

Instrument Formatting Checklist

Consider the following items when you develop your evaluation instrument. Page 3 contains a sample survey illustrating many of these tips.

1. Instrument Title:

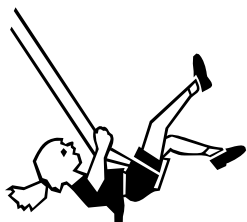
- Use clear and concise words.
- State the program name.
- Indicate the type of service provided (e.g., tutoring, mentoring).
- Reflect the instrument method and content (e.g., survey, checklist).
- Make sure the instrument type is identical to the one listed in the Performance Measurement worksheet/work plan/project plan.



2. Introductory Statement:

- Include information about the instrument's purpose.
- Include information about how the data will be used.
- Include information about the level of confidentiality that will be arranged (e.g., who will see their responses, how responses will be reported). **Always provide the "confidentiality" you promise.**

3. Demographics:



- Include questions that ask respondents for relevant information about themselves and their background (e.g., student's name, grade, age).
- If necessary, include questions that ask about the person administering the instrument (e.g., teacher's name, observer's name).
- If appropriate, identify the length of respondent participation in the program.

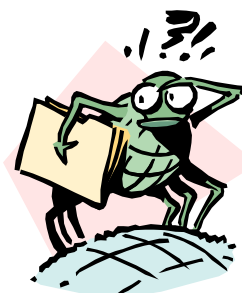
4. Directions:



- Include general directions on how to complete the instrument, itself (e.g., when, where, and how to return the instrument).
- Include specific directions on how to complete each section of the instrument.
- Make sure specific directions appear before each appropriate section.

5. Questions:

- Use language that respondents understand (e.g., “pedagogical” vs. “way to teach”).
- Avoid “double-barreled” questions (e.g., “Has your student’s *classroom behavior* and *homework habits* improved?”).
- Allow enough space for participants to write when using open-ended questions.
- Avoid biased and value laden words or phrases.
- Include only questions asking for **needed** information.
- Keep question and answer options on the same page.
- Allow space for comments, concerns, or suggestions.



6. Format:

- Use icons or graphics as clarifiers (e.g., *Please place a check in the appropriate box.*)
- Use a clearly legible font (e.g., Arial, Times New Roman, Courier) and appropriate font size (at least 10 pt).
- Lay out text and graphics using an entire page. Separate sections of the survey with spacing and bold headings.
- Allow enough space between the questions.
- Develop an instrument that it is pleasing to the eye (e.g., not “busy”).
- Indicate the date of test administration.
- Identify whether it is a pre, post, or ongoing survey.
- Note the name of the program/organization that **developed** the instrument at the bottom of the page.
- Include a computer file location path of where to find a copy of the instrument in the footer (e.g., C:\My Documents\STAR\survey).
- Include the date of each new version in the header/footer.



7. Pilot Testing:

- Clearly label a draft instrument “**DRAFT**”.
- Be mindful that advanced permission to conduct the pilot test may be necessary.
- Arrange for the pilot test participants and conditions to be as close to the actual administration conditions as possible (e.g., time of day, location, methods, respondents).

1 → **SCHOOL READINESS SURVEY**

Bay Area Tutors, San Francisco

← 7

This is a: pre-test post-test ← 6

2 → **Dear Tutor:**

This instrument will help measure school readiness and listening skills for students participating in the Bay Area Tutors Reading program. All data will remain confidential and results will be reported anonymously.

Please indicate above if this is a pre- or post-test. The pre-test should be conducted within the first month of the program. The post-test should be conducted after the students have participated in the program for at least seven months.

Your Name: _____ Date: _____

3 → School: _____ Students Name: _____

← 6

School Readiness ← 6

Directions: Please check all items that you observe for each student.

1. Before tutoring session begins:

- Student is prepared for tutoring session (e.g., read assigned material, completed homework).
- Student has materials (e.g., pencils, paper).
- Student arrives on time.

2. During tutoring session:

- Student follows ground rules.
- Student participates in tutoring session activities (e.g., participates in discussions/ answers questions, completes seatwork, works cooperatively with other students).
- Student asks for assistance when needed.

Listening Skills

Directions: Based on your observations, please check the items that best describes your perception of this student.

- Student pays attention to whoever is speaking.
- Student does not interrupt someone speaking.
- Student actively listens and tries to answer questions.
- Student is able to reiterate clearly what the speaker said.
- Student demonstrates the ability of recognizing the main idea of discussions.

If there are any comments you would like to add, please do so at the back of this page.

Thank you. Please return the completed form to the Program Manager.