

ATTACHMENT I:
COGNITIVE TESTING REPORT

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Poetry Out Loud Evaluation: Survey Instrument Cognitive Testing Report

Between October 23rd and November 3rd, 2017, the SPR research team conducted four cognitive interviews with youth from four different states. All respondents were female and were of different racial/ethnic backgrounds. Two of the four respondents had participated in Poetry Out Loud and two had not. The responses of those who hadn't participated in POL were useful because we expect to survey both POL and non-POL participants. Three of the four interviews were conducted over the phone and one in person. See Exhibit 1 for more details.

This report is divided into three parts. Part 1 reviews the research team's suggested modifications to the survey based on the cognitive interviews. Part 2 presents the survey and the suggested changes described in Part 1. Part 3 is a detailed account of the four cognitive interviews.

Exhibit 1. Cognitive Interview, Fall 2017

Participant No.	Date	Interviewer	Grade Level	POL Participation	Gender	Race/Ethnicity	Typical Grades	Interview Mode
1	10/23	RD, ZS	12 th	Yes	Female	Black & Caucasian	Mostly A's	Phone
2	10/25	RD, ZS	11 th	Yes	Female	Caucasian	A's	Phone
3	10/27	SK, RE	9 th	No	Female	Latina	A's and B's	In Person
4	11/3	MM, SK	11 th	No	Female	Caucasian	A's	Phone

SPR developed a cognitive interviewing protocol designed to provide insight into how respondents understand and interpret questions and answers. Probes were designed to examine how respondents retrieve information mentally and make decisions at the time of formulating their responses, and to help us determine whether the survey content is relevant and applicable to the populations we are intending to survey. Throughout the interviews, the research team asked respondents if they had experienced any difficulty in answering or understanding the any of the questions. At various points, the research team also asked whether the answer choices in the survey provided appropriate choices.

The goal of this working document is to summarize the findings of four cognitive interviews and suggest changes to the survey instrument based on the feedback we received during the process. The document is divided in three parts. The first part includes a narrative explaining respondents' feedback and lists the team's recommendations to address it. The second part includes a copy of the survey instrument with the suggested changes. The last part includes the notes taken during each of the four cognitive interviews [Participant 1 -4].

Part 1: Modifications to the Survey Instrument Based on Respondent' Feedback After Cognitive Interviews

After conducting the cognitive interviews, we summarized the feedback we found relevant and listed suggested modifications to the survey instruments. These modifications are as follows:

- **Re: Q2 When thinking about your ENGLISH classes last year, how strongly do you disagree or agree with the following statements?** Respondents participate in a wide variety of English classes that vary from year to year. (This year respondent is taking Classics in Society [[Respondent 1](#)]; 9th Grade English, American Literature, and Classical Dramatic Literature [[Respondent 2](#)]; English 1 [[Respondent 3](#)]; AP Language in 10th grade and AP Literature this year [[Respondent 4](#)]. From participant's comments, these different English classes likely focus on different aspects of literacy from reading/text comprehension to analysis and others focus on other aspects such as writing.
 - Suggestion 1: It may be important to capture the type of English classes students participate in during the present and prior academic year because taking more English classes during the year or enrolling in certain types of English classes may be related to observable changes in student attitudes that our instrument measures. Thus, the suggestion is to add two questions "Q2a. What English classes did you take last year?" before Q2b and add "Q2c. What English classes did you take this year?" after it.
 - Suggestion 2: Responses also indicated students may be taking two English classes in the same academic year, for this reason the suggestion is to refer to English classes in the plural in what will now be **Q2b**.
- **Re: Q3 How strongly do you disagree or agree with the following statements?** When asked about what self-expression meant for the **Q3** statement: "The teachers at this school encourage self-expression", respondents had different interpretations of what the term meant [[All Respondents](#)].
 - Suggestion: Frame more clearly the type of self-expression we are asking about. For example, "The teachers at this school encourage creative self-expression."
- **Re: Q4 Overall, how do you feel about school?** Respondents' answers to **Q4** were only tangentially related to the objectives of the study. For this reason, we recommend deleting and replacing with the open-ended questions before/after the **Q2** mentioned above [[All Respondents](#)].
- **Re: Q5 What extracurricular activities are you involved in while at school?** There was a lot ambiguity about what "extracurricular" and "afterschool" meant to students and also ambiguity about the time frame students considered to answer the question (**Q5**). In addition, the term after school did not fully capture the range of students' experiences. For some respondents, after-school and in-school activities were related. More specifically, students engaged in the type activities of activities we mentioned during the school day. They referred to these as extracurricular activities, elective

classes or clubs [Respondent 3; Respondent 4]. Interestingly, Respondent 1 and Respondent 2 referred to POL as an after-school activity and Respondent 1 classified POL as the literature club she was involved with.

