



Fostering Readers

Fostering Readers Evaluation Kit Pilot Program

Evaluation Components

The evaluation kit includes the following components:

- Evaluation implementation guidance
- Program satisfaction surveys
 - Survey Cover Sheet
 - Child
 - Parent
- Participant engagement observation forms
 - With second observer/facilitator
 - Without second observer/facilitator
- Activity success assessments
 - Mmmmm... it's a Text Tasting
 - Let's Write About It!
 - Let's Tell the Story
 - A Recipe for Fun
 - Stories without Words
 - It's Raining, It's Pouring
 - Let's Create
 - Holy Reading, Batman!
 - Activity Success Evaluation Template

Fostering Readers Evaluation Implementation Guide

Evaluation Purpose

The Fostering Readers evaluation is designed to support capacity-building at the site level so that those implementing the program can assess the extent to which they are meeting their goals, expected outcomes, and the needs of their participants. The following components, used together, will provide multiple perspectives about how well the site is meeting its goals in terms of satisfaction, engagement, activity success, and outcomes. These tools are not designed to assess the facilitator, but to help us understand the extent to which the Fostering Readers resources are helpful to the facilitator and the children they work with.

Instructions

The number of evaluation tools included in this kit may seem overwhelming. However, not every form/survey/assessment needs to be used for every activity. The following grid provides an overview of when and how these tools can be used. (Highlighted items should be completed for every activity except where noted in the last column).

Tool	When to use	Who Completes	Who Submits	Estimate Time to Complete	Notes
Reflection Sheet	Pre implementation (all sites), post training (intervention group only), and post implementation (all sites)	Facilitator	[Insert name] (see notes)	5 minutes	This will be administered by web for the pre, and post and by paper at the training (for the intervention group)
Survey Cover Sheet	Section A before each activity; Section B after each activity	Facilitator	[Insert name]	2 minutes for Section A; 5 minutes for Section B	
Child Satisfaction Survey	At the conclusion of every activity	Child	[Insert name]	5 minutes	
Parent/Caregiver Satisfaction Survey	At the conclusion of every activity	Parent/ Caregiver—Only if present during at least 30 minutes of activity	[Insert name]	5 minutes	Only appropriate for programs when parents are present
Participant Engagement Form(s)	D.1 – Throughout the activity AND D.2—At the end of the activity AND [for after school programs only] D.3 (After school programs only)— Before Pilot Period and after every each activity	D.1-- Expert Observer AND D.2— Facilitator OR D.3 After School Program Facilitator	D.1-- Expert observer [Insert name] D.2-- Library/ After School Staff [Insert name] D.3-- After school staff [Insert name]	D.1 – Duration of activity D.2— 10 minutes D.3—5 minutes	
Activity Success Assessment	At the conclusion of every activity	Facilitator	[Insert name]	5-10 minutes	Length depends on the nature of the activity and evaluation

Evaluate Participation Satisfaction

[administer for every Fostering Readers activity]

- Survey Cover Sheet
- Child Survey
- Parent/Caregiver Survey

Participation Satisfaction Survey Cover Sheet

Instructions

The Fostering Readers activity facilitator should complete Section A of this form before the activity, and complete Section B immediately following the activity. This Coversheet (and corresponding Participation Satisfaction Surveys) should be completed for every 45-90 minute Fostering Readers activity. The form should be attached to/filed with the child and parent satisfaction surveys.

Section A

Facilitator Name: _____

Facility/Location Name: _____

Date of Activity: _____

Number of Registered Participants: _____ or _____ Not Applicable

Name of Activity: _____

Activity Developer: _____

Section B

(Approximate) number of children that attended for at least 30 minutes: _____

(Approximate) number of parents/guardians that attended for at least 30 minutes: _____

Duration of activity (minutes): _____

Child Satisfaction

Instructions

This survey should be completed by the child independently following each activity, if they have sufficient (Grade 1) reading skills. Alternatively, an adult can read the questions and response options to the group, or, staffing permitting, individually with each child.

We want to know if you liked today's book adventure. Please tell us what you think!

1. Did you find a book you liked?



Yes



No



Maybe

2. Did you have fun today?



Yes



No



Maybe

3. Do you want to come back?



Yes



No



Maybe

Satisfacción del Niño

Instrucciones

Esta encuesta debe ser contestada independientemente por el niño después de cada actividad, si sus destrezas de lectura son suficientes. De otra manera, un adulto puede leer las preguntas y las opciones de respuesta al grupo; o, si hay bastante personal, pueden leer la encuesta individualmente con cada niño.

Queremos saber si te gustó “la aventura de lectura” de hoy. Por favor, ¡dinos lo que piensas!

1. ¿Encontraste un libro que te gustó?



Sí



No



Tal vez

2. ¿Te divertiste hoy?



Sí



No



Tal vez

3. ¿Quieres regresar otro día?



Sí



No



Tal vez

Parent/Caregiver Satisfaction

Instructions: *It is important for us to know if our activities are meeting the needs and interests of you and your child. Please rank your agreement with the following statements based on today's reading activity:*

	Definitely	Somewhat	Not at all	Not applicable
1. I became more aware of resources and services provided by the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel more welcome at the library or activity location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I learned something new that was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I learned something new about my child's reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I will use the library more often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel more confident helping my child choose books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel more confident helping my child with reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. This activity reflected my family's culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. This activity used or included my child's primary language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If not at all, what is your child's primary language?	_____			

Please provide some additional feedback to help us improve programs and services:

11. Overall, how would you rate today's reading activity?

- Loved it! We will definitely return for a future reading activity
- Liked it. We will probably come back for a future reading activity.
- It was okay. We may come back for a future reading activity
- I didn't like it! We definitely won't be back

12. Have you come to a reading activity before?

- Yes: What was it called/about? _____
- No

13. Would you like to come back to another one of our reading programs?

- Yes
- No

14. Other comments or questions: _____



Parent/Caregiver Satisfaction

Es importante saber si estas actividades satisfacen las necesidades y los intereses de Ud. y su niño. Porfavor, ordene por prioridades las siguientes declaraciones, basado en la actividad de lectura de hoy:

	Seguro	Algo	De ningún modo	No aplica
1. He tomado más conciencia de los recursos y los servicios que la biblioteca provee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Siento mejor recibido en la biblioteca (o en donde se realizó esta actividad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Aprendí algo nuevo y útil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Aprendí algo nuevo sobre las capacidades de lectura de mi hijo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Usaré la biblioteca más frecuentemente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tengo más confianza en mis habilidades de ayudar a mi hijo/a escoger libros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tengo más confianza en mis habilidades de ayudar a mi hijo/a con la lectura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Esta actividad refleja la cultura de mi familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. El primer idioma de mi hijo/a estuvo presente en esta actividad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Si no estuvo presente en esta actividad, ¿cuál es el primer idioma de su hijo/a? _____				

Por favor, háganos saber sus observaciones y sugerencias para ayudarnos en mejorar nuestros programas y servicios:

11. En general, ¿cómo calificaría la actividad de lectura de hoy?
- ¡Me gustó mucho! Definitivamente regresaremos para participar en otra actividad de lectura
 - Me gustó. Probablemente regresaremos para participar en otra actividad de lectura.
 - Más o menos. Tal vez regresaremos para participar en otra actividad de lectura
 - No me gustó. Definitivamente no volveremos
12. ¿Han venido anteriormente a una actividad de lectura?
- Sí: ¿Cómo se llamaba/de qué se trataba? _____
 - No
13. ¿Les interesa regresar a otro programa de lectura?
- Sí: No
14. Otros comentarios o preguntas: _____

Evaluate Participant Engagement

There are two ways by which the following Participant Engagement form may be completed based on the availability of a second observer/facilitator. Two versions follow that have different instructions based on whether there is a second adult available to gather information.

Be sure to attach/file this form with the Parent and Child Surveys and corresponding Cover Sheet.

- Participant Engagement- Second Adult Observer/Facilitator Available
- Participant Engagement- Second Adult Observer/Facilitator Unavailable
- Audit of Quiet Time [for aftercare programs only]

Participant Engagement

[Second Adult Observer/Facilitator Available]

Instructions

Use this version if there is a second adult who can complete it during the activity. If the second observer is a co-facilitator, the form can be passed back and forth between the facilitators based on who is leading the main activity. This form is based on behavioral research and is called fixed interval behavioral observation. The observer should decide in advance what “engagement” means based on the nature of the activity as well as the cultural backgrounds of the children. For example, in a teacher read aloud activity, “engagement” is likely to mean quietly looking at the reader. For a writing or drawing activity, it might mean that the child is concentrating on their work. Other times, it might be appropriate if the child is talking with others, offering their opinions, etc. The reviewer should consider the type of activity as well as the cultures and personalities of the participants. This means that the observer should rely on his or her best judgement when assessing engagement and note any unique issues or concerns regarding their confidence in their assessment in the “Additional comments/observations” section of the observation form.

