



Administration Guide and Read- Aloud Protocol

Common Instrument Suite–Student (CIS-S) Retrospective Pre-Post

How to Use This Guide

This reference guide was designed to provide program staff with more information on how to administer the Common Instrument Suite-Student (CIS-S). This youth self-report survey takes approximately 10 minutes to complete at the end of their program. The survey can be administered offline using paper/pencil surveys or online using computers/tablets connected to the internet. To ensure that the administration of this Common Instrument Suite youth survey goes smoothly for you, we have created this short guide to help you on administration days.

Overview

PEAR's Common Instrument Suite-Student (CIS-S) is a self-report questionnaire that measures a variety of STEM-related attitudes, including STEM engagement, STEM career knowledge, and STEM identity. It was initially developed with informal/outside-of-school time (OST) STEM programs in mind, but the survey can also be completed by students in school because the concepts are equally applicable. The purpose of the survey is to better understand how informal STEM programming impacts students' perceptions/attitudes towards STEM. The survey format is Retrospective Pre-Post, which means it is administered at the end of your program *and* how they feel now.

Contact Information

If you have any difficulty accessing the survey links or if you have a time-sensitive question or tech issue, please do not hesitate to contact:

support@pearinc.org

Read-Aloud Administration Guide for the Common Instrument Student Survey

Why Choose to Read Aloud: Some youth may benefit from an adult reading the survey questions aloud to the group or individual when they have challenges accessing the text. Youth may find the survey more manageable with hearing the questions read aloud as opposed to silently completing the survey. Please note: a read-aloud protocol is required for students below Grade 4 or for any students who are not yet at a 4th grade reading level.

Who May Benefit from a Read-Aloud Administration

- Youth who struggle with reading comprehension or typically need extra support in test-taking setting (in particular those who have read-aloud accommodations on an IEP)
- Any youth struggling to stay on task during the survey

Read-Aloud Protocol

1. Please have a copy of the Common Instrument Survey in front of you.
2. Follow the script on page 2 of this guide.
3. The experience of the read-aloud is to simply read the items to youth.
4. Read each item **exactly** how it appears on the survey.
5. After reading each question prompt, pause for youth to ask questions.
6. If someone has a question about an item, try to respond to questions by repeating the item, words or answer choices as needed. Please **do not** provide personal examples or begin to get into conversation about the survey. Discussions or in-depth explanations may influence how youth answer the questions
7. Try to respond to questions by repeating the item, words or answer choices as needed.
8. Once students have completed this first section (*Name, Date, etc.*) please explain...

“I will now begin to read the survey items. After each question, I will pause for you to answer the question on your computer (tablet, paper, etc.). Please remember this is a survey with no right or wrong answers. Please answer the following questions about yourself as honestly as you can. If you have any questions, raise your hand quietly. For each of the following statements, please check the box that best describes what you think about the statement.”

If an individual wants to move ahead and not follow along with the read-aloud, explain that they are allowed to read ahead at their own pace, but it is important that you continue to read these questions slowly for others in the group.

Administration Instructions & Scripts

Online Version

Paper Version

①

Instruct youth to access the link to the survey (*this may be via email, copied from the white board, etc.*)

Hand out paper/pencil copies of the survey.

②

Based on the selected survey design, distribute slips with authenticated CIS Access Codes to youth (*remember that CIS Access Codes may be required to complete the online survey*), have youth fill in their First/Last Name and Date of Birth (if applicable), **or** input a program-generated student ID used for quality assurance purposes.

③

Once all youth have accessed the survey instruct them to click “I am a student taking this survey.”

Direct youth to the top of the survey. They will write out the corresponding student information (e.g., Site Name, Date, age, and ID/name and birthday (if applicable). Check to see if there are any questions.

④

They will see the following instructions on their survey, please read aloud.

Dear student,

Your school or program would like you to take a survey that asks you questions about how you feel about science -- especially how you feel now compared to how you felt at the beginning of your program.

We want to learn about your experiences with science activities everywhere you do or think about science: afterschool, on TV, on the internet, in museums/zoo's, in the summer, at home or anywhere!

Please remember these things:

- This survey is not a test, and this means there are no “right” or “wrong” answers.
- This is all about your experiences, thoughts, and feelings.
- Please take your time and answer the questions as honestly as you can.
- This survey is voluntary, and this means you can stop at any time.

We use the survey to help schools and afterschool programs become more interesting and exciting. If you have any questions, please raise your hand and ask for help.

Thank you for participating and sharing your thoughts about science!

⑤

Instruct youth to click to the next page of the survey. They will enter the corresponding student information (e.g., Site Name, Date, age, and ID/name and birthday (if applicable). Check to see if there are any questions.

Instruct youth to turn to the next page.

⑥

They will see practice questions on their survey. Please read the instructions aloud.

This survey first asks you to tell us how you felt at the **START OF THE PROGRAM**, and then it asks you how you are feeling **RIGHT NOW**, at the end of the program. We call this *reflection*.

PRACTICE #1

Below is an example to help you understand what we mean by reflection. This practice will help you get in the mindset of reflecting.

First, think back to the start of your program:

1. In which month did you start your program?
2. What shoes did you wear on the first day?
3. What did it feel like to walk into your program on the first day?

Next, think about right now:

1. What month is it now?
2. What shoes are you wearing now?
3. What does it feel like to walk into your program today?

PRACTICE #2 Now let's try a practice question!

Think about the sentence in the middle of the table below. Please pick the bubble on the **LEFT** that matches how you felt **BEFORE** your program and then pick the bubble on the **RIGHT** that matches how you feel **TODAY**.

BEFORE PROGRAM...					TODAY...			
Not at all	Some-times	Often	Almost Always		Not at all	Some-times	Often	Almost Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I like to play outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⑦

Check to see if there are questions. Youth may now begin the survey.

⑧

Be sure youth complete the entire survey before they leave. They should answer all questions. This is especially important with online administration because they may not be able to return to their surveys if they exit.