



Summer 2017 Survey of Academic and Youth Outcomes (SAYO)

Teacher/Staff Version

This survey is available online if you prefer:

Student Name _____

Program _____

Teacher/ Staff Name _____

Date _____

(This page will be removed during data processing to protect confidentiality.)

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program. October 2003. Latest revision June 2016.

Summer 2017 Survey of Academic and Youth Outcomes (SAYO) Teacher/Staff Instructions

SAYO Skills

Critical Thinking
Perseverance
Relationships with Peers
Relationships with Adults
Communication
Self-Regulation
Academic Skills (ELA & Math)

Rating Scale:

The SAYO asks teachers and summer program staff to rate **how often** an individual child or youth exhibits specific behavior patterns based on the following five point scale:

- **Never** I have never seen this child exhibit this behavior.
- **Rarely** I have seen this child exhibit this behavior, but it is a rare occurrence. This behavior is not typical for this child.
- **Sometimes** This child sometimes exhibits this behavior and sometimes does not.
- **Usually** This child usually exhibits this behavior; however, there are times when s/he does not.
- **Always** This child always exhibits this behavior. It is a consistent part of his/her behavioral pattern.

Please mark your answers clearly:

- Completely fill in the circles.
- Clearly cross out any answer you want to change, and fill in a new circle.
- Keep corrections to a minimum by reading the questions carefully.

This kind of mark will work:

Correct Mark:

These kinds of marks will not work:

Incorrect Marks:

DO NOT WRITE IN THIS BOX— For office use only

Site ID: Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

PRE SAYO: ①

POST SAYO: ②

Student ID: Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

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Ⓐ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

| Critical Thinking | Never | Rarely | Some- times | Usually | Always |
|--|--------------|---------------|------------------------|----------------|---------------|
| a. Is able to interpret the meaning of new information. | ○ | ○ | ○ | ○ | ○ |
| b. Is able to analyze relationships between ideas or concepts. | ○ | ○ | ○ | ○ | ○ |
| c. Considers perspectives other than his/her own. | ○ | ○ | ○ | ○ | ○ |
| d. Is able to break down alternate perspectives or arguments. | ○ | ○ | ○ | ○ | ○ |
| e. Draws conclusions after considering all evidence. | ○ | ○ | ○ | ○ | ○ |
| f. Explains how conclusion was reached. | ○ | ○ | ○ | ○ | ○ |
| g. Identifies his/her own bias or perspective. | ○ | ○ | ○ | ○ | ○ |
| Self-Regulation | Never | Rarely | Some- times | Usually | Always |
| a. Works well independently when expected to do so. | ○ | ○ | ○ | ○ | ○ |
| b. Is able to regain control of behavior or adjust behavior when given warning. | ○ | ○ | ○ | ○ | ○ |
| c. Is able to maintain focus and attention on task. | ○ | ○ | ○ | ○ | ○ |
| d. Is self-reflective and can plan and think ahead. | ○ | ○ | ○ | ○ | ○ |
| e. Can control impulses, both to stop doing something if needed or to start doing something if needed. | ○ | ○ | ○ | ○ | ○ |

Continued



Please indicate how often this student:

| Perseverance | Never | Rarely | Some- times | Usually | Always |
|--|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| a. Sets goals for self. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Identifies manageable steps to achieving goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Sticks to a plan to complete a task. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Makes continued attempts to complete a task. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Able to identify connections between current task and future goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Demonstrates understanding of when it might be better to quit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Relations with Peers | Never | Rarely | Some- times | Usually | Always |
|---|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| a. Works well on cooperative tasks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Forms friendships with peers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Shows respect and consideration for peers (<i>including those who may differ by gender, age, race/ethnicity, or peer group</i>). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Is able to disagree with, or question, peers in a respectful friendly manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Is able to compromise with peers during times of disagreement or conflict. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Is able to listen to a peers' point of view during a disagreement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Continued



| Please indicate how often this student: | | | | | |
|--|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| Relationships with Adults | Never | Rarely | Some- times | Usually | Always |
| a. Seeks recognition and/or approval from adults (<i>Youth may be indirect, e.g., may ask an adult his/her opinion on something the youth made or did</i>). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Discusses special interests or ideas with staff member or teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Initiates interactions with adults. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Seeks appropriate assistance and support from staff in resolving problems (<i>e.g., may ask an adult to help them think through a problem – rather than expecting adults to provide solutions</i>). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Appears comfortable spending relaxed time 1:1 with an adult. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Is able to disagree with, or question, adults in a respectful and friendly manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Shows respect for adults. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication | Never | Rarely | Some- times | Usually | Always |
| a. Volunteers to ask a question or answer a question during group time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Is able to effectively communicate an idea or information to others (<i>e.g., presents info in a logical sequence, main points of message are clear.</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Speaks clearly and loudly enough for others to hear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Demonstrates active listening skills (<i>e.g., is able to summarize key points of speaker</i>). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Is able to contribute ideas, opinions or information that are relevant to the group's discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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| Academic Performance | | | | |
|--|---|---|---|--|
| Please indicate this student's performance in relation to grade level standards in the following subject areas. | Poor <u>Significantly</u> below grade level standards | Needs Improvement <u>Somewhat</u> below grade level standards | Satisfactory <u>At</u> grade level standards | Very Good <u>Above</u> grade level standards |
| English Language Arts | | | | |
| a. Reading | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Verbal Communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Written Communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics | | | | |
| a. Mathematical communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Mathematical reasoning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Mathematical problem-solving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |