checkbox"/> | <input type="checkbox"/> | 098 |
| 4 | Knows that in English, Irish or Welsh, print is read from left to right and top to bottom | <input type="checkbox"/> | <input type="checkbox"/> | 099 |
| 5 | Shows an understanding of the elements of stories, such as main character, sequence of events, and openings | <input type="checkbox"/> | <input type="checkbox"/> | 100 |
| 6 | Reads a range of familiar and common words and simple sentences independently | <input type="checkbox"/> | <input type="checkbox"/> | 101 |
| 7 | Retells narratives in the correct sequence, drawing on language patterns of stories | <input type="checkbox"/> | <input type="checkbox"/> | 102 |
| 8 | Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why, and how | <input type="checkbox"/> | <input type="checkbox"/> | 103 |
| 9 | Reads books of own choice with some fluency and accuracy | <input type="checkbox"/> | <input type="checkbox"/> | 104 |

2. COMMUNICATION, LANGUAGE AND LITERACY

d. Writing

| | | Yes | No | |
|---|--|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Experiments with mark-mixing, sometimes ascribing meaning to the marks | <input type="checkbox"/> | <input type="checkbox"/> | 105 |
| 2 | Uses some clearly identifiable letters to communicate meaning | <input type="checkbox"/> | <input type="checkbox"/> | 106 |
| 3 | Represents some sounds correctly in writing | <input type="checkbox"/> | <input type="checkbox"/> | 107 |
| 4 | Writes own name and other words from memory | <input type="checkbox"/> | <input type="checkbox"/> | 108 |
| 5 | Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed | <input type="checkbox"/> | <input type="checkbox"/> | 109 |
| 6 | Attempts writing for a variety of purposes, using features of different forms | <input type="checkbox"/> | <input type="checkbox"/> | 110 |
| 7 | Uses phonic knowledge to write simple words and make phonetically plausible attempts at more complex words | <input type="checkbox"/> | <input type="checkbox"/> | 111 |
| 8 | Begins to form captions and simple sentences, sometimes by using punctuation | <input type="checkbox"/> | <input type="checkbox"/> | 112 |
| 9 | Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences | <input type="checkbox"/> | <input type="checkbox"/> | 113 |

3. MATHEMATICAL DEVELOPMENT

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

a. Numbers as labels and for counting

| | | Yes 1 | No 2 | |
|---|--|--------------------------|--------------------------|-----|
| 1 | Says some number names in familiar contexts, such as in nursery rhymes | <input type="checkbox"/> | <input type="checkbox"/> | 114 |
| 2 | Counts reliably up to three everyday objects | <input type="checkbox"/> | <input type="checkbox"/> | 115 |
| 3 | Counts reliably up to six everyday objects | <input type="checkbox"/> | <input type="checkbox"/> | 116 |
| 4 | Says number names in order | <input type="checkbox"/> | <input type="checkbox"/> | 117 |
| 5 | Recognises numerals 1 to 9 | <input type="checkbox"/> | <input type="checkbox"/> | 118 |
| 6 | Counts reliably up to 10 everyday objects | <input type="checkbox"/> | <input type="checkbox"/> | 119 |
| 7 | Orders numbers up to 10 | <input type="checkbox"/> | <input type="checkbox"/> | 120 |
| 8 | Uses developing mathematical ideas and methods to solve practical problems | <input type="checkbox"/> | <input type="checkbox"/> | 121 |
| 9 | Recognises, counts, orders, writes, and uses numbers up to 20 | <input type="checkbox"/> | <input type="checkbox"/> | 122 |

3. MATHEMATICAL DEVELOPMENT

b. Calculating

| | | Yes | No | |
|---|---|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Responds to the vocabulary involved in addition and subtraction in rhymes and games | <input type="checkbox"/> | <input type="checkbox"/> | 123 |
| 2 | Recognises differences in quantity when comparing sets of objects | <input type="checkbox"/> | <input type="checkbox"/> | 124 |
| 3 | Finds one more or one less from a group of up to five objects | <input type="checkbox"/> | <input type="checkbox"/> | 125 |
| 4 | Relates addition to combining two groups | <input type="checkbox"/> | <input type="checkbox"/> | 126 |
| 5 | Relates subtraction to taking away | <input type="checkbox"/> | <input type="checkbox"/> | 127 |
| 6 | In practical activities and discussion, begins to use vocabulary involved in adding and subtracting | <input type="checkbox"/> | <input type="checkbox"/> | 128 |
| 7 | Finds one more or less than a number from 1 to 10 | <input type="checkbox"/> | <input type="checkbox"/> | 129 |
| 8 | Uses developing mathematical ideas and methods to solve practical problems | <input type="checkbox"/> | <input type="checkbox"/> | 130 |
| 9 | Uses a range of strategies for addition and subtraction, including some mental recall of number bonds | <input type="checkbox"/> | <input type="checkbox"/> | 131 |

3. MATHEMATICAL DEVELOPMENT

c. Shape, space and measures

| | | Yes | No | |
|----------|---|--------------------------|--------------------------|-----|
| | | 1 | 2 | |
| 1 | Experiments with a range of objects and materials showing some mathematical awareness | <input type="checkbox"/> | <input type="checkbox"/> | 132 |
| 2 | Sorts or matches objects and talks about sorting | <input type="checkbox"/> | <input type="checkbox"/> | 133 |
| 3 | Describes shapes in simple models, pictures, and patterns | <input type="checkbox"/> | <input type="checkbox"/> | 134 |
| 4 | Talks about, recognises, and recreates simple patterns | <input type="checkbox"/> | <input type="checkbox"/> | 135 |
| 5 | Uses everyday words to describe position | <input type="checkbox"/> | <input type="checkbox"/> | 136 |
| 6 | Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes | <input type="checkbox"/> | <input type="checkbox"/> | 137 |
| 7 | Uses language such as 'greater', 'smaller', 'heavier', or 'lighter' to compare quantities | <input type="checkbox"/> | <input type="checkbox"/> | 138 |
| 8 | Uses developing mathematical ideas and methods to solve practical problems | <input type="checkbox"/> | <input type="checkbox"/> | 139 |
| 9 | Uses mathematical language to describe solid (3D) objects and flat (2D) shapes | <input type="checkbox"/> | <input type="checkbox"/> | 140 |

4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In this area of learning children are developing the crucial knowledge, skills, and understanding that help them to make sense of the world.

| | | Yes 1 | No 2 | |
|---|--|--------------------------|--------------------------|-----|
| 1 | Shows curiosity and interest by exploring surroundings | <input type="checkbox"/> | <input type="checkbox"/> | 141 |
| 2 | Observes, selects, and manipulates objects and materials. Identifies simple features and significant personal events | <input type="checkbox"/> | <input type="checkbox"/> | 142 |
| 3 | Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques | <input type="checkbox"/> | <input type="checkbox"/> | 143 |
| 4 | Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about features s/he likes and dislikes | <input type="checkbox"/> | <input type="checkbox"/> | 144 |
| 5 | Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns, and changes | <input type="checkbox"/> | <input type="checkbox"/> | 145 |
| 6 | Finds out past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people | <input type="checkbox"/> | <input type="checkbox"/> | 146 |
| 7 | Finds out about the uses of everyday techniques and uses information and communication technology and programmable toys to support her/his learning | <input type="checkbox"/> | <input type="checkbox"/> | 147 |
| 8 | Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, and adapting her/his work where necessary | <input type="checkbox"/> | <input type="checkbox"/> | 148 |
| 9 | Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities | <input type="checkbox"/> | <input type="checkbox"/> | 149 |

5. PHYSICAL DEVELOPMENT

This area of learning is about improving skills of co-ordination, control, manipulation, and movement. It also helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

| | | Yes 1 | No 2 | |
|---|---|--------------------------|--------------------------|-----|
| 1 | Moves spontaneously, showing some control and co-ordination | <input type="checkbox"/> | <input type="checkbox"/> | 150 |
| 2 | Moves with confidence in a variety of ways, showing some awareness of space | <input type="checkbox"/> | <input type="checkbox"/> | 151 |
| 3 | Usually shows appropriate control in large- and small-scale movements | <input type="checkbox"/> | <input type="checkbox"/> | 152 |
| 4 | Moves with confidence, imagination, and in safety. Travels around, under, over, and through balancing and climbing equipment. Shows awareness of space of self and others | <input type="checkbox"/> | <input type="checkbox"/> | 153 |
| 5 | Demonstrates fine motor control and co-ordination | <input type="checkbox"/> | <input type="checkbox"/> | 154 |
| 6 | Uses small and large equipment, showing a range of basic skills | <input type="checkbox"/> | <input type="checkbox"/> | 155 |
| 7 | Handles tools, objects, construction and malleable materials safely and with basic control | <input type="checkbox"/> | <input type="checkbox"/> | 156 |
| 8 | Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active | <input type="checkbox"/> | <input type="checkbox"/> | 157 |
| 9 | Repeats, links, and adapts simple movements, sometimes commenting on her/his work. Demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment | <input type="checkbox"/> | <input type="checkbox"/> | 158 |

6. CREATIVE DEVELOPMENT

This area of learning includes art, music, dance, role-play and imaginative play.

| | | Yes 1 | No 2 | |
|---|--|--------------------------|--------------------------|-----|
| 1 | Explores different media and responds to a variety of sensory experiences. Engages in representational play | <input type="checkbox"/> | <input type="checkbox"/> | 159 |
| 2 | Creates simple representation of events, people, and objects and engages in music making | <input type="checkbox"/> | <input type="checkbox"/> | 160 |
| 3 | Tries to capture experiences by using a variety of different media | <input type="checkbox"/> | <input type="checkbox"/> | 161 |
| 4 | Sings simple songs from memory | <input type="checkbox"/> | <input type="checkbox"/> | 162 |
| 5 | Explores colour, texture, shape, form, and space in two or three dimensions | <input type="checkbox"/> | <input type="checkbox"/> | 163 |
| 6 | Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music | <input type="checkbox"/> | <input type="checkbox"/> | 164 |
| 7 | Uses imagination in art and design, music, dance, imaginative and role-play, and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches, and feels | <input type="checkbox"/> | <input type="checkbox"/> | 165 |
| 8 | Expresses and communicates ideas, thoughts, and feelings by using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments | <input type="checkbox"/> | <input type="checkbox"/> | 166 |
| 9 | Expresses feelings and preferences in response to artwork, drama, and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play, and imaginative play | <input type="checkbox"/> | <input type="checkbox"/> | 167 |

Thank you very much for taking the time to answer our questions. Please complete the details below and return your questionnaire in the pre-paid envelope provided.

| | | |
|----------|---------------------------------|--------------------------|
| | | SP 168 |
| | Yes | No |
| | 1 | 2 |
| 1 | Is this an Irish-medium school? | 169 |
| | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|----------|---|-----------------------------|
| | | 170-171 |
| 2 | Please state in which language the child is educated. | |
| | Irish only | <input type="checkbox"/> 01 |
| | Mainly Irish | <input type="checkbox"/> 02 |
| | Irish and English in roughly equal proportions | <input type="checkbox"/> 03 |
| | Mainly English | <input type="checkbox"/> 04 |
| | English only | <input type="checkbox"/> 05 |
| | Other (please write in) | <input type="checkbox"/> 06 |

| Your Name | Date of Completion |
|-----------|----------------------|
| | <input type="text"/> |

172-231

232-239

| Name of School |
|----------------|
| |

240-399

All your answers will remain confidential.

Please call **Freephone 0800 783 5890** if you have any queries.