

## TCU's LIINK Project (Let's Inspire Innovation 'N Kids)

### Assessments in the Schools with K-2 Children

The Student Record of Behavior (STROBE; Marchant, 1989) is a classroom measure that was developed for teachers or researchers interested in the verbal and nonverbal behaviors related to the learning of students in the classroom with very little interference. The STROBE is a 7 x 5 square grid with 10 smaller boxes within each square. Each rectangle containing 10 small boxes represents one student. The observer locates one student in the classroom at a time and records a behavior code that the student demonstrates in a 10 second period. Each student is observed 10 times. Only one code can be given in each 10-second period. Verbal appropriate and behavior appropriate behaviors are considered attentive. Behavior inappropriate and verbal inappropriate behaviors are considered off-task.

The coding is reflected below:

Category	Definition/Examples
OTM-Behavior Inappropriate-Off-task moving	Full movements. Sitting, standing, walking, (if student is still in classroom)
OTS- Behavior Inappropriate-Off-task stationary	Bouncing, fidget, playing with hair etc.
OTV – Verbal Inappropriate-Off-task vocal	Talking to self or one other
OTLT-Behavior Inappropriate-Off task low tone	Day dreaming
DIS-Verbal/Behavior-Disruptive	Non-directed, verbal or behavioral interaction of 3 or more students. (Ex: yelling at a student, distracting students from independent work, throwing something across the room, etc.)
AGG-Verbal/Behavioral-Aggressive	Directed behavior (ex: pushing, shoving, pinching, fighting, etc.)
APR – Appropriate behaviors observed	Following directions, working quietly at seat, being respectful of classmates and teacher



Sample Listening Assessment for K-2 Children

Level P

5.

four sentences

The black cat chased the little mouse in the house. The mouse ran and ran. Then it went into a small hole in the wall. The cat banged its nose on the hole and hissed!

1. Who did you picture chasing the mouse in the house?
2. Where did you picture the mouse going to get away from the cat?
3. Why do you think the cat banged its nose on the hole?
4. Why did it hiss?
5. What is a good title for this story?

6.

four sentences

The girl saw a silver dime. She picked it up. She ran to the store. Finally, the pink candy was hers!

1. What did you picture the girl picking up and what color was it?
2. Where did the girl run?
3. What did the girl do with the silver dime?
4. Why do you think the girl didn't buy the candy sooner?
5. What might you picture the girl doing next?
6. What is the main idea of this story?

## Recess Observation Form

Observer Name \_\_\_\_\_ Date: \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Circle One: Fall Spring

How much time from classroom to recess area \_\_\_\_\_

Time from recess to classroom \_\_\_\_\_

Temp \_\_\_\_\_ Humidity \_\_\_\_\_ Cloud cover \_\_\_\_\_

Where do you notice most of the children?

Beg of recess \_\_\_\_\_ at 5 minutes \_\_\_\_\_ at 10 minutes \_\_\_\_\_

**Comments: (what kinds of activities did the students engage in?, what were some of the rules for these activities, if any?)**

## Character Development Survey

This survey is answered by the teacher online through Qualtrics for each student (Fall & Spring)

Responses:    Always    Most of the time    Sometimes    Mostly not    Never  
                      5                    4                    3                    2                    1

- 1) The child enjoys coming to school.
- 2) The child plays nicely with others.
- 3) The child speaks politely to his/her teacher.
- 4) If the child is mean to someone, he/she feels bad about it later.
- 5) The child tries hard to do well in school.
- 6) The child pushes, shoves, or hits kids at school.
- 7) The child treats his/her friends the way he/she likes to be treated.
- 8) The child pays attention in class.
- 9) The child says "I'm sorry" if he/she has done something wrong.
- 10) The child listens when the teacher is talking.
- 11) The child tells the truth.
- 12) The child bothers kids at school.
- 13) The child understands how other kids feel.
- 14) The child is a good friend to others.
- 15) The child says "I'm sorry" when he/she is wrong.
- 16) The child is nice to kids who are different than him/her.
- 17) When the child sees someone who is happy, he/she feels happy too.
- 18) The child has called a kid at school a name they didn't like.
- 19) The child is proud to be a student at **(Insert School name)**.
- 20) The child feels like he/she belongs at **(Insert School name)**.

## Teacher Burnout

Strongly Disagree (1)  
Moderately Disagree (2)  
Slightly Disagree (3)  
Slightly Agree (4)  
Moderately Agree (5)  
Strongly Agree (6)

1. I look forward to teaching in the future
2. I am glad that I selected teaching as a career
3. Teaching is more fulfilling than I had expected
4. If I had to do it all over again, I would not become a school teacher
5. I look forward to each training day
6. I get adequate praise from my supervisors for a job well done
7. I feel that administrators are willing to help me with classroom problems, should they arise.
8. I believe that my efforts in the classroom are unappreciated by the administrators
9. My supervisors give me more criticism than praise
10. I feel that administrators will not help me with classroom difficulties
11. The administration blames me for classroom problems.
12. I feel depressed because of my teaching experiences
13. The teaching day seems to drag on and on
14. My physical illnesses may be related to the stress in the job
15. I find it difficult to calm down after a day of teaching\
16. I feel that I could do a much better job of teaching if the only the problems confronting me were not so great
17. The stresses in the job are more than I can bear
18. The students are out of control
19. Most of my students are decent people
20. Most students come to school ready to learn
21. Students come to school with bad attitudes