- Alternative suggestion, post-NEA comments: Use NCES' After School Activities instrument question instead of our question. (See below.)
- Answers to **Q5a** also raised further questions about dosage. For example, because Respondent 1 did not participate in POL activities in-class BUT participated in after-school POL sessions, she probably received a lower dosage compared to another student who might have been involved in both in-school and in after-school sessions to practice.
 - Suggestion: Add a question that asks participants to describe the type of literature clubs they are involved in to determine if it is POL. Later in the questionnaire we ask students more about their involvement in poetry activities in school (see **Q13**). Including both questions, **Q5b and Q13** in the survey, could offer additional insights about dosage.
- **Re: Q6 How strongly do you disagree or agree with the following statements?** There was difficulty understanding the word “prospect” on the **Q6** statement: “I face the prospect of giving a speech with confidence [Respondent 3; Respondent 4].
 - Suggestion: Replace the word “prospect” with “possibility” for this item.
- Also on **Q6**, Respondent 2 reported always feeling nervous (not fearful) **before** giving a speech (“I have no fear of giving a speech”) and asked whether the intent of the question was to ask “before” or “while” one is giving a speech. Using the word “while” would help to better frame.
 - Suggestion: Replace the word “fear” for the word “anxiety” and add the word “while” to give it time frame and make consistent with the other statements in the same questions (see **Q6**).
- **Re: Q12 the following questions are about specific experiences with poetry. Please choose if you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree.** In the poetry appreciation and engagement section, respondents may not be able to quickly recount their involvement activities related to poetry. For this reason, it might be helpful to preface the battery of poetry with an open-ended question about it.
 - Suggestion: Ease transition to **Q12b** and help students juggle their memories about poetry by asking an open-ended question related to poetry: **Q12a In your own words, how would you describe what poetry is.** That way, respondents might be more ready to answer the battery of poetry questions that are more specific.
- **Re: new Q13 a, b, c.** Answers from respondents showed that students may be exposed to poetry activities in other classes. Poetry content might also be part of other classes

besides English. For example, [Respondent 4](#) said she engaged with poetry through her Spanish class, not her English class. [Respondent 3](#) also said she was involved in poetry but not as part of POL.

- Suggestion: Include questions gauging students' engagement with poetry irrespective of the class and include questions inquiring about students' previous involvement with poetry more generally. (See new **Q13 a,b,c** in the survey instrument included in Part II).
- On a related note, the initial survey instrument did not directly ask the question on whether students could identify POL by name. From previous conversation with the TRG members this is a possibility and as we saw respondents who did not participate in POL were still exposed to poetry experiences.
 - Suggestion: Add this question (**Q13c**) but start by asking the extent of their involvement in discussing the meaning of poetry (**Q13a**) and engagement in memorizing and reciting poetry (**Q13b**) since it is possible students may not remember POL by name.
- **Re: Q14 Have you ever participated in Poetry Out Loud?** It is not very clear what we mean by participating in POL (**Q14**). [Based in our internal conversations about the cognitive interviews].
 - Suggestion: Add language to distinguish what it is meant by participation.
- **Re: Q16 When did you participate in Poetry Out Loud most recently?** This question did not work for [Respondent 1](#), [who](#) asked specifically if we were referring to this year.
 - Suggestion: Add time frame to the question to refer to last year specifically.
- **Re: Q18 Have you competed in Poetry Out Loud?** We may need to specify a little more what we mean by competing in a contest in POL (**Q18**). [Based in our internal conversations about the cognitive interviews]
 - Suggestion: Add language to distinguish what it is meant by competing.

To better understand these modifications, Part II includes the survey instrument with the suggested changes highlighted. In addition, new language was inserted to improve the flow and mark transitions between topics. To improve readability and flow we made other small changes in wording in some questions (Q6a, Q12b). The renumbering of question items will be finalized once we receive feedback from NEA.

Part II: Survey Instrument after Cognitive Interviews

I. Academic Engagement and Outcomes

Constructs

- Academic engagement in school
- Academic engagement in English classes
- School climate
- Engagement in extracurricular activities
- Other skills related to POL participation (engagement in group discussion, public speaking)
- Academic achievement in school
- Academic achievement in English classes
- Academic aspirations

[Academic Engagement, Motivation]

[Source: Student Engagement in School Questionnaire (SESQ)]

The first set of questions in this survey will ask about your opinions about learning, your attitudes towards your school and peers, and your opinions about your academic engagement.

Q1. When thinking about school and ALL your classes in general, please tell us what do you think about the following statements...

	Never	Rarely	Sometimes	Often	Always
I am very interested in learning.	0	0	0	0	0
I think what I am learning in school is interesting.	0	0	0	0	0
I like what I am learning in school.	0	0	0	0	0
I enjoy learning new things in class.	0	0	0	0	0
I think learning is boring.	0	0	0	0	0
I try hard to do well in school.	0	0	0	0	0
In class, I work as hard as I can.	0	0	0	0	0
When I'm in class, I participate in class activities.	0	0	0	0	0
I pay attention in class.	0	0	0	0	0
When I'm in class, I just act like I'm working.	0	0	0	0	0
In school, I do just enough to get by.	0	0	0	0	0
When I'm in class, my mind wanders.	0	0	0	0	0
If I have trouble understanding a problem, I go over it again until I understand it.	0	0	0	0	0
When I run into a difficult homework assignment, I keep working at it until I think I've solved it.	0	0	0	0	0

[Academic Engagement in English Class]

[Source: CPS 5 essentials; scale to 5 points, *added]

Q2a. What English classes did you take last year?

Q2c. What English classes are you taking this year?

Q2b. When thinking about your ENGLISH classes last year, how strongly do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I usually look forward to this class.	0	0	0	0	0
I work hard to do my best in this class.	0	0	0	0	0
Sometimes I get so interested in my work I don't want to stop.	0	0	0	0	0
The topics I am studying are interesting and challenging.	0	0	0	0	0
I like my English class more than any of my other classes.*	0	0	0	0	0
I normally do well in my English class*	0	0	0	0	0

[School Climate]

[Source: CHKS, High School Questionnaire Core Module]

Q3. How strongly do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel close to people at this school.	0	0	0	0	0
I am happy to be at this school.	0	0	0	0	0
I feel like I am part of this school.	0	0	0	0	0

The teachers at this school treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at this school encourage creative self-expression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Extracurricular Activities Engagement]

[Source: Chicago Public Schools: 5Essentials, modified*]

Q4. Overall, how do you feel about school?

Q5a.

During the last school year, did you participate in any of the following kinds of after-school activities?

	Yes	No
Music or dance	<input type="radio"/>	<input type="radio"/>
Theater or drama clubs	<input type="radio"/>	<input type="radio"/>
Visual arts such as drawing, painting, photography, or ceramics	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>
Literature clubs [add programming for open-ended response if yes]	<input type="radio"/>	<input type="radio"/>
Other clubs, like yearbook, debate, or a book club	<input type="radio"/>	<input type="radio"/>
Other academic activities, like tutoring, or math lab	<input type="radio"/>	<input type="radio"/>
Volunteer work or community service	<input type="radio"/>	<input type="radio"/>
Computer classes, such as computer programming, robotics, or game design.	<input type="radio"/>	<input type="radio"/>
Any other activities (specify) [add programming for open-ended response if yes]	<input type="radio"/>	<input type="radio"/>

[Attitudes towards public speaking and self confidence in public speaking]

[Source: Personal Report of Communication Apprehension (PRCA-24)]

The next set of questions are about your experiences in different activities such as group discussions, giving speeches, and performing in public.

Q6. How strongly do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I dislike participating in group discussions.	0	0	0	0	0
Generally, I am comfortable while participating in group discussions.	0	0	0	0	0
I like to get involved in group discussions.	0	0	0	0	0
Engaging in a group discussion with new people makes me tense and nervous.	0	0	0	0	0
I have no fear anxiety while giving a speech.	0	0	0	0	0
I feel relaxed while giving a speech.	0	0	0	0	0
My thoughts become confused and jumbled when I am giving a speech.	0	0	0	0	0
I face the prospect possibility of giving a speech with confidence.	0	0	0	0	0

Q6a. Next, thinking about performing in public which may include participating in school talent shows, theater plays, or music or dance performances. How strongly do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I dislike performing in public.	0	0	0	0	0
Generally, I am comfortable while performing in public	0	0	0	0	0
I like to get involved in public performances.	0	0	0	0	0
Engaging in public performance projects with new people makes me tense and nervous.	0	0	0	0	0
I have no anxiety while of performing in public.	0	0	0	0	0
I feel relaxed while performing in front of others.	0	0	0	0	0

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
My thoughts become confused and jumbled when I am performing in public.	0	0	0	0	0
I face the prospect of performing publicly with confidence.	0	0	0	0	0

[Academic Achievement and Aspirations]

[Source: CPS 5 Essentials; CHSK]

Q7. What grades did you earn in school last year?

1. Mostly below D's
2. Mostly D's
3. About half C's and half D's
4. Mostly C's
5. About half B's and half C's
6. Mostly B's
7. About half B's and half A's
8. Mostly A's

Q8. What grades did you earn in your ENGLISH/READING/LITERATURE class last year?

1. Mostly below D's
2. Mostly D's
3. About half C's and half D's
4. Mostly C's
5. About half B's and half C's
6. Mostly B's
7. About half B's and half A's
8. Mostly A's

Q9. What is the highest level of education you plan to complete?

1. Not planning to complete high school
2. High school
3. Career/technical school
4. 2-year community college or junior college
5. 4-year college or university
6. Graduate or professional school
7. Undecided

II. Social & Emotional Outcomes

Constructs

- Self-confidence in general
- Self-confidence in intellectual abilities
- Self-confidence in social skills
- Empowerment; self-expression
- Civic participation

[Self-confidence (in general, in intellectual abilities, in social skills, in academic expectations)]

[Source: California Healthy Kids Survey: Youth Reliance and Development Module]

The next set of questions ask you about some of the skill sets you have, how do you go about tackling different issues and what expectations you have of yourself and others. For each of the following, please select the choice that makes most sense to you.

Q10. How TRUE are the following about you right now?

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
I have high goals and expectations for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am looking forward to a successful career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to work out problems by talking or writing about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work out my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't expect very much of myself in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do most things if I try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with someone who has different opinions than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many things that I do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen to other students' ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel bad when people get their feelings hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
I try to understand what other people go through.	0	0	0	0	0
When I need help, I find someone to talk with.	0	0	0	0	0
I enjoy working together with other students on class activities.	0	0	0	0	0
When I work in school groups, I do my fair share.	0	0	0	0	0
I stand up for myself without putting others down.	0	0	0	0	0
I try to understand how other people feel and think.	0	0	0	0	0
I trust my ability to solve difficult problems.	0	0	0	0	0
I understand my moods and feelings.	0	0	0	0	0
I understand why I do what I do.	0	0	0	0	0

[Leadership/Empowerment]

[Source: Common Measure: Leadership Development, High School]

Q11. If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

	I definitely can't	I probably can't	Maybe	I probably can	I definitely can
Create a plan to address the problem.	0	0	0	0	0
Get other people to care about the problem.	0	0	0	0	0
Organize and run a meeting.	0	0	0	0	0
Express your views in front of a group of people.	0	0	0	0	0
Identify individuals or groups who could help you with the problem.	0	0	0	0	0
Write an opinion letter to a local newspaper.	0	0	0	0	0

Call someone on the phone that you had never met before to get their help with the problem.	0	0	0	0	0
Contact an elected official about the problem.	0	0	0	0	0
Organize a petition.	0	0	0	0	0

III. Poetry Appreciation & Engagement

Constructs

- General attitudes toward poetry
- Attitudes toward reading poetry
- Attitudes toward writing poetry
- Attitudes toward memorizing poetry
- Attitudes toward reciting poetry
- Sharing poetry with peers
- Sharing poetry via social media
- Indicator of POL participation

[Attitudes Toward Reading and Writing Poetry]

[Source: POL Student Survey AND Koukis 2010; adapted]

Next, we will be asking questions about your experiences with poetry.

Q12a. First, in your own words, how would you describe what poetry is?

Q12b. Next, the following questions are about specific experiences with poetry. Please choose if you strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am familiar with poetry.	0	0	0	0	0
Poetry is important to me.	0	0	0	0	0

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I enjoy learning how to interpret poetry.	0	0	0	0	0
I enjoy figuring out poems and thinking about what they mean.	0	0	0	0	0
My English teacher helps me understand poetry.	0	0	0	0	0
I read poetry with my family.	0	0	0	0	0
I read poetry in my spare time.	0	0	0	0	0
It is easy for me to read poetry.	0	0	0	0	0
I write my own poetry in my spare time.	0	0	0	0	0
It is easy for me to write poetry.	0	0	0	0	0
I enjoy memorizing poems.	0	0	0	0	0
It is easy for me to memorize poems.	0	0	0	0	0
I enjoy reciting poetry.	0	0	0	0	0
I appreciate poetry more when it is read aloud.	0	0	0	0	0
I enjoy reciting poems in front of my peers.	0	0	0	0	0
My English teacher encourages me to write my own poetry.	0	0	0	0	0
I am comfortable sharing poems I wrote with my peers.	0	0	0	0	0
I feel comfortable reciting poetry in front of my peers.	0	0	0	0	0

Q13. How do you feel about poetry in general? (e.g. What aspects of poetry do you like? Are there things about poetry that you don't like? If so, what are they?)

Q13a. During the last school year, do you remember discussing the meaning of poetry in any of your classes?

1. Yes
2. No
3. Not sure

Q13b. During the last school year, did you work at memorizing and getting better at reciting poetry in any of your classes?

1. Yes
2. No
3. Not sure

Q13c. Have you heard of Poetry Out Loud?

1. Yes
2. No
3. Not sure

Poetry Out Loud encourages students to learn about great poetry through memorization and recitation. This program helps students master public speaking skills, build self-confidence, and learn about literary history and contemporary life.

Q14. Have you ever participated, that is memorizing and reciting a poem, as part of Poetry Out Loud?

1. Yes
2. No (SKIP TO Q19.)
3. Not sure (SKIP TO Q19.)

Q15. How many years have you participated in Poetry Out Loud?

1. One years
2. Two years
3. Three years
4. Four years

Q16. Did you participate in Poetry Out Loud last year?

1. Yes
2. No
3. Not sure

Q17. Did you learn about poetry in your English/language arts class during the last year?

- ~~1. Yes~~
- ~~2. No (SKIP TO Q20)~~
- ~~3. Not sure (SKIP TO Q20)~~

Q18. Have you competed, that is recited a poem in front of your peers or other audiences, in Poetry Out Loud? Please choose at what level and mark all that apply:

1. Classroom
2. School contest
3. Regional contest
4. State contest
5. National contest
6. Did not compete at any of the above

Q19. Have any of your peers, friends, or family members participated or competed in *Poetry Out Loud*?

1. Yes
2. No
3. Not sure

[Use of Social Media]

[Source: CPS 5 essentials (adapted)]

The next set of questions is about how you use social media in relationship to poetry.

Q20. People sometimes use social media platforms, such as Facebook, Instagram, Snapchat, Twitter to create or share information or perspectives related to poetry. How often have you done the following:

	Never	Less than once a month	Once or twice a month	Once a week	Several times a week
How often do you share someone else's poems on social media?	0	0	0	0	0
How often do you share someone else's poems through email?	0	0	0	0	0
How often do you share your own poems on social media?	0	0	0	0	0
How often do you share your own poems through email?	0	0	0	0	0
How often do you comment or tweet about poetry since school started?	0	0	0	0	0

IV. Demographic Information

The last questions in this survey are about general characteristics. Remember, all your answers are confidential and will never be associated with your name. We only ask this information for research purposes and all answers are anonymous.

Q21. Are you:

1. Male
2. Female
3. Gender non-conforming

4. Prefer not to say

Q22. Are you of Hispanic or Latino origin?

1. No
2. Yes
3. Prefer not to say

Q23. What is your race? (mark all that apply)

1. **American Indian or Alaskan Native** (A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.)
2. **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
3. **Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
4. **Black or African-American** (A person having origins in any of the black racial groups of Africa.)
5. **White** (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East)
6. **Prefer not to say**

Q24. Is English your first language?

1. Yes [SKIP to Q26a]
2. No
3. Don't know

Q25a. [IF NO OR DON'T KNOW] → How well do you understand, speak, read, and write English?

	Very Well	Well	Not Well	Not at All
Understand spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25b. What languages do you speak at home or with friends?

1. Spanish
2. Mandarin
3. Cantonese
4. Taiwanese
5. Tagalog
6. Vietnamese
7. Korean
8. French
9. Russian
10. German
11. Other (write-in)

Q26a. What is the highest level of education reached by your mother or female guardian?

1. Did not finish high school
2. Finished high school
3. Attended but did not finish college
4. Finished two-year college
5. Finished four-year college
6. Finished graduate degree (e.g., MA, MD, PhD)
7. Don't know/Not applicable

Q26b. What is the highest level of education reached by your father or male guardian?

1. Did not finish high school
2. Finished high school
3. Attended but did not finish college
4. Finished two-year college
5. Finished four-year college
6. Finished graduate degree (e.g., MA, MD, PhD)
7. Don't know/Not applicable

Q27. What grade are you in?

1. 9th grade
2. 10th grade
3. 11th grade
4. 12th grade

Q28. What month were you born?

1. January
2. February
3. March
4. April

5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

Q29. What are the first two letters of your first name?

Q30. What are the first two letters of your last name?

Part III: Cognitive Interviews Notes [All Participants]

This part includes all the notes taken during the cognitive interviews.

PARTICIPANT 1

Q1. When thinking about school and ALL your classes in general, please tell us what do you think about the following statements...

- What does “doing well in school” mean to you (Q1a)?
 - *Learning. It doesn't mean you are getting a good grade it means that you are actually getting or attaining something from the knowledge.*
- When we asked about “trouble understanding a problem”, what kind of problems did you think about?
 - *She thought of a math problem.*
- What does “participation in class” mean to you?
 - *Giving your two cents. Providing your opinion when you feel like your opinion is needed.*
- Were any of these questions difficult to answer?
 - *No.*
- Did you feel you had the choices you needed to answer the way you wanted?
 - *Yes.*
- How did you decide when to use “sometimes” and “often”?
 - *She used “sometimes” for the “middle ground”. “Sometimes” meant that had done something a couple of times and “often” meant she does it most of the time with an exception.*
- How did you decide when to use “always” and “often”?
 - *Always is when she doesn't remember a time when she hasn't. She used “often” to describe something that she did most the time but not all the time.*
- How sure were you of your answers?
 - *She is pretty much sure.*

Q2. When thinking about your ENGLISH class last year, how strongly do you disagree or agree with the following statements?

- What English classes have you taken in high school? How about this year?
 - *She has taken American Literature, Journeys in Literature (which covered a broad range of time periods), History of the Novel, and Shakespeare. This year she is taking Classics in Society.*
- What activities do you typically do in your English classes?

- *Usually they go over the reading in class. She commented that mostly they are focused on reading and analysis in her English classes. They often write on the white board and discuss specific themes, topics, and motifs in the reading. Their activities are generally focused on trying to narrow the message of the reading down.*
- When we asked about “the topics we are studying”, what kind of topics do you cover in your English class?
 - *She thought about the topics in her History of the Novel, where they talked about free and indirect speech—a new way of looking at quotation and speech patterns when writing and reading a novel. She found this to be a challenging and interesting.*
- What does “doing well in your English class” mean to you?
 - *To her it means reading the book rather than using SparkNotes or Cliff Notes. It also means actually finding some joy in the literature that is provided in class rather than just drudging through the process of reading and analyzing.*
- Were you sure of all your answers or some more than others?
 - *She was sure of these answers.*

Q3. How strongly do you disagree or agree with the following statements?

- Our questions here are about how you feel about school. What would you say “feeling close to people at school” means to you?
 - *It means being able to share the self how she normally is at school. The self that she is at home or outside of school. Not being close to people at school means not being able to express her true self.*
- When we asked about “I am part of this school”, what came to mind?
 - *She thought of different activities and clubs that she is in at school. She is part of things at school including the film club, Poetry Out Loud—her face is around and people know who she is and this what came to mind.*
- What does the statement “self-expression” mean to you? Do your teachers encourage it?
 - *It means sharing who you are internally. Sharing the things that you are thinking and feeling inside and actually expressing that outwards.*
- What does “feeling safe in your school” mean to you?
 - *It means having no fear of sexual assault and no fear of having her opinions torn down. Generally, it means feeling like she can express her opinions and thoughts without fear of being criticized.*
- Did you feel you had the right choices to answer the question how you wanted?

- Yes.

Q4. Overall, how do you feel about school?

- For this open-ended question, I would like to hear more about your thoughts about this question. What came to mind at the time of answering?
 - *She thought about how she has been at the same school for nine years and the feeling of needing to get out and find new opinions and people to learn from. She feels like she is “done” with her school.*

Q5a. What extracurricular activities are you involved in while at school?

- What does the term “extracurricular” mean to you?
 - *It means something outside of school/non-school and something that is not graded.*

Q5b. Now we have specific questions about after school activities, in a typical 5-day week, how often:

- Question 5b is about after school activities. First, what does “after school activities” mean to you? Are any of those related to your activities “at school” in some way?
 - *After school activities means it is not graded and nobody is calculating how well you are doing.*
 - *Yes, her after school activities are within school and are related to school but aren’t part of a grading system, which is part of how she differentiates them.*
- Could you tell me which after school activities you are involved with now?
 - *She is involved in her school’s theater group and as a part of that she stage-manages, works on sets, and acts.*
 - *She also plays softball.*
- How many of these activities occur after school? And during the weekend?
 - *All the activities she mentioned are after school.*
 - *Sometimes set building is on the weekends but mostly they are during the week.*
- What does the term “academic activities” mean to you? Are you involved in any academic activities after school this year? How about last year?
 - *The term “academic activities” means that it relates to one of the five main academic subjects: English, history, math, science, and language.*

- Would you tell me what comes to mind when I mention “music activities and classes” after school?
 - *One-on-one lessons or training in music. Having a person directing you. A one-on-one teacher/student setting.*
- Do you participate in “literature clubs”? What kind of activities do you think you would do in a literature club?
 - *She is part of the POL club. It is a club that meets on Tuesday after school. They talk about the poems they want to do for POL, get feedback on recitation, talk about emphasis and tone, and watch POL recitations that happened at nationals.*
 - *POL isn't done at all in any classes at her school. It is a self-selected extracurricular activity. Everyone at the club choose to go the club because they want to compete and be a part of POL.*
- What do you do in a “debate club”?
 - *No.*
- What are “enrichment activities” to you? Could you give me some examples?
 - *She is not sure about what “enrichment” means in the question. In the question, it talked about sports and fitness and she used that as a way to answer. She swims and she thought of that.*
- What are your favorite after school activities?
 - *She loves doing theater.*

Q6. How strongly do you disagree or agree with the following statements?

- Question 6 is about what you think about participating in group discussions and giving a speech. First, when we asked about “group discussions”, what activities did you think about? Would you say there are opportunities for group discussion in your school?
 - *She thought about group discussion in the classroom. They have graded group Harkness Discussions (a part of Harkness tables) in her classroom. She thought about participating in that when answering.*
 - *Yes, there are many opportunities for group discussions at her school.*
- What about “giving a speech”? Are there opportunities for you to do this?
 - *They have a mandatory senior speech that they have to give.*
- What do you think about the phrase “I face the prospect of giving a speech with confidence”?
 - *Knowing what you want to share in the speech and feeling confident about what you are going to say.*
- What does the term “confidence” mean to you?
 - *It means you feel empowered to do something.*

- Were any of these questions difficult to answer?
 - *She raised the distinction between how you feel before and during a speech. Depending on the time frame, she might have had different responses. She feels relaxed during the speech but prior she feels nervous. This made it somewhat confusing for her to answer.*

Q6a. How strongly do you disagree or agree with the following statements?

- Question 6a is about what you think about performing in public. First, when we asked about “performing in public”, what activities came to mind first?
 - *Nothing additional other than music, dance, and theater.*
- Besides dance, theater, and music, what other kinds of performances have you done in public?
 - *No.*
- Would you say you have opportunities to perform in public at your school?
 - *Yes, definitely.*
- Were any of these questions difficult to answer?
 - *She feels there was similar issues as with the questions about public speaking around the issue of **when** we are asking about. Do we mean prior or during a performance? She might have different answer depending on when the question is asking.*

Q7. What grades did you earn in school last year?/Q8. What grades did you earn in your ENGLISH/READING/LITERATURE class last year?

- When we asked about your grades, did the answer choices make sense to you?
 - *Yes, they made sense.*
- When thinking about how well you are doing in your English class, what came to mind?
 - *Her grades. But she noted that was particularly salient because it was right after being asked about her grades in the previous question.*

Q9. What is the highest level of education you plan to complete?

- When we asked about the highest level of education you are planning on completing, how did you decide what answer to choose?

- *She knows that she is headed to four-year college but doesn't know about after that because it is hard as a high school student to know what she will want to do following college.*

Q10. How TRUE are the following about you right now?

- Coming back to Question 10, please take a moment to read the statements again. Let me know when you are done so I can ask you some questions about it.
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- In the question, “How true are the following about you right now?”, how do you understand “right now”?
 - *“Right now” means today for her. And added that “right now” could be skewed because someone might just be having a bad day.*
- Were there any questions that you felt did not apply to you?
 - *She felt that they all applied to her.*
- When we asked about “high goals and expectations for yourself”, what came to mind? Could you share any examples?
 - *Question not asked. [Double check]*
- What does the term “successful career” mean to you?
 - *She is not sure. She then adds it means getting a career that she wants to be in and is doing well in.*
- What does the phrase “I understand why I do what I do” mean to you?
 - *It meant basically does she understand who she is or why she does things.*
- What does the phrase “need help” mean to you? What kind of help did you think of?
 - *Guidance.*

Q11. If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

- Could you mention any community problems that have been important to you during the past year?
 - *There are some hazardous waste materials left in the area after the abandonment of an ink cooperation. She is part of a group that is talking about*

why no one knows about it in the community and how hazardous it can be for the community.

- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- When we mentioned “elected officials”, who came to mind?
 - *Her congresswoman.*
- Could you explain what organizing a petition means to you in your own words?
 - *Finding out what it means to organize a petition in terms of the necessary steps, finding people to sign it, and knowing her allies.*

Q12. The following questions are related to your experiences with poetry. For the following please choose if you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree.

- The set of statements in Question 11 are all related to poetry. Please take a moment to re-read before we continue and let me know when you finish.
- First, were any of these questions difficult to answer?
 - *The phrase “It is easy for me to read poetry” made it difficult to answer this question. Specially the word “easy” seemed like a weird word to use because she enjoys trying to figure out poetry and part of reading poetry is the challenge of it.*
- What does the term “poetry” mean to you?
 - *It is multi-faceted including spoken word, interpretations.*
- Would you say you have been involved in poetry activities at school? How about outside of school?
 - *Other than POL she has not participated in poetry activities in or outside of school.*
- Are there any other places where you have been involved in poetry activities?
 - *No.*
- Have you memorized any poems at school? Was that recently?
 - *No.*
- How about “reciting poems” to others? Have you done this? (IF YES: Could you describe this a little more detail?)
 - *No. (She specified that she meant she had never done this for school).*
- What comes to mind when you read the phrase “Poetry is best-appreciated when read aloud”?

