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# Age 7 Educational Questionnaire

**closer:sourceFileName**

ncds\_65\_eq

## Instrument Locations

- [https://discovery.closer.ac.uk/files/instruments/ncds\\_65\\_eq-bb62dabd7ca0276217ee7afafe4e8866.pdf](https://discovery.closer.ac.uk/files/instruments/ncds_65_eq-bb62dabd7ca0276217ee7afafe4e8866.pdf)

ncds\_65\_eq

Label ncds_65_eq	Location Sequence
Type Sequence	Order InOrderOfAppearance

 s\_intro\_i

Name s_intro_i	Location Sequence › ncds_65_eq
Type Statement	

### Statement Text

STRICTLY CONFIDENTIAL

 s\_intro\_ii

Name s_intro_ii	Location Sequence › ncds_65_eq
Type Statement	

### Statement Text

EDUCATIONAL ASSESSMENT

 s\_intro\_iii

Name s_intro_iii	Location Sequence › ncds_65_eq
Type Statement	

### Statement Text

NATIONAL CHILD DEVELOPMENT STUDY (1958 Cohort)

 s\_intro\_iv

Name	Location
s_intro_iv	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

SPONSORS: Institute of Child Health, University of London National Birthday Trust Fund National Bureau for Co-operation in Child Care National Foundation for Educational Research in England and Wales

 s\_intro\_v

Name	Location
s_intro_v	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

IN COLLABORATION WITH: ENGLAND AND WALES Association of Chief Education Officers Society of Medical Officers of Health SCOTLAND Association of Directors of Education Association of School Medical and Dental Officers

 s\_intro\_vi

Name	Location
s_intro_vi	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

CHAIRMAN OF CONSULTATIVE COMMITTEE: Sir Lionel Russell, C.B.E., M.A.

 s\_intro\_vii

Name	Location
s_intro_vii	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

CO-CHAIRMEN OF STEERING COMMITTEE: H. L. Elvin, M.A. W. D. Wall, B.A., Ph.D.


 s\_intro\_viii

Name	Location
s_intro_viii	Sequence › ncds_65_eq

Type	
Statement	


**Statement Text**

CO-DIRECTORS: Neville R. Butler, M.D., M.R.C.P., D.C.H. Mrs. M. L. Kellmer Pringle, B.A., Ph.D., Dip. Ed. Psych.

 s_intro_ix	
Name	Location
s_intro_ix	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

SENIOR RESEARCH OFFICER: R. Davie, B.A.

 s_intro_x	
Name	Location
s_intro_x	Sequence › ncds_65_eq
Type	
Statement	

**Statement Text**

SENIOR MEDICAL RESEARCH OFFICER: M. J. Ball, B.Sc., M.B., B.S., D.P.H.

 qi_1_i-1i		
Name	Label	Location
qi_1_i	1 i	Sequence › ncds_65_eq
Type	Minimum Length	Maximum Length
Text		255

**Question**

CHILD'S NAME (Surname)

 qi_1_ii-1ii		
Name	Label	Location
qi_1_ii	1 ii	Sequence › ncds_65_eq
Type	Minimum Length	Maximum Length
Text		255

**Question**

CHILD'S NAME (Christian Names)

 qi_2-2		
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Name qi_2	Label 2	Location Sequence › ncds_65_eq
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

SEX

**Instructions**

(Please ring appropriate number)

**Choices**

1	Boy
2	Girl

**qi\_3 - 3**

Name qi_3	Label 3	Location Sequence › ncds_65_eq
Type Date		

**Question**

DATE OF BIRTH

**qi\_4 - 4**

Name qi_4	Label 4	Location Sequence › ncds_65_eq
Type Date		

**Question**

TODAY'S DATE

**qi\_5 - 5**

Name qi_5	Label 5	Location Sequence › ncds_65_eq
Type Text	Minimum Length	Maximum Length 255

**Question**

NAME AND ADDRESS OF PRESENT SCHOOL


**qi\_6 - 6**

Name qi_6	Label 6	Location Sequence › ncds_65_eq
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Type Text	Minimum Length	Maximum Length 255
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**Question**

TELEPHONE NUMBER OF SCHOOL

 qi\_7 - 7

Name qi_7	Label 7	Location Sequence › ncds_65_eq
Type Text	Minimum Length	Maximum Length 255

**Question**

NAME OF HEADMASTER/HEADMISTRESS

 qi\_8 - 8

Name qi_8	Label 8	Location Sequence › ncds_65_eq
Type Date		

**Question**

DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL

 qi\_9 - 9

Name qi_9	Label 9	Location Sequence › ncds_65_eq
Type Text	Minimum Length	Maximum Length

**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.

 qi\_10 - 10

Name qi_10	Label 10	Location Sequence › ncds_65_eq
Type Text	Minimum Length	Maximum Length 255

**Question**

NAME OF TEACHER COMPLETING SECTIONS "C" TO "E" OF THIS QUESTIONNAIRE

 s\_intro\_xi

Name s_intro_xi	Location Sequence › ncds_65_eq
Type Statement	

**Statement Text**

The INTRODUCTORY NOTES AND INSTRUCTIONS are inserted in the centre of this Booklet.

