

## 10 Year Teacher Questionnaire Coding

This document shows item variable names and their numeric coding, both in the cleaned raw data and in the analysis dataset. Original coding documents were written in 2008, and this updated version was created in June 2023.

The layout and formatting of the original questionnaire have been modified in order to accommodate variable names and value coding. However, the text of the items themselves is unchanged; page numbering is unchanged from the original; and the layout is broadly similar to the original.

The annotation in this red font show variable names and values used in the analysis dataset.

For most items, the variable naming and value coding in the cleaned raw data are the same as in the dataset. However, where they differ, this blue font is used to show any differences between the dataset and the cleaned raw data.

In the raw data, a missing response is coded as -99, but in the dataset such responses have been recoded to missing values. This applies to all items and is not annotated for individual questions in this document.

In the dataset, every item has been double-entered, with one row of data per twin, and with both twin and cotwin variables. The twin variables have names ending in '1', while the cotwin variables have names ending in '2'. The raw data variables are not double entered, so only variables with names ending in '1' are present.

The responses to all questions were collected by means of tick-box categories and, in all cases, these have been numerically coded as shown.

## TEACHER REPORT ON CLASSROOM ENVIRONMENT, BEHAVIOUR, LANGUAGE, AND ACADEMIC ACHIEVEMENT

*Thank you for taking the time to complete this questionnaire. Although some questions may appear similar, please do your best to answer all, as there are subtle differences. We know that some will be difficult to answer, but we are interested in your perceptions. Please let us know what you think, based on your observations over the past SIX MONTHS. **All of your answers are strictly confidential.** Please feel free to contact us at TEDS on Freephone 0800 317 029, e-mail: TEDS@iop.kcl.ac.uk*

Please indicate your answers with a cross  using BLACK ink based on your observations over the past **SIX MONTHS**.

TwinID [unique twin identifier]  
This ID is not used in the dataset.

We would like to know about this pupil's **classroom** and **school friends**. For each item, please mark the box for **Certainly true**, **Somewhat true**, or **Not true**.

### This pupil's classroom is a place where:

	Certainly true	Somewhat true	Not true
1. s/he likes to be <span style="color: red;">jtcla11</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. his/her friends care about the work they do <span style="color: red;">jtcla21</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. s/he has a lot of fun <span style="color: red;">jtcla31</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. his/her friends try their best to get high marks <span style="color: red;">jtcla41</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. his/her friends enjoy learning <span style="color: red;">jtcla51</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. s/he feels happy <span style="color: red;">jtcla61</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. s/he feels proud to be a pupil <span style="color: red;">jtcla71</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. his/her friends often get into trouble <span style="color: red;">jtcla81</span>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

We would like you to tell us a bit about what your classroom is like. For each item, please tick one of the boxes for ... YES or NO

My classroom is a place where:	YES	NO
1. There is very little noise <span style="color: red;">jtcha011</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. We almost always seem to be rushed <span style="color: red;">jtcha021</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. We are usually able to stay on top of things, for example planning activities, getting them ready <span style="color: red;">jtcha031</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. No matter how hard we try, we always seem to be running late <span style="color: red;">jtcha041</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. It's a real zoo in our classroom <span style="color: red;">jtcha051</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. Adults can talk to each other and to children without being interrupted <span style="color: red;">jtcha061</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. We get a lot of distracting events in our classroom <span style="color: red;">jtcha071</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. No matter what we plan for, it usually doesn't seem to work out <span style="color: red;">jtcha081</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9. We can usually find things when we need them <span style="color: red;">jtcha091</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10. You can't hear yourself think in our classroom <span style="color: red;">jtcha101</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

Continued from overleaf

**YES**

**NO**

My classroom is a place where:

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 11. Our classroom is a relaxing place for children to be <i>jtcha111</i>                           | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 12. Interruptions make it difficult to keep a schedule in our classroom <i>jtcha121</i>            | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 13. The atmosphere in our classroom is calm <i>jtcha131</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 14. Our classroom is always untidy <i>jtcha141</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 15. There are too many children in our classroom given the amount of space we have <i>jtcha151</i> | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 16. There are many adults in and out of my classroom during the day <i>jtcha161</i>                | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

The following set of questions has to do with how good you think this child is at various aspects of language and communication (including oral skills, reading and writing). Please read each question carefully and try to answer as best you can.

