

Table of Contents

Age 11 Educational Assessment	2
ncds_69_eq	2
s_intro_i	2
qi_intro_i - intro i	2
qi_intro_ji - intro ij	2
s_intro_ji	2
s_intro_iii	3

Age 11 Educational Assessment

closer:sourceFileName

ncds_69_eq

ncds_69_eq

Label ncds_69_eq	Location Sequence
Type Sequence	Order InOrderOfAppearance

 s_intro_i

Name s_intro_i	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

STRICTLY CONFIDENTIAL

 qi_intro_i - intro i

Name qi_intro_i	Label intro i	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 3

Question


Local Authority Code Number

 qi_intro_ii - intro ii

Name qi_intro_ii	Label intro ii	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 6

Question


Child's Code Number

 s_intro_ii

Name s_intro_ii	Location Sequence › ncds_69_eq
Type Statement	


Statement Text

EDUCATIONAL ASSESSMENT

 s_intro_iii	
Name s_intro_iii	Location Sequence › ncds_69_eq
Type Statement	


Statement Text

NATIONAL CHILD DEVELOPMENT STUDY

 s_intro_iv	
Name s_intro_iv	Location Sequence › ncds_69_eq
Type Statement	


Statement Text

(1958 Cohort)

 s_intro_v	
Name s_intro_v	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

SPONSORED AND ADMINISTERED BY: National Bureau for Co-operation in Child Care

 s_intro_vi	
Name s_intro_vi	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

CO-SPONSORED BY:



s_intro_vii

Name	Location
s_intro_vii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Institute of Child Health, University of London



s_intro_viii

Name	Location
s_intro_viii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

National Birthday Trust Fund



s_intro_ix

Name	Location
s_intro_ix	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

National Foundation for Educational Research in England and Wales



s_intro_x

Name	Location
s_intro_x	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

IN COLLABORATION WITH:



s_intro_xi

Name	Location
s_intro_xi	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

ENGLAND AND WALES


 s_intro_xii

Name	Location
s_intro_xii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Association of Chief Education Officers


 s_intro_xiii

Name	Location
s_intro_xiii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Society of Medical Officers of Health


 s_intro_xiv

Name	Location
s_intro_xiv	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

SCOTLAND


 s_intro_xv

Name	Location
s_intro_xv	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Association of Directors of Education


 s_intro_xvi

Name	Location
s_intro_xvi	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Association of School Medical and Dental Officers

s_intro_xvii	
Name	Location
s_intro_xvii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

CHAIRMAN OF CONSULTATIVE COMMITTEE:

s_intro_xviii	
Name	Location
s_intro_xviii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Mary D. Sheridan, O.B.E., M.A., M.D., D.C.H.

s_intro_xix	
Name	Location
s_intro_xix	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

CHAIRMAN OF STEERING COMMITTEE: W.D. Wall, B.A., PH.D.

s_intro_xx	
Name	Location
s_intro_xx	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

EXECUTIVE CO-DIRECTORS:

s_intro_xxi	
Name	Location
s_intro_xxi	Sequence › ncds_69_eq

Type	
Statement	

Statement Text


Professor N. R. Butler, M.D., F.R.C.P., D.C.H.


 ----- [s_intro_xxii](#)

Name	Location
s_intro_xxii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

Mrs. M. L. Kellmer Pringle, B.A., PH.D., DIP. ED. PSYCH.


 ----- [s_intro_xxiii](#)

Name	Location
s_intro_xxiii	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:


 ----- [s_intro_xxiv](#)

Name	Location
s_intro_xxiv	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

- Davie, B.A., DIP.ED.PSYCH.


 ----- [s_intro_xxv](#)

Name	Location
s_intro_xxv	Sequence › ncds_69_eq
Type	
Statement	

Statement Text

CO-DIRECTORS: M. J. R. Healy, B.A.