- *She thought about POL as her main source of poetry recitation. In comparison to middle school when they just blandly read poetry, being in POL and hearing recitation is more enjoyable than just reading it.*

Q13. How do you feel about poetry in general? (e.g. What aspects of poetry do you like? Are there things about poetry that you don't like? If so, what are they?)

- Were there other aspects of poetry you would've liked to talk about?
 - *No.*
- The next set of questions are about a program called Poetry Out Loud? Are you familiar with it? Have you or any one you know participated in Poetry Out Loud? (IF NOT: Skip to Question 17)
- How would you describe Poetry Out Loud?
 - *A national poetry recitation competition. A great way to learn more about poetry and poets and what poetry means to you. It helps a person figure out what they enjoy reading, listening to, and reciting and what it means to them. She has learned the types of poetry that she likes through POL. Poetry Out Loud encourages students to learn about great poetry through memorization and recitation. This program helps students master public speaking skills, build self-confidence, and learn about literary history and contemporary life.*

Q15. How many years have you participated in Poetry Out Loud?

(She asked a clarifying question. "Are we talking this year?" I think this question needs to specify whether they should include the current year or not.)

Q17. Did you learn about poetry in your English/language arts class during the last year?

(Note that the skip logic here does not work. She answered "no" because POL was not part of her English class to this question but had in fact participated in a state level competition. I think we need to add a question that gages if they are doing POL in a class or club or both)

Q20. People sometimes use social media platforms, such as Facebook, Instagram, Snapchat, or Twitter, to create or share information or perspectives related to poetry. How often have you done the following:

- Statements in Question 20 are about sharing poetry through social media. First, what does the term “social media” mean to you? (IF respondent answered “Never” to all, skip to Question 19)
 - *Social media means Facebook, Instagram, Snapchat, Twitter. She is not a huge social media person and only uses Facebook.*
- What are the main social media platforms you use?
 - *She only uses Facebook.*
- When we asked about “sharing with poems”, who have you shared poems with?
 - *N/A. She does not share poems.*
- When we asked about “commenting or tweeting about poetry”. Have you done any of these?
 - *She can remember one time specifically about a poem about America that she shared through Facebook.*
- Are there any other ways that you share poetry with others?
 - *She shares it through communication for example just in conversation. With her parents, she shares a bunch of poetry that she is learning about and sometimes in class she will share it. Through conversations is a key way in which she shares about poetry.*
- Did you have any issues answering any of the questions about general characteristics? Which? Why?
 - *No. They are all fine.*
- Are there any questions that were difficult to answer?
 - *No. They are all fine.*
- What does the term “first language” mean to you? (*Not asked*)

PARTICIPANT 2

Q1. When thinking about school and ALL your classes in general, please tell us what do you think about the following statements...

- What does “doing well in school” mean to you?
 - *“Doing well in school” means that you are not only understanding the concepts that the teacher presents but you are also making the concepts your own. It is an accomplishment for yourself and the teacher. Students need to know that their hard work and participation is rewarded with good grades.*
- When we asked about “trouble understanding a problem”, what kind of problems did you think about?
 - *She thought about math problems when answering the question. She also thought about writing an English paper.*
- What does “participation in class” mean to you?
 - *It means asking relevant questions that benefit the whole class and engaging in discussions with both peers and teachers.*
- Were any of these questions difficult to answer?
 - *No.*
- Did you feel you had the choices you needed to answer the way you wanted?
 - *Yes.*
- How sure were you of your answers?
 - *Very sure.*

Q2. When thinking about your ENGLISH class last year, how strongly do you disagree or agree with the following statements?

- What English classes have you taken in high school? How about this year?
 - *She has taken 9th Grade English, American Literature, and Classical Dramatic Literature.*
- What activities do you typically do in your English classes?
 - *The activities they typically do include student led discussions where they bounce around ideas about a text, whiteboard activities where they learn writing tips. They also analyze texts and occasionally watch film adaptations of things they are reading in class. They also have time in class to work on homework and papers.*
- When we asked about “the topics we are studying”, what kind of topics do you cover in your English class?

- *They cover thesis writing, body paragraph writing, and methods of interpreting and responding to a text. They also cover how to write an essay. Sometimes they will also learn history about the text that they are reading. They also spend some time in class on grammar.*
- What does “doing well in your English class” mean to you?
 - *On the “surface” it is getting an A or an A- but it also means that you understand the topic. Doing well means that when she starts to write an essay she knows what she wants to write about and knows the necessary content well enough to write the paper.*
- Were you sure of all your answers or some more than others?
 - *Sure of all of them.*

Q3. How strongly do you disagree or agree with the following statements?

- Our questions here are about how you feel about school. What would you say “feeling close to people at school” means to you?
 - *It means that your academic experience in high school is a group effort. It means you are involved in clubs and working together for a common goal.*
- When we asked about “I am part of this school”, what came to mind?
 - *“I am part of this school” means that she contributes to the school in a positive way.*
- What does the statement “self-expression” mean to you? Do your teachers encourage it?
 - *“Self-expression” means that she can say what she believes, wear what she wants, and act the way she wants without judgement by teachers and students. She does think that teachers encourage this at her school.*
- What does “feeling safe in your school” mean to you?
 - *On the surface, it means that she knows that there is no one dangerous in the building but also that she is safe when she walks down the halls and no one is cat calling or making fun of her. She is safe from the people within her school as well as outsiders.*
- Did you feel you had the right choices to answer the question how you wanted?
 - *Yes.*

Q4. Overall, how do you feel about school?