**Section A**

Label Section A	Location Sequence › ncds_65_eq
Type Sequence	Order InOrderOfAppearance

**s\_sectionA\_i**

Name s_sectionA_i	Location Sequence › ncds_65_eq › Section A
Type Statement	

**Statement Text**

This section would, most appropriately, be completed by the Headmaster/Headmistress

**qi\_11 - 11**

Name qi_11	Label 11	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Does your school have:

**Instructions**

Please ring appropriate number

**Choices**

1	Day pupils only?
2	Boarders only?
3	Some day pupils and some boarders?

**s\_q12**

Name s_q12	Location Sequence › ncds_65_eq › Section A
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Type Statement	
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**Statement Text**

FOR SCHOOLS MAINTAINED BY A LOCAL EDUCATION AUTHORITY (All others please ring code "0" for Questions 12 and 13)

qi_12 - 12		
Name qi_12	Label 12	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Please indicate appropriate category:

**Instructions**

Please ring appropriate number

**Choices**

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

qi_13 - 13		
Name qi_13	Label 13	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Has your school a "nursery class"? (as specified by your Local Education Authority)


**Instructions**

Please ring appropriate number

**Choices**



1	Yes
2	No
0	Inapplicable

 s\_q14

Name s_q14	Location Sequence › ncds_65_eq › Section A
Type Statement	

**Statement Text**

FOR SCHOOLS NOT MAINTAINED BY A LOCAL EDUCATION AUTHORITY (L.E.A. maintained schools please ring code "0" in Questions 14 and 15)

 qi\_14 - 14

Name qi_14	Label 14	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Please indicate appropriate category:

**Instructions**

Please ring appropriate number

**Choices**

1	Independent School (to include grant-aided schools) catering wholly or mainly for children who are not handicapped
2	Special School for handicapped children (please specify type/s of handicap)
3	Other (please specify)
0	Inapplicable

 qi\_15 - 15

Name qi_15	Label 15	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Has your school a "nursery" or "kindergarten" class?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No
0	Inapplicable


 qg\_16 - 16

Name qg_16	Label 16	Location Sequence › ncds_65_eq › Section A
Type Question Grid		

**Question**

Numbers of Pupils at present on School Roll

**Rows**

1	Number of Children 7 years of age or older on 2nd September, 1964
2	Number of Children at present on roll who will be under 5 years of age on the last day of the current school term
3	The Remainder (i.e. those under 7 years of age on 2nd September, 1964, and at least 5 years old on the last day of the current term)
4	Total Number on Roll

**Columns**

How many	Numeric
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 s\_q17

Name s_q17	Location Sequence › ncds_65_eq › Section A
Type Statement	

**Statement Text**

Contacts between School and Parents of Infants (All questions apply whether or not there is a Parent/Teacher Association)

qi_17 - 17		
Name qi_17	Label 17	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

### Question

Is there a parent/teacher association?

### Instructions

Please ring appropriate number

### Choices

1	Yes
2	No

qi_18 - 18		
Name qi_18	Label 18	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

### Question

Are meetings arranged for parents, by school or association, on educational matters?

### Instructions

Please ring appropriate number

### Choices

1	Yes
2	No

qi_19 - 19		
Name qi_19	Label 19	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

### Question


Are any social functions organised for parents?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_20 - 20

Name qi_20	Label 20	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Do parents provide substantial help for school in money, kind or labour?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_21 - 21

Name qi_21	Label 21	Location Sequence › ncds_65_eq › Section A
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Are you able to allow pre-school children to spend some time in school before they actually start?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_21\_i - 21.i

Name qi_21_i	Label 21 i	Location Sequence › ncds_65_eq › Section A
Type Text	Minimum Length	Maximum Length

**Question**

Other contacts (please specify)

**Section B**

Label Section B	Location Sequence › ncds_65_eq
Type Sequence	Order InOrderOfAppearance

**s\_sectionB\_i**

Name s_sectionB_i	Location Sequence › ncds_65_eq › Section B
Type Statement	

**Statement Text**

This section would, most appropriately, be completed by the Headmaster/Headmistress

**qi\_22 - 22**

Name qi_22	Label 22	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

At what age was the systematic teaching of phonics (i.e. letter sounds) commenced with this child in school?