 ----- [s_intro_xxvi](#)

Name s_intro_xxvi	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

- • Tanner, M.D., D.SC , M.R.C.P.


 s_intro_xxvii

Name s_intro_xxvii	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

W.D. Wall, B.A., PH.D.


 s_intro_xxviii

Name s_intro_xxviii	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

SENIOR RESEARCH OFFICER:


 s_intro_xxix

Name s_intro_xxix	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

- • Wedge, M.A., DIP.PUB.SOC.ADMIN., DIP.APP.SOC.STUD.


 qi_1_a_i-1a(i)

Name qi_1_a_i	Label 1 a(i)	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

CHILD'S NAME (Surname)

 qi_1_a_ii - 1 a(ii)

Name qi_1_a_ii	Label 1 a(ii)	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

CHILD'S NAME (Christian Names in full)

 qi_1_b - 1 b

Name qi_1_b	Label 1 b	Location Sequence › ncds_69_eq
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

SEX

Instructions

(Please ring appropriate number)

Choices


1	Boy
2	Girl

 qi_2_a - 2 a

Name qi_2_a	Label 2 a	Location Sequence › ncds_69_eq
Type Date		

Question

DATE OF BIRTH

 qi_2_b - 2 b

Name qi_2_b	Label 2 b	Location Sequence › ncds_69_eq
Type Date		

Question


TODAY'S DATE

 qi_3_a - 3 a

Name qi_3_a	Label 3 a	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

NAME AND ADDRESS OF PRESENT SCHOOL

 qi_3_b - 3 b

Name qi_3_b	Label 3 b	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

SCHOOL NUMBER (as designated by the Department of Education and Science or the Scottish Education Department)

 qi_3_c - 3 c

Name qi_3_c	Label 3 c	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

TELEPHONE NUMBER OF SCHOOL

 qi_3_d - 3 d

Name qi_3_d	Label 3 d	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

NAME OF HEAD OR PRINCIPAL (MR. /MRS. /MISS)

 qi_3_e - 3 e

Name qi_3_e	Label 3 e	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

NAME OF CHILD'S CLASS TEACHER (MR. /MRS. /MISS)

 qi_4_a - 4 a

Name qi_4_a	Label 4 a	Location Sequence › ncds_69_eq
Type Date		

Question

DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL

 qi_4_b - 4 b

Name qi_4_b	Label 4 b	Location Sequence › ncds_69_eq
Type Text	Minimum Length	Maximum Length 255

Question

CHILD'S PREVIOUS SCHOOL (if any). Please give name and address, if known, or any other information which will enable us to trace the school.

 s_intro_XXX

Name s_intro_XXX	Location Sequence › ncds_69_eq
Type Statement	

Statement Text

*The Introductory Notes and Test Instructions are in the centre pages of the Test Booklet

SECTION A


Label SECTION A	Location Sequence › ncds_69_eq
Type Sequence	Order InOrderOfAppearance

 s_sectionA_i

Name s_sectionA_i	Location Sequence › ncds_69_eq › SECTION A
Type Statement	

Statement Text

The six questions in this section are about the school

 s_sectionA_ii

Name s_sectionA_ii	Location Sequence › ncds_69_eq › SECTION A
Type Statement	

Statement Text

PLEASE ANSWER EITHER QUESTION 5 OR QUESTION 6

 qi_5 - 5

Name qi_5	Label 5	Location Sequence › ncds_69_eq › SECTION A
Type Multiple Choice	Selection Type SelectOne	Display Style

Condition
For schools maintained by a Local Education Authority

Question

Please indicate category to which your school belongs by ringing appropriate number:

Instructions

Please ring appropriate number

Choices

1	Junior School
2	Junior with Infants School (or Primary with Infants)
3	All-age School
4	Secondary School
5	Day Special School (please specify type/s of handicap)
6	Residential Special School (please specify type/s of handicap)
7	Other (please specify)

 qi_6 - 6

Name qi_6	Label 6	Location Sequence › ncds_69_eq › SECTION A
Type Multiple Choice	Selection Type SelectOne	Display Style

Condition
For schools not maintained by a Local Education Authority

Question

Please indicate category to which your school belongs by ringing appropriate number:

