

Appendix B1. Student CBE Experiences Survey

CBE Survey Modification Guidelines

Areas for Modifications

1. **Survey introduction/purpose.** Districts and schools are encouraged to modify the survey introduction to reflect local purposes for survey administration, how survey data will be used, and the extent to which confidentiality of responses is ensured.
2. **Respondent demographic and other information.** Items 1 through 5 ask general demographic and background questions about the respondent. Consider what types of comparisons you may want to make across groups (e.g., by grade level, academic department) to ensure that you include the appropriate identifying background questions in your surveys. You may want to modify or add to the existing questions to allow for an analysis by groups.
3. **Academic focal area.** Surveys can be modified to focus on one or more academic subjects of interest. For example, you may want to ask questions only about math, but not English language arts (ELA), or repeat items or item sets to ask about multiple subjects (e.g., math, ELA, science, social studies).
4. **Competency-Based Education (CBE) feature area.** Surveys can be modified to focus on specific CBE feature areas of interest (i.e., you do not have to ask questions for all six feature areas). For example, schools and districts may be particularly interested in collecting data about learning targets but less interested in personalized learning supports. Please refer to the CBE Survey Construct Map (Appendix C) when selecting items for each selected CBE feature area.

Modifications to Survey Item Wording

1. As noted above, surveys can be modified to focus on one or more academic subjects of interest. If you wish to ask about academic subjects beyond math and ELA, you may modify the subject or course name referred to within survey items. For example, schools and districts can change survey item wording that specifies math to focus on another academic subject of interest such as science. Note: Item wording for an item should *not* be changed to ask students to respond about multiple subjects unless the original survey item wording was designed for this purpose.
2. We recognize that schools and districts often refer to CBE and related practices using many different terms. Although we have designed the surveys to accommodate some common differences in terminology, some modifications to terminology may need to be made. For example, schools and districts may want to replace the term *CBE* with *proficiency-based education* or replace the term *individual learning plan* with *personal learning plan*.

Please contact the CCRS Center (CCRScenter@air.org) for more information.

American Institutes for Research Competency-Based Education

Student CBE Experiences (SCE) Survey

Thank you for taking this important survey. We want to learn about your experiences in school and in your classes. The only right answers to these questions are your honest opinions.

This survey is voluntary. It is also confidential. If you do not want to answer a question, you may skip it, but we hope you will answer as many questions as you can.

Your opinions are very important to us. We appreciate your participation in this survey!



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About You

1. Are you:
 - Male
 - Female

2. What grade are you in right now? Choose only ONE answer.
 - 9
 - 10
 - 11
 - 12

3. Are you Hispanic or Latino/Latina?
 - Yes
 - No

4. Which of these best describes you (or your family background?) You may choose more than one.
 - White
 - Black or African American
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or Other Pacific Islander

5. What language do you speak most at home?
 - English
 - Spanish
 - A language other than English or Spanish

My Experiences in School

We would like to ask you a few questions about your school experiences.

6. How do you spend your time during the school day?

During the school day, I	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. Work on an independent project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work, volunteer, or do an internship outside the school building during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participate in a college course outside of the school building during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How do you use technology when you are at school?

When I am at school,	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. I use technology to learn about new topics or skill areas (for example, watch an educational video online).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I use technology to let me move ahead to the next unit, topic, or skill area in a course, even if it is before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I use technology to help me catch up on a unit, topic, or skill area that I haven't finished yet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have you taken any of your courses completely online this year (in other words, instead of taking an in-person class)?

- Yes
- No (*skip to question 11*)

9. How many online courses have you taken this past year?

- One
- Two
- Three or more

10.

How often do you participate in an online course	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. At school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Outside the school building during the school day (for example, from home or from another location)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Have you ever met one-on-one with an adult from your school to talk about your learning?

- Yes
- No (*skip to question 14*)

12. How many times have you met one-on-one with an adult this school year?

- Once
- Twice
- Three times
- Four or more times

13. When you are at school, who do you meet with to talk about your learning? (Check ALL that apply.)

- A guidance counselor
- An advisor
- One of your classroom teachers
- Other adult in your school (please explain): _____

14. How often do you talk about the following things with an adult at your school?

I talk with an adult about	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. My academic goals (for example, the subjects I'd like to get better at).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How I am doing in my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Things I am interested in or good at in school (my strengths).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My learning preferences (for example, whether I work better in a quiet room).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Have you put any of this information about your learning into a written plan? (Some schools call these plans an individualized learning plan (ILP), or a personalized learning plan (PLP)).

- Yes
- No

What I Think About My Math Course

Now we want to ask you some questions just about **math**. If you are not currently taking a math course, skip to question 22.

16. How do you spend your time during **math** class?

When I am in math class,	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day or Every Class
a. I meet with another student to help each other with schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I review and talk about another student's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I present my work to other students and adults/teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I work with a group of students on a project or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How much do you agree with these statements about your **math** course?

In my math course,	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. I understand exactly what I need to learn to pass and get credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know exactly what I am trying to learn when I work on a math assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know ahead of time what knowledge and skills I will need to demonstrate on a math test or assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students all work on different topics and skills at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am allowed to start the next topic or unit when I am ready, even if it is before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I can take extra time to finish a topic or unit if I need to, even if other students have already moved ahead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I get to decide how fast or slow I move through the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am allowed to retake final math exams and assessments, or redo final projects, to see if I can do better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How much do you agree with these statements about your **math** course?

	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. I need to show that I have met <i>every</i> learning target, standard, or competency to pass my math course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Every math assignment or quiz I take counts toward my grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teacher will lower my grade if I finish a math assignment late.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher will lower my grade if I don't fully participate in class (for example, answer questions or share my ideas).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How do you and your teacher track your progress in your **math** course?

	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. I show what I have learned by completing projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I present what I have learned to other students and adults/teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am expected to review my own coursework and performance on assessments to see where I need to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I work with other students to evaluate each other's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I take a practice quiz or test to see if I am ready to take a final exam or assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. In your **math** course, who makes the following decisions?

In your math course, who decides	My Teacher Decides	My Teacher and I Decide Together	I Decide
a. Which topics you will learn each day in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Which activities or coursework you will do during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. What kinds of help or support you need in your math course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The due date for your coursework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How you will show what you learned (for example, whether you will take a test or do a project)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. When you will take a final exam or assessment to show what you have learned in the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Think about your **math** teacher. How much do you agree with these statements?

My math teacher	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. Understands what is easy for me in this math course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understands what is more difficult for me in this math course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Gives me the kind of math help and support that I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Expects me to do well in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Expects me to work harder than I thought I could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Doesn't let me give up when the work is hard.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Note. Question 21f was adapted from the following source: University of Chicago Consortium on Chicago School Research. (2014). *My voice, my school student survey codebook*. Chicago, IL: Author. Retrieved from <http://consortium.uchicago.edu/sites/default/files/uploads/survey/2014%20Student%20Survey%20codebook.pdf>

What I Think About My English Course

This part of the survey is about your **English** course. If you are not currently taking an English course, this is the end of the survey.

22. How do you spend your time during **English** class?

When I am in English class,	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day or Every Class
a. I meet with another student to help each other with schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I review and talk about another student's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I present my work to other students and adults/teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I work with a group of students on a project or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How much do you agree with these statements about your **English** course?

In my English course,	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. I understand exactly what I need to learn to pass and get credit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know exactly what I am trying to learn when I work on an assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know ahead of time what knowledge and skills I will need to demonstrate on an English test or assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students all work on different topics and skills at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am allowed to start the next topic or unit when I am ready, even if it is before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I can take extra time to finish a topic or unit if I need to, even if other students have already moved ahead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I get to decide how fast or slow I move through the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am allowed to retake final English exams and assessments, or redo final projects, to see if I can do better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How much do you agree with these statements about your **English** course?

	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. I need to show that I have met <i>every</i> learning target, standard, or competency to pass my English course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Every English assignment or quiz I take counts toward my grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My teacher will lower my grade if I finish an English assignment late.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teacher will lower my grade if I don't fully participate in class (for example, answer questions or share my ideas).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How do you and your teacher track your progress in your **English** course?

	Never	Less Than Once per Month	At Least Once per Month	At Least Once per Week	Every Day
a. I show what I have learned by completing projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I present what I have learned to other students and adults/teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am expected to review my own coursework and performance on assessments to see where I need to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I work with other students to evaluate each other's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I take a practice quiz or test to see if I am ready to take a final exam or assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. In your **English** course, who makes the following decisions?

In your English course, who decides	My Teacher Decides	My Teacher and I Decide Together	I Decide
a. Which topics you will learn each day in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Which activities or coursework you will do during class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. What kinds of help or support you need in your English course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The due date for your coursework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How you will show what you learned (for example, whether you will take a test or do a project)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. When you will take a final exam or assessment to show what you have learned in the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Think about your **English** teacher. How much do you agree with these statements?

My English teacher	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot
a. Understands what is easy for me in this English course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understands what is more difficult for me in this English course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Gives me the kind of English help and support I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Expects me to do well in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Expects me to work harder than I thought I could.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Doesn't let me give up when the work is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Note. Question 27f was adapted from the following source: University of Chicago Consortium on Chicago School Research. (2014). *My voice, my school student survey codebook*. Chicago, IL: Author. Retrieved from <http://consortium.uchicago.edu/sites/default/files/uploads/survey/2014%20Student%20Survey%20codebook.pdf>

This is the end of the survey.
Thank you very much for sharing your opinions and experiences!

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