The item should be completed every 5 minutes on the 5 minute mark throughout the activity (it is a snapshot of what is happening at the 5 minute mark, not a summary of what happened during the preceding 4 minutes). This is a somewhat cumbersome version and should be used only periodically- such as during the first few instances of the activity, after significant modifications, or when new facilitators use the activity.

Time	Number of children present	Number of children fully engaged	Number of children somewhat engaged	Number of children completely unengaged	Proportion of children fully engaged (# fully engaged divided by # present)	Additional comments/observations
:05						
:10						
:15						
:20						
:25						
:30						
:35						
:40						
:45						
:50						
:55						
:60						
:65						
:70						
:75						
:80						
:85						
:90						

Overall Observations:

1. At what points were children particularly engaged?

2. At what points were children particularly unengaged?

3. Were there any trends with respect to which activities seemed most/least engaging for children? If so, what did you observe? If so, what did you observe?

4. What would you do differently if you were to do this activity again?

Participant Engagement- All Programs

Instructions

The observer should decide in advance what “engagement” means based on the nature of the activity as well as the cultural backgrounds of the children. For example, in a teacher read aloud activity, “engagement” is likely to mean quietly looking at the reader. For a writing or drawing activity, it might mean that the child is concentrating on their work. Other times, it might be appropriate if the child is talking with others, offering their opinions, etc. The reviewer should consider the type of activity as well as the cultures and personalities of the participants. This means that the observer should rely on his or her best judgement when assessing engagement and note any unique issues or concerns regarding their confidence in their assessment in the “Additional comments/observations” section of the observation form.

1. About what proportion of participants were consistently engaged (actively listening and/or participating the majority of the time with minor or few moments of distraction) engaged throughout the activity?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
2. About what proportion of participants were consistently unengaged throughout the activity?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
3. About what proportion of participants were intermittently engaged (actively listening and participating about half of the time) engaged during the activity?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%

4. At what points in the activity were children particularly engaged?

5. At what points were children more likely to be unengaged/inattentive?

6. Were there any trends with respect to which activities seemed most/least engaging for children? If so, what did you observe?

7. What recommendations do you have for how the activity might be altered to better meet the needs of participants?

Audit of Quiet time Book Use **[For after school programs only]**

Instructions

To be used at least one time before the first Fostering Readers pilot period and following every Fostering Readers activity during the Pilot period. Within 5 minutes of the beginning of the longest period of “quiet” or “rest” time of the day (if books are available to children during this time), answer the following questions:

1. How many children brought a book with them to their resting spot? _____
2. How many children did not bring a book with them to their resting spot? _____
3. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?
 0-25%
 25-50%
 50-75%
 75-100%

4. Other observations about children’s behavior during quiet/rest time:

Evaluate Activity Success

Each activity should include a brief assessment of its success tailored to activity goals and objectives. This appendix includes examples of assessments corresponding to the activities developed to date that provides a template and guidance for how the activity developer may create their own assessment.

Be sure to attach/file this form with the parent and child surveys (Appendices B.2 and B.3) and corresponding Cover Sheet

- Mmmmm... it's a Text Tasting*
- Let's Write About It!*
- Let's Tell the Story*
- A Recipe for Fun*
- Stories without Words*
- It's Raining, It's Pouring*
- Let's Create*
- Holy Reading, Batman!*
- Activity Success Evaluation Template*

Mmmmmm... it's a Text Tasting

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

1. At the close of the activity, ask the following question to as many participants as practicable and record their ability to respond here.
What kind of books do you like to read? [Use additional prompts as necessary such as, who is your favorite author?]
 - # Asked: _____
 - # Offering Clear Opinion: _____

Alternative

Make a grid on a whiteboard or flipchart that includes all of the genres, authors, and formats discussed during the activity and invite every participant to put a check mark or sticker in the cell that reflects what they are most interested in exploring next. Offer a “Don’t know yet” option.