Instructions

Please ring appropriate number

Choices

1	Independent School (this includes grant-aided schools) catering wholly or mainly for children who are not handicapped
2	Day Special School for handicapped children (please specify type/s of handicap)
3	Residential Special School (please specify type/s of handicap)
4	Other (please specify)

qi_7 - 7

Name qi_7	Label 7	Location Sequence > ncds_69_eq > SECTION A
Type Integer	Low 0	High

Question

Total number of pupils at present on school roll (Please enter the number in the boxes, e.g. if 66 children, enter 066)

qi_8_a - 8a

Name qi_8_a	Label 8 a	Location Sequence > ncds_69_eq > SECTION A
Type Integer	Low 0	High

Question

How many full-time members of the teaching staff does your school currently have? (Excluding the Headteacher): Please enter the number here

qi_8_b - 8b

Name qi_8_b	Label 8 b	Location Sequence > ncds_69_eq > SECTION A
Type Integer	Low 0	High

Condition

If there are part-time members of staff,

Question

what full-time equivalent number of teachers do they represent? (E.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers): Please enter the number here

 qg_8_c - 8_c

Name qg_8_c	Label 8 c	Location Sequence › ncds_69_eq › SECTION A
Type Question Grid		

Question

How many of the above full-time teachers (included in 8a) have been at your school for the following lengths of time?:

Rows

1	Temporary (or supply) teachers
2	Less than one whole year
3	1 or 2 whole years
4	3, 4 or 5 whole years
5	6, 7, 8 ,9 or 10 whole years
6	More than 10 whole years

Columns

How many	Numeric
----------	---------

 qi_9 - 9

Name qi_9	Label 9	Location Sequence › ncds_69_eq › SECTION A
Type Integer	Low 0	High

Question

How old are the main school buildings? (Please enter the number of years in the box, e.g. for 8 years enter 008; if the school is situated on more than one site, please give details below)

 qi_10 - 10

Name qi_10	Label 10	Location Sequence › ncds_69_eq › SECTION A
---------------	-------------	--

Type Integer	Low 0	High 100
-----------------	----------	-------------

Question

Approximately what percentage of your present eleven-year-olds do you consider as suitable for an academic secondary education leading to G.C.E 'O' level (or Scottish Certificate of Education 'O' Grade) in five or more subjects? (Please enter the percentage in the box, e.g. for 5 per cent enter 05)

SECTION B

Label SECTION B	Location Sequence › ncds_69_eq
Type Sequence	Order InOrderOfAppearance

**s_sectionB_i**

Name s_sectionB_i	Location Sequence › ncds_69_eq › SECTION B
Type Statement	

Statement Text

This section contains questions about the child and his parents which might best be answered by the class teacher in consultation with the Head

**qi_11_a - 11 a**

Name qi_11_a	Label 11 a	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff? (Please ring one code only)

Instructions

Please ring appropriate number

Choices

1	Yes, father only
2	Yes, mother only
3	Yes, both
4	Neither

 qi_11_b - 11 b

Name qi_11_b	Label 11 b	Location Sequence > ncds_69_eq > SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

During this period has there been any such discussion with the parents at the instigation of you or your teaching staff?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

 qi_12_i - 12 i

Name qi_12_i	Label 12 i	Location Sequence > ncds_69_eq > SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

With regard to the child's educational progress, do the father and mother appear: (Please ring one code only for each parent): FATHER

Instructions

Please ring appropriate number

Choices

1	Over concerned about the child's progress and/or expecting too high a standard?
2	Very interested?
3	To show some interest?
4	To show little or no interest
5	Can't say
9	Inapplicable (e.g. no father)

 qi_12_ii - 12 ii

Name qi_12_ii	Label 12 ii	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

With regard to the child's educational progress, do the father and mother appear: (Please ring one code only for each parent): MOTHER

Instructions

Please ring appropriate number

Choices

1	Over concerned about the child's progress and/or expecting too high a standard?
2	Very interested?
3	To show some interest?
4	To show little or no interest?
5	Can't say
9	Inapplicable (e.g. no mother)



s_q13

Name s_q13	Location Sequence › ncds_69_eq › SECTION B
Type Statement	

Statement Text

Note: Questions 13(a) to 13(e) are not mutually exclusive and should all be completed.



qi_13_a - 13 a

Name qi_13_a	Label 13 a	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental backwardness?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

qi_13_a_i - 13 a(i)

Name qi_13_a_i	Label 13 a(i)	Location Sequence > ncds_69_eq > SECTION B
Type Text	Minimum Length	Maximum Length 255

Question

If the child is receiving such help, please describe briefly: if not, but you consider this necessary, detail the provision you have in mind.

qi_13_b - 13 b

Name qi_13_b	Label 13 b	Location Sequence > ncds_69_eq > SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental superiority?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

qi_13_b_i - 13 b(i)

Name qi_13_b_i	Label 13 b(i)	Location Sequence > ncds_69_eq > SECTION B
Type Text	Minimum Length	Maximum Length 255

Question

If the child is receiving such help, please describe briefly: if not, but you consider this necessary, detail the provision you have in mind.

 qi_13_c - 13 c

Name qi_13_c	Label 13 c	Location Sequence > ncds_69_eq > SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any behaviour difficulties?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

 qi_13_c i - 13 c(i)

Name qi_13_c_i	Label 13 c(i)	Location Sequence > ncds_69_eq > SECTION B
Type Text	Minimum Length	Maximum Length 255

Question

If the child is receiving such help, please describe briefly: if not, but you consider this necessary, detail the provision you have in mind.

 qi_13_d - 13 d

Name qi_13_d	Label 13 d	Location Sequence > ncds_69_eq > SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any physical or sensory disability?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

 qi_13_d_i - 13 d(i)

Name qi_13_d_i	Label 13 d(i)	Location Sequence › ncds_69_eq › SECTION B
Type Text	Minimum Length	Maximum Length 255

Question

If the child is receiving such help, please describe briefly: if not, but you consider this necessary, detail the provision you have in mind.

 qi_13_e - 13 e

Name qi_13_e	Label 13 e	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Do you consider, irrespective of the facilities in your area, that the child would benefit now from attendance at a special school?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No
3	Can't say

 qi_14 - 14

Name qi_14	Label 14	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Is the child at present receiving free school meals?

Instructions

Please ring appropriate number

Choices

1	Yes
---	-----

2	No
---	----

qi_15 - 15		
Name qi_15	Label 15	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (E.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, Doctor, Probation Officer). (Include referrals made at a routine medical examination, and any made by another school or by the parents, if known).

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

qi_15_i - 15.i		
Name qi_15_i	Label 15 i	Location Sequence › ncds_69_eq › SECTION B
Type Text	Minimum Length	Maximum Length
Condition If Yes,		

Question

please state agency involved and, briefly, the reasons for each referral.

qi_16 - 16		
Name qi_16	Label 16	Location Sequence › ncds_69_eq › SECTION B
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment?

Instructions

Please ring appropriate number

Choices

1	Marked improvement
2	Some improvement
3	No noticeable change
4	Some deterioration
5	Marked deterioration
6	Can't say

 qi_16_i - 16 i

Name qi_16_i	Label 16 i	Location Sequence › ncds_69_eq › SECTION B
Type Text	Minimum Length	Maximum Length
Condition If there has been a change,		

Question

please describe briefly; also mention any factors you feel may be responsible.

 s_q17

Name s_q17	Location Sequence › ncds_69_eq › SECTION B
Type Statement	

Statement Text

From your present knowledge of this child and his circumstances:

 qi_17_a - 17 a

Name qi_17_a	Label 17 a	Location Sequence › ncds_69_eq › SECTION B
Type Text	Minimum Length	Maximum Length

Question

What do you think he is likely to achieve academically at secondary school and/or in further education?

 qi_17_b - 17 b

Name qi_17_b	Label 17 b	Location Sequence › ncds_69_eq › SECTION B
Type Text	Minimum Length	Maximum Length

Question

What kind of job or career do you feel might best suit his abilities or aptitudes? (Please feel free to be as specific or as general as you wish.)

SECTION C

Label SECTION C	Location Sequence › ncds_69_eq
Type Sequence	Order InOrderOfAppearance

 s_sectionC_i

Name s_sectionC_i	Location Sequence › ncds_69_eq › SECTION C
Type Statement	

Statement Text

This section contains questions about the child and his class and might best be completed by the class teacher

 qi_18_a - 18 a

Name qi_18_a	Label 18 a	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Is the child's age group streamed* by ability?

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

 qi_18_b - 18 b

Name qi_18_b	Label 18 b	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style
Condition If streamed by ability,		

Question

is he in:

Instructions

Please ring appropriate number

Choices

1	A higher ability class
2	An average ability class
3	A lower ability class?

 qi_18_b_i - 18 b(i)

Name qi_18_b_i	Label 18 b(i)	Location Sequence › ncds_69_eq › SECTION C
Type Text	Minimum Length	Maximum Length
Condition *If the situation in your school does not fit this coding,		

Question


please describe below:

 qi_19 - 19

Name qi_19	Label 19	Location Sequence › ncds_69_eq › SECTION C
Type Integer	Low 0	High

Question

Number of pupils in the child's present class? (Please enter the number in the boxes; include other year groups if all children are in the same class)


 qi_20 - 20

Name qi_20	Label 20	Location Sequence › ncds_69_eq › SECTION C
---------------	-------------	--

Type Integer	Low 0	High
-----------------	----------	------

Question

How many teachers normally teach this class? Enter number here

 **qg_20_i - 20 i**

Name qg_20_i	Label 20 i	Location Sequence › ncds_69_eq › SECTION C
Type Question Grid		
Condition If there is more than one teacher,		

Question

please enter details below:

Rows

1	1
2	2
3	3
4	4
5	5

Columns

Generic text	Text
Hours in week	Numeric
Generic text	Text
Generic text	Text
Hours in week	Numeric
Generic text	Text
Hours in week	Numeric
Generic text	Text
Generic text	Text

 **qi_21_a - 21 a**

Name qi_21_a	Label 21 a	Location Sequence › ncds_69_eq › SECTION C
-----------------	---------------	---

Type Integer	Low 0	High
-----------------	----------	------

Question

Number of possible half-day attendances for this child in the present school year. (Please enter the number in the boxes)

qi_21_b - 21 b		
Name qi_21_b	Label 21 b	Location Sequence › ncds_69_eq › SECTION C
Type Integer	Low 0	High

Question

Number of half-days absent during this period. (Please enter the number in the boxes, e.g. if 24 half-days absent enter 024)

qi_22 - 22		
Name qi_22	Label 22	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style
Condition For children in English or Welsh schools only.		

Question

Will this child be proceeding to a local authority maintained or direct grant selective secondary school (i.e. Grammar, Secondary Modern, Technical School); to some form of maintained comprehensive school; or to an independent school?

Instructions

Please ring appropriate number

Choices


1	Selective secondary school
2	Maintained comprehensive school
3	Independent school
4	Other school (please specify)
5	Don't know

s_q23a	
--------	--

Name s_q23a	Location Sequence › ncds_69_eq › SECTION C
Type Statement	

Statement Text

You are asked to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a representative cross-section of children of this age, approximately five per cent fall into the first category, the next 25 per cent would fit the second description, the middle or average group of 40 per cent would be in the third category, the next 25 per cent in the fourth category and the final five per cent in the fifth category.

 qi_23_a - 23 a		
Name qi_23_a	Label 23 a	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In so far as your professional experience will allow, please rate the child in relation to all children of his age (i.e. not just his present class or even his school) by ringing the number opposite the appropriate description.
General knowledge

Instructions

Please ring appropriate number

Choices

1	Exceptionally well-informed for his age
2	Above average. Good background of general knowledge
3	Average for his age in this respect
4	Below average. Rather limited knowledge
5	Lack of general knowledge is a handicap in school

 qi_23_b - 23 b		
Name qi_23_b	Label 23 b	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In so far as your professional experience will allow, please rate the child in relation to all children of his age

(i.e. not just his present class or even his school) by ringing the number opposite the appropriate description.

Number work

Instructions

Please ring appropriate number

Choices

1	Extremely good facility with number and with mathematical concepts. Grasps new processes very quickly. Shows insight and understanding
2	Understanding of number work well developed. Grasps new processes without much difficulty
3	Average ability in this sphere
4	Rather slow to understand new processes. Rather poor facility with numbers, although able to do somethings by rote
5	Little, if any, ability in this sphere. Shows very little understanding of number work

qi_23_c - 23 c		
Name qi_23_c	Label 23 c	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In so far as your professional experience will allow, please rate the child in relation to all children of his age (i.e. not just his present class or even his school) by ringing the number opposite the appropriate description.

Use of books

Instructions

Please ring appropriate number

Choices

1	Exceptional. Reads very widely for pleasure and information
2	Above average. Turns to books very readily
3	Average. Skill and comprehension satisfactory for school requirements
4	Below average. Still learning the skill of reading; not inclined to turn spontaneously to books for pleasure or information

5	Very poor or non-reader. Recognises few words; very limited use of books because of poor skills
---	---

 qi_23_d - 23 d

Name qi_23_d	Label 23 d	Location Sequence › ncds_69_eq › SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

In so far as your professional experience will allow, please rate the child in relation to all children of his age (i.e. not just his present class or even his school) by ringing the number opposite the appropriate description.
Oral ability

Instructions

Please ring appropriate number

Choices

1	Exceptionally good for his age. Shows extensive vocabulary and complex sentence formation
2	Above average. Has very good vocabulary and expresses himself well orally
3	Average for his age. Expresses himself satisfactorily in conversation and oral lessons
4	Below average. Rather limited in vocabulary, tending to use simple phraseology
5	Very limited oral ability for his age

 qg_24_a-f - 24 a-f

Name qg_24_a-f	Label 24 a-f	Location Sequence › ncds_69_eq › SECTION C
Type Question Grid		

Question

Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children; moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1 in the first column. If it is a marginal case, or you are in some doubt about the child's inclusion under this description, please circle the figure 2 in the next column. If the description does not fit the child at all circle the figure 3 in the third column.

Rows

1	Poor control of hands (e.g. in writing, drawing, handwork)
2	Squirmy, fidgety child
3	Poor physical co-ordination (e.g. in jumping, running or throwing)
4	Often running or jumping about; hardly ever still
5	Difficult to understand because of poor speech
6	Imperfect grasp of English (i.e. when native language is other than English or Welsh)

Columns

	Code
--	------

qi_25_a - 25 a		
Name qi_25_a	Label 25 a	Location Sequence > ncds_69_eq > SECTION C
Type Multiple Choice	Selection Type SelectOne	Display Style

Question

Compared with other children at this age, does he/she reveal outstanding ability in any area? E.g. writing stories, drawing, chess, modelling, music, science, sport, etc

Instructions

Please ring appropriate number

Choices

1	Yes
2	No

qi_25_a_i - 25 a(i)		
Name qi_25_a_i	Label 25 a(i)	Location Sequence > ncds_69_eq > SECTION C
Type Text	Minimum Length	Maximum Length 255
Condition If Yes,		

Question

please describe.

 qi_25_b - 25 b

Name qi_25_b	Label 25 b	Location Sequence › ncds_69_eq › SECTION C
Type Text	Minimum Length	Maximum Length

Question

What would you consider are this child's most favourable qualities of personality and character?

 qi_25_c - 25 c

Name qi_25_c	Label 25 c	Location Sequence › ncds_69_eq › SECTION C
Type Text	Minimum Length	Maximum Length

Question

What do you regard as his/her most serious weaknesses or drawbacks of personality or character?