How good do you think this child is at:

- |  | Very good                  | Quite good                 | Doing OK                   | Not so good                | Not at all good            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Listening</b>   |                            |                            |                            |                            |                            |
| 1. Paying attention <i>jtgoo011</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Following spoken directions <i>jtgoo021</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Remembering things people say <i>jtgoo031</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. Following what people are saying <i>jtgoo041</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Understanding a wide range of words <i>jtgoo051</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6. Understanding new ideas <i>jtgoo061</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7. Establishing eye contact when talking or listening <i>jtgoo071</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8. Understanding facial expressions, gestures, or body language <i>jtgoo081</i>                                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <b>Speaking</b>  |                            |                            |                            |                            |                            |
| 9. Answering questions people ask <i>jtgoo091</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 10. Formulating relevant questions <i>jtgoo101</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 11. Using a variety of vocabulary words when talking <i>jtgoo111</i>   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 12. Thinking of (finding) the right word to say <i>jtgoo121</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 13. Expressing thoughts <i>jtgoo131</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 14. Describing things to people <i>jtgoo141</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15. Staying on the subject when talking <i>jtgoo151</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 16. Getting to the point when talking <i>jtgoo161</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 17. Putting events in the right order when telling stories or talking about things that happened <i>jtgoo171</i> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 18. Using good grammar when talking <i>jtgoo181</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 19. Using complete sentences when talking <i>jtgoo191</i>  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 20. Talking fluently in long sentences rather than using short and choppy sentences <i>jtgoo201</i>              | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

	Very good	Quite good	Doing OK	Not so good	Not at all good
21. Expanding an answer or providing details when talking <b>jtgoo211</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
22. Starting a conversation <b>jtgoo221</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23. Taking turns in a conversation <b>jtgoo231</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
24. Staying on topic during a conversation <b>jtgoo241</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
25. Talking with a group of people <b>jtgoo251</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
26. Saying something another way when people don't understand the first time <b>jtgoo261</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### Reading

27. Sounding out new or difficult words <b>jtgoo271</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
28. Understanding what was read <b>jtgoo281</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
29. Explaining what was read <b>jtgoo291</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
30. Identifying the main ideas <b>jtgoo301</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
31. Remembering details (from something that was read) <b>jtgoo311</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
32. Following written directions <b>jtgoo321</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### Writing

33. Writing down thoughts <b>jtgoo331</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
34. Using good grammar when writing <b>jtgoo341</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
35. Writing complete and coherent sentences <b>jtgoo351</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
36. Writing fluently in long sentences rather than using short and choppy sentences <b>jtgoo361</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
37. Expanding an answer providing details when writing <b>jtgoo371</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
38. Putting words in the right order when writing sentences <b>jtgoo381</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

## ACADEMIC ACHIEVEMENT

We would like to know whether the pupil has any **special educational needs**, as it is important for us to put academic achievement ratings in context. Please mark one box with a cross ☒ for each statement.

1. Is s/he on the Special Educational Needs (SEN) Register? **jtse nrg1** Yes  1 No  0

2. Does s/he currently have a Statement of Educational Needs? **jtse n1** Yes  1 No  0

We would be grateful if you could comment on this pupil's **current level of attainment** in terms of the National Curriculum. The descriptions of attainment at different levels are provided below for your reference. For further guidance please refer to the enclosed leaflet.

Level **1** represents achievement **well below** the expected standard for most 9-year-olds; Level **2** represents achievement **below** the expected standard. Level **3** represents achievement **at the expected standard** for most 9-year-olds. Levels **4** and **5** represent achievement **above** the expected standard for most 9-year-olds. Level 5 represents **exceptional** achievement, and is the expected level of attainment for pupils at age 13.

		National Curriculum rating				
		1	2	3	4	5
<b>English</b>						
	<i>Speaking and listening</i> jtengsp1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Reading</i> jtengrel	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Writing</i> jtengwrl	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Mathematics</b>						
	<i>Using and applying mathematics</i> jtmatu1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Number and algebra</i> jtmatnu1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Shapes, space and measures</i> jtmatsh1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<b>Science</b>						
	<i>Scientific enquiry</i> jtscisc1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Life processes and living things</i> jtscil1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<i>Physical processes</i> jtsciph1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thank you for participating in our study!

The information that you have kindly provided will be kept strictly confidential and used anonymously for our analyses.

[The signature, date and teacher type were not entered in the raw data and are not present in the dataset]

Signature \_\_\_\_\_ Date \_\_\_\_\_

Class teacher/Subject teacher/Special need co-ordinator/other (please specify)