



R343 Justin Hall
Kansas State University
Manhattan, Kansas 66506
785-532-5773
<http://www.theringofvalor.com>

Charles A. Smith, Ph.D.



Program Assessment



*A Guide for Teachers, Administrators, and other
Program Leaders*



Program Assessment

A Guide for Teachers, Administrators, and other Program Leaders

Purpose

1. To establish a baseline of children’s attitudes toward bullying
2. Provide children with the opportunity to express their opinions about bullying
3. To shape program goals, resources, and direction by determining needs

Background

Program assessment is a critical element in achieving success in any program. Obtaining a baseline is an important step in order to evaluate progress. The survey component of the Ring of Valor: Bullying assessment is a simple and brief instrument for use with fifth or sixth graders. Instead of a “1-5” scale, it uses a “true-false” format. A simple two alternative choice does not provide the rich statistical potential of a scaled response but produces responses that are more likely to be valid. I have serious doubts that a 1-5 scale is reliable with grade school children or an effective reflection of their opinions. A true-false format makes more sense to children, produces an assessment that is transparent in its impact, and is easier to score.

The eighteen questions on the survey provide a useful snapshot of children’s experience and beliefs about bullying and its impact on their lives. The Summary Tally organizes responses from the entire class. The Category Summary organizes all responses into the major categories:

- What ideas do children have about bullying (Questions 9, 15, 16, 17, 18)
- What are children’s personal experiences related to bullying (2, 3, 6, 7, 8, 10, 11, 12, 13)
- What do children believe about support from their school (1, 4, 5, 14)

Additional questions can be added and revised at any time so check back to make sure you have the most recent version.

Preparation

Read the resources on bullying available at <http://www.theringofvalor.com>.

Join the *Ring of Valor: Bullying forum* to gain access to the activities PDF files and discuss all aspects of the program including assessment:

http://ringofvalor_bullying.myfreeforum.org/

Download and examine the following files located at the program activities page (<http://www.ksu.edu/wwparent/programs/bullying/activities.htm>):

- *A Handbook for Teachers, Administrators, and Other Program Leaders*
- *The Bullying Survey* PDF module

Administration of assessment

Make copies of *The Bullying Survey* for each of your children. Set aside about twenty minutes for fifth or sixth grade children to complete the survey. Emphasize:

- There is no right or wrong answers. You want to examine what they think to help you plan for the year (or to reflect on what they think at this point).
- Their responses indicate whether they think something is true or not. Their answers do not mean whether they think whether the question states something that is right or wrong. They might think something is true but not the way you would want it to be.
- Their responses will not be publicly announced although everyone's responses might be summarized and discussed in class.

Do not discuss anything other than how to complete the survey before children begin. You may wish to talk about bullying after all responses on the survey forms have been collected.

The Summary and Category Tally

The attached *Summary Tally* allows you to keep a frequency record of all responses of your children to each question. The shaded area indicates the category of the question.

The attached *Category Summary* allows you to organize the responses to questions in terms of the three key questions. Either the "True" or "False" response to each question indicates a "negative" reply. This negative is shaded on the tally. The child has a misconception about bullying, a dim view of their experience associated with bullying, or a lack of confidence in the school's performance. Tally the shaded questions for each category and divide by the number of responses to the question to achieve a total percentage of negative views score.

Using the results

If the assessment is administered at the beginning of the year, study all the responses for their implications for program development over the remaining year. If the assessment is administered at the end of the year as a follow-up assessment, then compare the first and second tests as a measure of success. Use these second results to reinvigorate your planning for the following year.

Use the data in a variety of ways, from reports to your administration to meetings of your PTA or PTO.

If you have any questions about the survey, suggestions for new or revised questions, and comments for how you have used the results, visit The Ring of Valor: Bullying forum.

⋮

The Ring of Valor: Bullying

The Summary Tally

	Frequency selected		Frequency selected		Frequency selected
Unfair		Afraid		Confident	
Cruelty		Bruises		Fleeing	
Sadness		Crying		Bravery	
Yelling		Shame		Hate	
Anger		Worry		Fighting	
				Loneliness	

	True	False
1. Bullying is a problem in our school		
2. I have NOT been bullied by someone at our school.		
3. Last year I missed school because I was worried about being bullied		
4. In our school, kids who are bullied do NOT go to a teacher for help.		
5. There are rules against bullying in our school.		
6. If I am bullied, I think one of my classmates will step in and help me.		
7. There is someone at home I can talk to if I am bullied.		
8. There are NO adults at school I can talk to if I am bullied.		
9. Teasing and bullying are the same thing.		
10. I don't have many friends at school.		
11. I am afraid of being bullied on my way to school or on my way home.		
12. I know what to do if I am bullied at school.		
13. I do NOT know what to do if I am bullied on the way home.		
14. The adults at my school do NOT ignore bullying.		
15. Most bullying I see is done in fun, not to hurt people.		
16. Most students who get bullied do NOT bring it on themselves.		
17. Bullying helps people by making them tougher.		
18. Teachers who reprimand a student for bullying make it worse.		

Days of school missed	1:	2-4:	5 or more:
-----------------------	----	------	------------

The Ring of Valor: Bullying

The Category Summary

Add the number of responses in each of the shaded areas for each question in the survey.

What is the extent of children’s misunderstanding of bullying?

Q	Shaded tally	Total # responses
9		
15		
16		
17		
18		
Total:	A	B

A/B = _____% of *misunderstanding*

How effective is the school in addressing the issue of bullying?

Q	Shaded tally	Total # responses
1		
4		
5		
14		
Total:	C	D

C/D = _____% of *poor school evaluation*

Summarize comments of children on the reverse (or add additional pages)

What level of anxiety do children have about bullying?

Q	Shaded tally	Total # responses
2		
3		
6		
7		
8		
10		
11		
12		
13		
Total:	E	F

E/F = _____% of *anxiety*

Percentage of children who said they missed at least one day of school because of bullying: