Pre and Post Survey Builder

Draft the items for one ASCA lesson, unit, small group or gap plan

One or two items per objective · three to five in total · same items before and after

Lesson, unit or group title | Grade(s), students | Pre date | Post date

1. Plan type

- [ ] Classroom lesson
- [ ] Unit of lessons
- [ ] Small group
- [ ] Achievement gap plan

2. Behavior standard (copy the exact wording from ASCA's PDF)

Code (B-LS, B-SMS, B-SS)

Wording:

3. Learning objectives (begin with "Students will")

1.

2.

4. Stem brainstorm: I believe... I know... I can...

5. Items, exactly as students will see or hear them

#	Obj	L/K	Item wording	Answer key or scale
1				
2				
3				
4				
5				

6. Scale and administration

- [ ] Scale: 1 Strongly disagree to 4 Strongly agree
- [ ] Scale: 3 faces (No, Sometimes, Yes)
- [ ] Read aloud (languages below)
- [ ] Codes, not names; blank rule written

Notes:

7. Item check, before anyone takes the pre

- [ ] One idea per item
- [ ] First person, a concrete situation
- [ ] Measures the objective, not the topic
- [ ] Room to grow on the pre
- [ ] No negatives, no always or never
- [ ] Readable aloud at the students' level
- [ ] Answer key written for every K item
- [ ] Nothing personal you do not need

8. Changes after the tryout (never between pre and post)

A drafting tool. For RAMP, use ASCA's fifth edition templates, unaltered.

Pre and Post Survey Builder

Draft the items for one ASCA lesson, unit, small group or gap plan

FILLED EXAMPLE · fictional school, counselor and students · Maple Hollow Elementary, November 2028

Lesson, unit or group title	Grade(s), students	Pre date	Post date
Ask for Help (Tier 1, every grade 3 class)	Grade 3, 68 students	Nov 14 and 16, 2028	End of the lesson

1. Plan type

- [x] Classroom lesson
- [ ] Unit of lessons
- [ ] Small group
- [ ] Achievement gap plan

2. Behavior standard (copy the exact wording from ASCA's PDF)

Code (B-LS, B-SMS, B-SS): B-SS 3

Wording: Positive relationships with adults to support success

3. Learning objectives (begin with "Students will")

1. Students will name two adults at school they can ask for help with schoolwork.
2. Students will ask for help using a three part help request: what I tried, where I am stuck, what I need.

4. Stem brainstorm: I believe... I know... I can...

I believe adults at school want to help me. I know who to ask and what to say. I can ask using what I tried, where I am stuck and what I need.

5. Items, exactly as students will see or hear them

#	Obj	L/K	Item wording	Answer key or scale
1	1	L	When I am stuck on my work, I ask an adult at school for help.	1 to 4 agree scale
2	1	K	Name two adults at school you could ask for help with schoolwork.	Two school adults by name or job. Family members do not count.
3	2	L	I know what to say when I ask a teacher for help.	1 to 4 agree scale
4	2	K	Which is the best way to ask for help? A. "Can you help me?" B. "I tried the first two problems. I'm stuck on number 3. Can you show me another example?" C. Wait until the teacher notices.	B
5				

6. Scale and administration

- [x] Scale: 1 Strongly disagree to 4 Strongly agree
- [ ] Scale: 3 faces (No, Sometimes, Yes)
- [x] Read aloud (languages below)
- [x] Codes, not names; blank rule written

Notes: English and Spanish; class letter + seat number; blank K = not correct, blank rating left out

7. Item check, before anyone takes the pre

- [x] One idea per item
- [x] First person, a concrete situation
- [x] Measures the objective, not the topic
- [x] Room to grow on the pre
- [x] No negatives, no always or never
- [x] Readable aloud at the students' level
- [x] Answer key written for every K item
- [x] Nothing personal you do not need

8. Changes after the tryout (never between pre and post)

Tue Nov 7 with the EL teacher and a grade 3 teacher: item 3 was "in a polite way" (unknown word, measured manners), now "what to say". Item 4 option A was too obviously wrong, now "Can you help me?". Key stays B.

Pre and Post Scoring Sheet

Turn tallies into the averages and percentages ASCA's data organizer asks for

Lesson, unit or group _____ Matched students (n) _____ Scale _____

A. Likert items: how many students chose each rating

	BEFORE (pre)						AFTER (post)					
Item	1s	2s	3s	4s	Sum	Avg	1s	2s	3s	4s	Sum	Avg

Sum = (1 x 1s) + (2 x 2s) + (3 x 3s) + (4 x 4s). Average = Sum / n, one decimal.

B. Knowledge items: correct answers out of matched students

Item	Pre correct	n	Pre %	Post correct	n	Post %

Percent correct = correct / n x 100. Blank = not correct. Use the key written before the pre.

C. Results in the order of ASCA's data organizer (one per item)

Pre-assessment results

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Post-assessment results

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. Graph check

- ☐ Title: ASCA Student Standards Data Results
- ☐ Subtitle: who, how many, when
- ☐ Likert Y-axis defines the scale
- ☐ Knowledge Y-axis: percent correct
- ☐ Pre and post side by side
- ☐ A data label on every bar
- ☐ Likert and knowledge on separate graphs
- ☐ Aggregate only, no student data

E. RAMP checks (fifth edition rubric item numbers)

- ☐ 2.11, 5.5, 6.6: every objective has an item
- ☐ 2.22, 5.9, 6.12: averages and percent correct
- ☐ 2.23, 5.10, 6.13: a result for every item
- ☐ 2.14, 5.7, 6.9: change in students explained
- ☐ 2.9, 5.3, 6.4: behavior standard(s) named
- ☐ No identifiable student information

F. What to rewrite next time (ceilings, misread items, weak keys)

A drafting tool. For RAMP, use ASCA's fifth edition templates, unaltered.

Free printable from Lotus & Tulip · lotustulip.com/mindsets-and-behaviors-pre-post-survey-questions.html

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