

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (1994). *Evaluation of the effects of programming arrangements on student learning outcomes* (Research Monograph 94108). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94108.pdf>

STUDENT ACTIVITIES SURVEY

The purpose of this survey is to become more familiar with some of the interests and activities of students the age of your child. This is not a test and there are no correct or incorrect answers. All responses will be kept completely confidential.

There are two sections to this survey. Section One lists many specific activities and Section Two is a survey of student projects.

SECTION ONE

Directions: Please complete this survey with your child.

CHECKLIST

Check all of the activities below which your child does on a regular basis. Then estimate the number of hours your child spent doing each activity in the *past two weeks*.

Regular activity	Approximate hours in past two weeks
_____ Doing routine homework	_____
_____ Working on a special school project (e.g., science fair)	_____
_____ Studying a topic of personal interest (e.g., science, history)	_____
_____ Reading for pleasure	_____
_____ Watching television	_____
_____ Playing video games (e.g., nintendo)	_____
_____ Using a computer (not video games)	_____
_____ Playing sports on a team	_____
_____ Playing with friends	_____
_____ Playing with brothers or sisters	_____
_____ Pursuing a hobby or adding to a collection (please list)	_____
_____ Other activity (please list)	_____

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (1994). *Evaluation of the effects of programming arrangements on student learning outcomes* (Research Monograph 94108). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94108.pdf>

SECTION ONE (continued)

Regular activity	Approximate hours in past two weeks
_____ Other activity (please list) _____	_____
_____ Creative writing	_____
_____ Music	_____
_____ Dance	_____
_____ Other artistic activity (please list) _____	_____
_____ Club/group involvement (please list) _____ _____	_____
_____ Other special activities (please list) _____	_____
_____ Drama	_____

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (1994). *Evaluation of the effects of programming arrangements on student learning outcomes* (Research Monograph 94108). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94108.pdf>

SECTION TWO

Read each question and place a check in the space before each statement which best describes your child's participation in the activity. Provide a description of the activity when necessary.

1. Has your child submitted an original piece of work (i.e., an article, a description of an experiment) to a journal, magazine or school or local newspaper, etc.?

Yes No

If yes, please complete the following information. If no, go to question #2.

My child has submitted original work for publication in the past

Number of times _____

Title of work(s) _____

Place(s) submitted _____

Please check one of the following-

This was completed:

as a regular classroom assignment

as a project in a special program

on his/her own, it was not a class assignment or part of a special program

My child is presently working on this type of project

Title or description of work _____

Place my child plans to submit work _____

Number of hours spent working on project in past two weeks _____

Please check one of the following-

My child is completing this:

as a regular classroom assignment

as a project in a special program

on his/her own, it is not a class assignment or part of a special program

SECTION TWO (continued)

2. Have you ever received an award? _____ Yes _____ No

If yes ...

_____ I participated in this type of activity, but won no award

_____ I received an honorable mention

_____ I won second or third place

_____ I came in first place

Which awards have you received? _____

3. Does your child develop computer programs? _____ Yes _____ No

If yes ...

_____ My child has written a computer program in the past

Number of times _____

Title of program(s) _____

Please check one of the following-

My child has completed this:

_____ as a regular classroom assignment

_____ as a project in a special program

_____ on his/her own, it was not a class assignment or part of a special program

_____ My child is presently writing a computer program

Title or description of program _____

Number of hours spent working on project in past two weeks _____

Please check one of the following-

My child is completing this:

_____ as a regular classroom assignment

_____ as a project in a special program

_____ on his/her own, it is not a class assignment or part of a special program

Delcourt, M. A. B., Loyd, B. H., Cornell, D. G., & Goldberg, M. D. (1994). *Evaluation of the effects of programming arrangements on student learning outcomes* (Research Monograph 94108). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94108.pdf>

SECTION TWO (continued)

4. Have you ever completed a research project? _____ Yes _____ No

If yes ...

_____ My child has completed a research project in the past

Number of times _____

Title of research project(s) _____

Place(s) results were presented _____

Please check one of the following-

My child completed this:

_____ as a regular classroom assignment

_____ as a project in a special program

_____ on his/her own, it was not a class assignment or part of a special program

_____ My child is presently working on this type of project

Title or description of research project _____

Place he/she plans to present work _____

Number of hours spent working on project in past two weeks _____

Please check one of the following-

My child is completing this:

_____ as a regular classroom assignment

_____ as a project in a special program

_____ on his/her own, it is not a class assignment or part of a special program