- # Finding a cell that reflects their interest: _____
 - # Marking “Don’t know yet”: _____
2. At the close of the activity, suggest that the participants go pick out a book they might like to read. About what proportion of participants were able to do so independently?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
 3. Following the activity, children spent time engaged with books they selected at the activity?
 - Yes
 - No
 - N/A (no opportunity)

4. Following the activity, more children selected a book to read than usual

- Yes
- No
- N/A (no opportunity)

5. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

6. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#7-11 are for use only when the activity is implemented in libraries]

7. This activity increased the number of K-3 programs offered by the library

- Yes
- No

8. People attending this activity signed up for a library card before/after this activity

- Yes
- No

9. People attending this activity checked out library materials before/after this activity

- Yes
- No

10. People attending this activity spent time using the library before/after this activity

Yes

No

11. I saw people here whom I had not seen at the library before

Yes

No

[#12-15 are for use only when this activity is implemented in afterschool programs]

12. How many children brought a book with them to their resting spot?_____

13. How many children did not bring a book with them to their resting spot?_____

14. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

0-25%

25-50%

50-75%

75-100%

15. Other observations about children's behavior during quiet/rest time: _____

Let's Write About It!

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Given that this activity has work products that reflect participants' progress toward meeting activity outcomes, the facilitator does not need to collect any additional information but should reflect upon the following prompts:

1. About what proportion of participants produced work products that reflected an appropriate (based on age, ability, etc.) understanding of the experience-based writing process?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

2. Following the activity, children spent time engaged with books they selected at the activity?

- Yes
- No
- N/A (no opportunity)

3. Following the activity, more children selected a book to read than usual

- Yes
- No
- N/A (no opportunity)

4. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

5. Overall rating:
- Loved it! I will definitely re-use this activity.
 - Liked it. I will probably re-use this activity.
 - It was okay. I might re-use this activity, especially if I make some changes
 - It was pretty bad. I don't expect to use it, even with some changes.
 - It was miserable! I definitely wouldn't use this one again

[#6-10 are for use only when the activity is implemented in libraries]

6. This activity increased the number of K-3 programs offered by the library
- Yes
 - No
7. People attending this activity signed up for a library card before/after this activity
- Yes
 - No
8. People attending this activity checked out library materials before/after this activity
- Yes
 - No
9. People attending this activity spent time using the library before/after this activity
- Yes
 - No
10. I saw people here whom I had not seen at the library before
- Yes
 - No

[#11-14 are for use only when this activity is implemented in afterschool programs]

11. How many children brought a book with them to their resting spot?_____
12. How many children did not bring a book with them to their resting spot?_____

13. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

14. Other observations about children's behavior during quiet/rest time: _____

Let's Tell the Story

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

These outcomes may be best captured through observation (also see Child Satisfaction Survey [Appendix B.2] and Engagement Form [Appendix C]). Based on your observation, reflect on the following measures.

1. About what proportion of those participants asked, were able to retell the story in sequence?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
2. About what proportion of the participants used linking words as prompts to retell a particular event of the story previously read-aloud?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
3. Following the activity, children spent time engaged with books they selected at the activity?
 - Yes
 - No
 - N/A (no opportunity)
4. Following the activity, more children selected a book to read than usual
 - Yes
 - No
 - N/A (no opportunity)

5. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

6. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#7-11 are for use only when the activity is implemented in libraries]

7. This activity increased the number of K-3 programs offered by the library

- Yes
- No

8. People attending this activity signed up for a library card before/after this activity

- Yes
- No

9. People attending this activity checked out library materials before/after this activity

- Yes
- No

10. People attending this activity spent time using the library before/after this activity

- Yes
- No

11. I saw people here whom I had not seen at the library before

Yes

No

[#12-15 are for use only when this activity is implemented in afterschool programs]

12. How many children brought a book with them to their resting spot? _____

13. How many children did not bring a book with them to their resting spot? _____

14. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

0-25%

25-50%

50-75%

75-100%

15. Other observations about children's behavior during quiet/rest time: _____

A Recipe for Fun

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Given that this activity has work products that reflect participants' progress toward meeting activity outcomes, the facilitator does not need to collect any additional information but should reflect upon the following prompts:

1. About what proportion of participants were able to demonstrate an understanding of how to write a recipe/step by step instructions?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

2. Following the activity, children spent time engaged with books they selected at the activity?

- Yes
- No
- N/A (no opportunity)

3. Following the activity, more children selected a book to read than usual

- Yes
- No
- N/A (no opportunity)

4. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

5. Overall rating:
- Loved it! I will definitely re-use this activity.
 - Liked it. I will probably re-use this activity.
 - It was okay. I might re-use this activity, especially if I make some changes
 - It was pretty bad. I don't expect to use it, even with some changes.
 - It was miserable! I definitely wouldn't use this one again