**Instructions**

Please ring appropriate number

**Choices**

1	Under 5 years of age
2	From 5 years to 5 years 5 months
3	From 5 years 6 months to 5 years 11 months
4	From 6 years to 6 years 5 months
5	From 6 years 6 months to 6 years 11 months
6	From 7 years to 7 years 5 months

7	Not commenced
0	Don't know (e.g. commenced in another school) or can't answer the question

 qi\_23 - 23

Name qi_23	Label 23	Location Sequence > ncds_65_eq > Section B
Type Text	Minimum Length	Maximum Length 255

**Question**

Please comment on this or any other factors about the approach to reading in your school which relate to this child.

 qi\_24 - 24

Name qi_24	Label 24	Location Sequence > ncds_65_eq > Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

At what age was this child introduced to sums (i.e. formal written arithmetic) in school?

**Instructions**

Please ring appropriate number

**Choices**

1	Under 5 years of age
2	From 5 years to 5 years 5 months
3	From 5 years 6 months to 5 years 11 months
4	From 6 years to 6 years 5 months
5	From 6 years 6 months to 6 years 11 months
6	From 7 years to 7 years 5 months
7	Not commenced &quot;sums&quot;;
0	Don't know (e.g. commenced in another school) or can't answer the question

 qi\_24\_i - 24\_i

Name qi_24_i	Label 24 i	Location Sequence › ncds_65_eq › Section B
Type Text	Minimum Length	Maximum Length 255

**Question**

Please comment on this or any other factors about the approach to arithmetic, or mathematics in your school which relate to this child

? qi_25 - 25		
Name qi_25	Label 25	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Is the child because of a physical or sensory handicap (e.g. partial hearing loss), in a teaching unit attached to your school?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

? qi_25_i - 25.i		
Name qi_25_i	Label 25 i	Location Sequence › ncds_65_eq › Section B
Type Text	Minimum Length	Maximum Length 255
Condition If Yes,		

**Question**

please state category of unit

? qi_26 - 26		
Name qi_26	Label 26	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Apart from anything which the class teacher may be able to do in the normal way, is the child receiving any help within the school because of educational or mental backwardness? (Ring "0" if child is in a special school)

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No
0	Inapplicable

 qi\_27 - 27

Name qi_27	Label 27	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style
Condition If not,		

**Question**

do you consider he/she would benefit from such help within the school, at the present time? (Ring "0" if child is in a special school)

**Instructions**

Please ring appropriate number

**Choices**

3	Yes
4	No
0	Inapplicable

 qg\_28 - 28

Name qg_28	Label 28	Location Sequence › ncds_65_eq › Section B
Type Question Grid		

**Question**

Do you consider, irrespective of the facilities in your area, that the child:

**Rows**



1	Would benefit now from attendance at a special school? (Ring "0" if child is already in a special school)
2	Is likely to need some form of special schooling or other special educational help within the next two years? (Ring "0" if child is already in a special school)

**Columns**

	Code
--	------

qi\_29 - 29

Name qi_29	Label 29	Location Sequence > ncds_65_eq > Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Has the child because of difficulties which have affected his progress or behaviour in school, been referred to your knowledge to any agency? (e.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, General Practitioner, Private Specialist). (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\_29\_i - 29.i

Name qi_29_i	Label 29 i	Location Sequence > ncds_65_eq > Section B
Type Text	Minimum Length	Maximum Length 255

Condition  
If Yes,

**Question**

please state agency/agencies involved and, briefly, the reasons for referral

qi\_30 - 30

Name qi_30	Label 30	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**


Has the child to your knowledge had difficulties which have affected his progress or behaviour in school but which have now disappeared? (Do not include any difficulties which have prompted referral to an outside agency, as above).

**Instructions**

Please ring appropriate number


**Choices**

1	Yes
2	No

 qi_30_i - 30 i		
Name qi_30_i	Label 30 i	Location Sequence › ncds_65_eq › Section B
Type Text	Minimum Length	Maximum Length 255
Condition If Yes,		

**Question**

please outline, briefly, the difficulties

 qi_31 - 31		
Name qi_31	Label 31	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Since September, 1964, have the parents taken the initiative to discuss the child, even briefly with you or any member of your teaching staff?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_32 - 32

Name qi_32	Label 32	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Has there been any such discussion with the parent at the instigation of you or your teaching staff?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_33\_i - 33.i

Name qi_33_i	Label 33 i	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

With regard to the child's educational progress, do the parents 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?
0	Can't say or inapplicable

 qi\_33\_ii - 33.ii

Name qi_33_ii	Label 33 ii	Location Sequence › ncds_65_eq › Section B
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Type Multiple Choice	Selection Type SelectOne	Display Style
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**Question**

With regard to the child's educational progress, do the parents 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?
0	Can't say or inapplicable

### qi\_34 - 34

Name qi_34	Label 34	Location Sequence › ncds_65_eq › Section B
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

When the child started at your school, did he/she: (Ring "0" if child has been with you less than 3 months)

**Instructions**

Please ring appropriate number

**Choices**

1	Settle down within a month?
2	Settle down within 1-3 months?
3	Remain unsettled after 3 months?
4	Can't say
0	Inapplicable

**Section C**

Label Section C	Location Sequence › ncds_65_eq
Type Sequence	Order InOrderOfAppearance

s_sectionC_i	
Name s_sectionC_i	Location Sequence › ncds_65_eq › Section C
Type Statement	

**Statement Text**

This and subsequent sections would, most appropriately, be completed by the class teacher or teacher who knows the child best.

qi_35 - 35		
Name qi_35	Label 35	Location Sequence › ncds_65_eq › Section C
Type Integer	Low 0	High High

**Question**

For how many school terms do pupils usually stay in the child's present class?

**Instructions**

(Please enter actual number of terms in box, e.g. for 6 terms enter 06 ; if you find it impossible to answer, enter 00 and give reason).

qg_36 - 36		
Name qg_36	Label 36	Location Sequence › ncds_65_eq › Section C
Type Question Grid		

**Question**

Number of pupils in Child's Present Class.

**Rows**

1	Number of Children 7 years of age or older on 2nd September, 1964
2	The Remainder (i.e. those pupils under 7 years of age on 2nd September, 1964)
3	Total Number of Pupils in Child's Present Class

**Columns**

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

 qi\_37 - 37

Name qi_37	Label 37	Location Sequence > ncds_65_eq > Section C
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Is the child's class single sex?

**Instructions**

Please ring appropriate number

**Choices**

1	Yes
2	No

 qi\_38 - 38

Name qi_38	Label 38	Location Sequence > ncds_65_eq > Section C
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

How is this class formed? (Please ring one code only.)

**Instructions**

Please ring appropriate number

**Choices**

1	All the infants are in this one class
2	A deliberate cross-section by age and ability of more than one year group of children-sometimes called "family grouping";
3	By age in year groups (e.g. one class per year, or parallel classes)
4	Selected by age within the year group (e.g. children born in the first half of the year in one class, and the remainder in another)
5	An upper ability (or attainment) class within the school
6	A middle ability (or attainment) class within the school (e.g. of 3 classes)

7	A lower ability (or attainment) class within the school
8	Other arrangement (please specify)

qg_39 - 39		
Name qg_39	Label 39	Location Sequence › ncds_65_eq › Section C
Type Question Grid		

**Question**

Please enter in the boxes below the approximate numbers of fathers of the children in this class who fall in the three occupational groups. What is required is an estimate only, without putting you to the trouble of enquiring amongst parents or children, which in any case might be difficult. If you feel you cannot answer this question, please enter 99 in the boxes.

**Rows**

1	Professional, Managerial, Clerical and Skilled Non-manual, e.g. Doctors, Teachers, Civil Service and Local Government Employees (Administrative, Executive and Clerical Grades), Service Officers, Inspectors and other Senior Police Officers, Draughtsmen, Surveyors, Sales Representatives, Shop Salesmen and Assistants
2	Skilled and Semi-skilled Manual, e.g. Market Gardeners, Electricians, Fitters, Foremen, Bus Drivers and Conductors, Miners, Police Constables, Packers, Caretakers, Roundsmen, Butchers, Fishmongers, Agricultural Workers, Street Vendors, Hawkers
3	Unskilled Manual, e.g. Unskilled General Labourers, Stevedores, Porters, Casual Workers, Kitchen Hands, Lorry Drivers' Mates, Window Cleaners
4	Unknown (Please enter 00 if none)

**Columns**

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

qi_40 - 40		
Name qi_40	Label 40	Location Sequence › ncds_65_eq › Section C

Type Integer	Low 0	High
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**Question**

How many children are there in your class whose parents have seen you (or the Headteacher) to discuss their child, since September, 1964?

**Instructions**

(Please enter the actual number in the box. If you have not had charge of the class since this date, enter 99; if you share the class with another teacher, please enter a total figure)

qi_41 - 41		
Name qi_41	Label 41	Location Sequence › ncds_65_eq › Section C
Type Integer	Low 0	High

**Question**

Number of possible half-day attendances for this child since September, 1964

qi_42 - 42		
Name qi_42	Label 42	Location Sequence › ncds_65_eq › Section C
Type Integer	Low 0	High

**Question**

Number of half-days absent during this period

Section D	
Label Section D	Location Sequence › ncds_65_eq
Type Sequence	Order InOrderOfAppearance

s_sectionD_i	
Name s_sectionD_i	Location Sequence › ncds_65_eq › Section D
Type Statement	

**Statement Text**

You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a truly 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\_43 - 43

Name qi_43	Label 43	Location Sequence › ncds_65_eq › Section D
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 this age (i.e. not just his present class or, even, school) by ringing the number opposite the appropriate description.


Oral Ability

**Instructions**

Please ring appropriate number

**Choices**

1	In conversation expresses himself well
2	In conversation, or oral lessons, has good vocabulary and variety of phrases in relation to his age
3	Average oral ability for his age
4	Below average oral ability, tends to use simple word groupings
5	Markedly poor oral ability

 qi\_44 - 44

Name qi_44	Label 44	Location Sequence › ncds_65_eq › Section D
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 this age (i.e. not just his present class or, even, school) by ringing the number opposite the appropriate description.

Awareness of the world around him

**Instructions**

Please ring appropriate number

**Choices**

1	Exceptionally well-informed for his age
2	Good background of general knowledge
3	Average in this respect
4	Rather limited knowledge
5	Largely ignorant of the world around him. Lack of general knowledge is a substantial handicap in school

 qi\_45 - 45

Name qi_45	Label 45	Location Sequence › ncds_65_eq › Section D
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 this age (i.e. not just his present class or, even, school) by ringing the number opposite the appropriate description.  
Reading

**Instructions**

Please ring appropriate number

**Choices**

1	Avid reader. Reads fluently and widely in relation to his age
2	Above average ability. Comprehends well what he reads
3	Average reader
4	Poor reader. Limited comprehension
5	Non-reader, or recognises very few words

 qi\_46 - 46

Name qi_46	Label 46	Location Sequence › ncds_65_eq › Section D
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 this age (i.e. not just his present class or, even, school) by ringing the number opposite the appropriate description.  
Creativity (e.g. in free writing, telling a story handwork, painting, drawing, dramatic work)

**Instructions**

Please ring appropriate number

**Choices**

1	Shows marked originality or creativity in most areas
2	Usually produces good, original work
3	Shows some imagination or originality in most areas
4	Little originality or creativity in all areas
5	Never shows a trace of originality or creativity in any of his work

 qi\_47 - 47

Name qi_47	Label 47	Location Sequence › ncds_65_eq › Section D
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 this age (i.e. not just his present class or, even, school) by ringing the number opposite the appropriate description.

Number Work

**Instructions**

Please ring appropriate number

**Choices**

1	Extremely good facility with number and/or other mathematical concepts. Grasps new processes very quickly. Shows insight and understanding
2	Understanding of number work well developed. Grasps new processes without difficulty
3	Average ability in this sphere
4	Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote
5	Little, if any, ability in this sphere. Shows virtually no understanding at all

 qi\_48 - 48

Name qi_48	Label 48	Location Sequence › ncds_65_eq › Section D
Type Text	Minimum Length	Maximum Length 255

**Question**

Basic reading Scheme used by this child

 qi\_48\_i - 48 i

Name qi_48_i	Label 48 i	Location Sequence › ncds_65_eq › Section D
Type Multiple Choice	Selection Type SelectOne	Display Style

**Question**

Please detail child's present reading standard:

**Instructions**


Please ring appropriate number

**Choices**

1	Beyond basic reading scheme
2	At present on Book 4
3	At present on Book 3
4	At present on Book 2
5	At present on Book 1 or introductory book
6	On pre-reading activities only
0	Don't know or inapplicable

**Section E**

Label Section E	Location Sequence › ncds_65_eq
Type Sequence	Order InOrderOfAppearance

 qg\_49-56 - 49-56

Name qg_49-56	Label 49-56	Location Sequence › ncds_65_eq › Section E
Type Question Grid		

**Question**

Below are a few descriptions of behaviour shown by some children. It is assumed that any one particular description will fit only a minority of children, but the proportion of seven-year-old children who show at least one of the aspects of behaviour listed below in some degree is, possibly, considerable. It is hoped that this section will throw some light on this question.

**Rows**

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

**Columns**

	Code
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