

This document includes two sample surveys that are approximations of the ones I drafted for the McCarter Theatre. The first maintains the original formatting of a McCarter assessment survey, but adapts the wording of the questions. The second proposes a new format in addition to new wordings.

Original prompts and formatting can be found on my poster for comparison.

At the end of this document, I have listed further ways in which we discussed adapting these surveys.

SAMPLE MCCARTER SURVEY 1 PAGE 1

(Name of Program) Reflection Sheet  
Tell us about your experience with McCarter!

NAME (optional) \_\_\_\_\_  
GRADE \_\_\_\_

For each question, please circle true or false, and tell us more in the comments.

CREATIVITY

I used creative thinking and imagination during this project. True False

*Comments:*

ARTISTRY

I grew more confident in my ability to listen and respond honestly in a scene. True False

*Comments:*

JOY

I enjoyed the camp and feel proud of what I worked on. True False

*Comments:*

COLLABORATION

I worked well as a part of the group, and felt we were an effective ensemble. True False

*Comments:*

AGENCY

I shared my ideas with the class and was a reliable ensemble member. True False

*Comments:*

GRIT

I did something that was difficult for me and stuck with it. True False

*Comments:*

SAMPLE MCCARTER SURVEY 2 PAGE 1

(Name of Program) Reflection Sheet  
Tell us about your experience with McCarter!

NAME (optional) \_\_\_\_\_  
GRADE \_\_\_\_

Please read each statement below, and indicate whether each statement is true or false using T for true, and F for false.

CREATIVITY

*Comments:*

\_\_\_ I used creative thinking during this project.

\_\_\_ I used my imagination during this project.

ARTISTRY

*Comments:*

\_\_\_ I got better at using my voice and body to create and embody a character.

\_\_\_ I challenged myself as an actor, singer, and dancer.

JOY

*Comments:*

\_\_\_ I had fun!

\_\_\_ I am proud of what I worked on.

COLLABORATION

*Comments:*

\_\_\_ I worked well as a part of the ensemble.

\_\_\_ I felt we were an effective ensemble.

AGENCY

*Comments:*

\_\_\_ I shared my ideas with the group.

\_\_\_ I felt like I was a valued member of the ensemble.

GRIT

*Comments:*

\_\_\_ Whenever I found an activity to be challenging, I was always willing to try it again.

\_\_\_ I kept a positive attitude, even when activities were difficult.

## SAMPLE MCCARTER SURVEY PAGE 2

Please answer these questions in full sentences:

1. What was the best part of this experience?
2. What moment from this class are you most proud of and why?
3. What was something you enjoyed in this class that you had never tried before?
4. What is the one thing you would change about your experience and why?
5. Tell us something you learned or experienced through this project that you can apply to other parts of your life (in school, at home, with friends, in the future, etc.)?
6. Please tell us anything else you want us to know about your experience. For example, what was something that meant a lot to you? How did working on this project impact you as an artist and performer, and as a person?

Thank you!

## FURTHER CONSIDERATIONS

### Page 1: Close-Ended Questions

- In order to streamline survey and its responses, should students check statements that are true as opposed to writing or circling T/F?
- Ask for TA assistance and feedback in crafting artistry statement?
- In order to ensure that students reflect on their own experiences, try to phrase statements using “I” as opposed to “we.”
- Split up “and” statements to ensure that students are only responding to one variable at a time.
- To allow for more nuanced responses, adopt a format that allows students to write in their own answers if they so desire.
- Try removing skill headers? Are the skill headers introducing bias into the survey and influencing student answers?

### Page 2: Open-Ended Questions

- Provide prompting to help students contextualize their experiences.
- Perhaps this means making the questions on this page discussion based?
- Or will students be swayed by their peers’ responses in a discussion?
- Should this section precede the close-ended questions, since it asks students to reflect on their program experiences as a whole?
- Should directions be altered so that students may bullet their answers if they so desire?