[#6-10 are for use only when the activity is implemented in libraries]

6. This activity increased the number of K-3 programs offered by the library
- Yes
 - No
7. People attending this activity signed up for a library card before/after this activity
- Yes
 - No
8. People attending this activity checked out library materials before/after this activity
- Yes
 - No
9. People attending this activity spent time using the library before/after this activity
- Yes
 - No
10. I saw people here whom I had not seen at the library before
- Yes
 - No

[#11-14 are for use only when this activity is implemented in afterschool programs]

11. How many children brought a book with them to their resting spot? _____
12. How many children did not bring a book with them to their resting spot? _____

13. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

14. Other observations about children's behavior during quiet/rest time: _____

Stories without Words

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Some outcomes may be best captured through observation (also see Child Satisfaction Survey [Appendix B.2] and Engagement Form [Appendix C]). Based on your observation, reflect on the following measure.

1. About what proportion of participants did you observe using the three questions of VTS to think and talk about story images?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
2. About what proportion of participants selected a wordless book to bring home? [use only if practicable given availability of books in this genre]
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
3. Following the activity, children spent time engaged with books they selected at the activity?
 - Yes
 - No
 - N/A (no opportunity)
4. Following the activity, more children selected a book to read than usual
 - Yes
 - No
 - N/A (no opportunity)

5. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

6. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#7-11 are for use only when the activity is implemented in libraries]

7. This activity increased the number of K-3 programs offered by the library

- Yes
- No

8. People attending this activity signed up for a library card before/after this activity

- Yes
- No

9. People attending this activity checked out library materials before/after this activity

- Yes
- No

10. People attending this activity spent time using the library before/after this activity

- Yes
- No

11. I saw people here whom I had not seen at the library before

- Yes
- No

[#12-15 are for use only when this activity is implemented in afterschool programs]

12. How many children brought a book with them to their resting spot?_____

13. How many children did not bring a book with them to their resting spot?_____

14. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

15. Other observations about children's behavior during quiet/rest time: _____

It's Raining, It's Pouring

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Some outcomes may be best captured through observation (also see Child Satisfaction Survey [Appendix B.2] and Engagement Form [Appendix C]). Based on your observation, reflect on the following measure.

1. About what proportion of participants were able to describe their observations in writing or drawing?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
2. About what proportion of participants selected a nonfiction book to bring home? [use only if practicable given availability of books in this genre]
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%
3. Following the activity, children spent time engaged with books they selected at the activity?
 - Yes
 - No
 - N/A (no opportunity)
4. Following the activity, more children selected a book to read than usual
 - Yes
 - No
 - N/A (no opportunity)

5. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

6. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#7-11 are for use only when the activity is implemented in libraries]

7. This activity increased the number of K-3 programs offered by the library

- Yes
- No

8. People attending this activity signed up for a library card before/after this activity

- Yes
- No

9. People attending this activity checked out library materials before/after this activity

- Yes
- No

10. People attending this activity spent time using the library before/after this activity

- Yes
- No

11. I saw people here whom I had not seen at the library before

- Yes
- No

[#12-15 are for use only when this activity is implemented in afterschool programs]

12. How many children brought a book with them to their resting spot?_____

13. How many children did not bring a book with them to their resting spot?_____

14. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

15. Other observations about children's behavior during quiet/rest time: _____

Let's Create

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

1. About how many participants did you observe/overhear using the following tools during the activity:

- a. Taking a deep breath

- 0-25%
- 25-50%
- 50-75%
- 75-100%

- b. Positive self talk-- "I know I can do this." or "I can do hard things!"

- 0-25%
- 25-50%
- 50-75%
- 75-100%

- c. Asking others for a little help

- 0-25%
- 25-50%
- 50-75%
- 75-100%

- d. Talking out their ideas with others

- 0-25%
- 25-50%
- 50-75%
- 75-100%

e. Trying new things

- 0-25%
- 25-50%
- 50-75%
- 75-100%

2. When asked at the close of the activity, about what proportion of the participants were able to name or describe one strategy/tool they can use to persevere through a challenging or frustrating experience?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

3. Approximately what proportion of participants selected a how-to book to bring home? [use this item only if practicable given the inventory of books available in this genre]

- 0-25%
- 25-50%
- 50-75%
- 75-100%

[#4-12 are for use only when the activity is implemented in libraries]

4. Following the activity, children spent time engaged with books they selected at the activity?

- Yes
- No
- N/A (no opportunity)

5. Following the activity, more children selected a book to read than usual

- Yes
- No
- N/A (no opportunity)

6. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

7. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

8. This activity increased the number of K-3 programs offered by the library

- Yes
- No

9. People attending this activity signed up for a library card before/after this activity

- Yes
- No

10. People attending this activity checked out library materials before/after this activity

- Yes
- No

11. People attending this activity spent time using the library before/after this activity

- Yes
- No

12. I saw people here whom I had not seen at the library before

- Yes
- No

[#13-16 are for use only when this activity is implemented in afterschool programs]

13. How many children brought a book with them to their resting spot?_____

14. How many children did not bring a book with them to their resting spot?_____

15. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

16. Other observations about children's behavior during quiet/rest time: _____

Holy Reading, Batman!

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Some outcomes may be best captured through observation (also see Child Satisfaction Survey [Appendix B.2] and Engagement Form [Appendix C]). Based on your observation, reflect on the following measures.

1. About what proportion of participants used one or more of the graphic novel elements reviewed during the activity_____

2. About what proportion of participants selected a comic or graphic novel to read following the activity [use this item only if practicable given the inventory of books available in this genre]?

0-25%

25-50%

50-75%

75-100%

3. Following the activity, children spent time engaged with books they selected at the activity?

Yes

No

N/A (no opportunity)

4. Following the activity, more children selected a book to read than usual

Yes

No

N/A (no opportunity)

5. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

6. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#7-11 are for use only when the activity is implemented in libraries]

7. This activity increased the number of K-3 programs offered by the library

- Yes
- No

8. People attending this activity signed up for a library card before/after this activity

- Yes
- No

9. People attending this activity checked out library materials before/after this activity

- Yes
- No

10. People attending this activity spent time using the library before/after this activity

- Yes
- No

11. I saw people here whom I had not seen at the library before

- Yes
- No

[#12-15 are for use only when this activity is implemented in afterschool programs]

12. How many children brought a book with them to their resting spot?_____

13. How many children did not bring a book with them to their resting spot?_____

14. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

0-25%

25-50%

50-75%

75-100%

15. Other observations about children's behavior during quiet/rest time: _____

Activity Success Evaluation Template

Activity-specific evaluations should be tailored to the goals, objectives and outcomes of the activity. In addition, you may want to consider using the following standard measures and template.

Instructions

Following the activity, the facilitator should complete the following measures summarizing the extent to which participants have achieved the activity outcomes. This should only be used if the activity lasted at least 45 minutes.

Measures [Be creative, but clear and objective. Consider using the 1-3 as examples, but use the standard questions every time]

1. What proportion of participants selected a [book type] to bring home?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%

2. What proportion of participants seemed to be successful in [activity]?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%

3. What proportion of participants demonstrated the skills taught or demonstrated in this activity?
 - 0-25%
 - 25-50%
 - 50-75%
 - 75-100%

4. This activity increased the number of programs offered by the library
 - Yes
 - No

5. This activity increased attendance at programs offered by the library
 - Yes
 - No
6. People attending this activity signed up for a library card before/after this activity
 - Yes
 - No
7. People attending this activity checked out library materials before/after this activity
 - Yes
 - No
8. People attending this activity spent time using the library before/after this activity
 - Yes
 - No
9. I saw people here who I had not seen at the library before
 - Yes
 - No
10. Following the activity, children spent more time reading than usual
 - Yes
 - No
 - N/A (no opportunity)
11. Following the activity, more children selected a book to read than usual
 - Yes
 - No
 - N/A (no opportunity)

12. Facilitator reflections

- Things that worked well during this activity: _____

- Things I will do differently next time: _____

13. Overall rating:

- Loved it! I will definitely re-use this activity.
- Liked it. I will probably re-use this activity.
- It was okay. I might re-use this activity, especially if I make some changes
- It was pretty bad. I don't expect to use it, even with some changes.
- It was miserable! I definitely wouldn't use this one again

[#14-17 are for use only when this activity is implemented in afterschool programs]

14. How many children brought a book with them to their resting spot? _____

15. How many children did not bring a book with them to their resting spot? _____

16. About what proportion of children were engaged with printed text for at least 5 minutes during quiet time?

- 0-25%
- 25-50%
- 50-75%
- 75-100%

17. Other observations about children's behavior during quiet/rest time: _____

Credits



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