- For this open-ended question, I would like to hear more about your thoughts about this question. What came to mind at the time of answering?

- *She has always loved school and liked the structure of her school. She only has positive feelings towards school. The only negative thing is the stress that she feels at her school, which is very academically rigorous. She knows when she graduates she will look back fondly at school.*

Q5a. What extracurricular activities are you involved in while at school?

- *She is involved in volleyball, the school newspaper, Community Action Club, Poetry Outload, the Junior Class Leadership Council, and student tutors.*
- What does the term “extracurricular” mean to you?
 - *“Extracurricular” means that it is not mandatory and is something that someone chooses to do. And it is something that you do for fun.*

Q5b. Now we have specific questions about after school activities, in a typical 5-day week, how often:

- Question 5b is about after school activities. First, what does “after school activities” mean to you? Are any of those related to your activities “at school” in some way?
 - *“After school activities” are something you are obligated to do but are not in the realm of normal school and so have a limited amount of people doing them. There are also to some extent optional. The after school activities she does are related to her school activities.*
- In your opinion, what distinguishes an after-school activity from an in-school activity?
 - *The key distinctions are supervision, the amount of people involved, and a certain level of autonomy that you have in after school activities compared with in school activities.*
- Could you tell me which after school activities you are involved with now?
 - *She is involved in volleyball, the school newspaper, Community Action Club, Poetry Outload, the Junior Class Leadership Council, and student tutors.*
- How many of these activities occur after school? And during the weekend?
 - *Two of the above activities occur after school and one on the weekend.*
- What does the term “academic activities” mean to you? Besides getting writing coaching, tutoring, getting homework help, are you involved in any other academic activities after school this year?
 - *“Academic activities” means that it is not part of a class but it still relates to the curriculum in some way. She is not involved in any additional academic activities.*
- Would you tell me what comes to mind when I mention “music activities and classes” after school?

- *She thought of music classes before school.*
- Do you participate in “literature clubs”? What kind of activities do you think you would do in a literature club?
 - *She does participate in a literature club. In this club, they read poems, and help each other understand poetry and make it personal. The literature club is a Poetry Out Loud club.*
- What do you do in a “debate club”?
 - *In debate club there is usually a topic every month and you write compelling speeches for or against topics and practice debating.*
- Besides chess club or sports/fitness activities, could you give me other examples of enrichment activities?
 - *Robotics or computer science.*
- What are your favorite after school activities?
 - *Her favorite activities are volleyball and the school newspaper. Newspaper is actually a class but many people stay after school to use the computers to complete assignments.*

Q6. How strongly do you disagree or agree with the following statements?

- Question 6 is about what you think about participating in group discussions and giving a speech. First, when we asked about “group discussions”, what activities did you think about? Would you say there are opportunities for group discussion in your school?
 - *She thought about graded discussions in her history and English classes. She does think there are opportunities for group discussion at her school.*
- What about “giving a speech”? Are there opportunities for you to do this?
 - *Yes.*
- What do you think about the phrase “I face the prospect of giving a speech with confidence”? What does the term “confidence” mean to you?
 - *To her “I face the prospect of giving a speech with confidence” means you feel confident in the writing, the message, and the delivery of the speech.*
- Were any of these questions difficult to answer?
 - *No.*

Q6a. How strongly do you disagree or agree with the following statements?

- Question 6a is about what you think about performing in public. First, when we asked about “performing in public”, what activities came to mind first?

- *She thought about how a lot of times at a school you perform with a group in a mock play or something you wrote.*
- Besides dance, theater, and music, what other kinds of performances have you done in public?
 - *She has given speeches and presented poetry.*
- Would you say you have opportunities to perform in public at your school?
 - *Yes.*
- Were any of these questions difficult to answer?
 - *No.*

Q7. What grades did you earn in school last year?/Q8. What grades did you earn in your ENGLISH/READING/LITERATURE class last year?

- When we asked about your grades, did the answer choices make sense to you?
 - *Yes.*

Q10. How TRUE are the following about you right now?

- Coming back to Question 10, please take a moment to read the statements again. Let me know when you are done so I can ask you some questions about it.
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- In the question, “How true are the following about you right now?”, how do you understand “right now”? Were there any questions that you felt did not apply to you?
 - *She was thinking mostly of right now as in the current moment and some within the last year. She felt that they all applied to her.*
- When we asked about “high goals and expectations for yourself”, what came to mind? Could you share any examples?
 - *She thoughts about her academic, career, and behavioral goals (being the best person she could be).*
- What does the term “successful career” mean to you?
 - *A “successful career” means to her being happy with what she is doing.*
- What does the phrase “I understand why I do what I do” mean to you?
 - *It means that you understand why you act the way you do, your decisions, why you are like you and what made you like that.*
- What does the phrase “need help” mean to you? What kind of help did you think of?

- *She thought about mental health and needing help in that context when she answered.*

Q11. If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

- Could you mention any community problems that have been important to you during the past year?
 - *There are compost bins at her school that are not being used correctly.*
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- When we mentioned “elected officials”, who came to mind?
 - *Mayors and the governor came to mind.*
- Could you explain what organizing a petition means to you in your own words?
 - *Getting other students to care about the cause and having them sign to support the cause.*

Q12. The following questions are related to your experiences with poetry. For the following please choose if you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree.

- The set of statements in Question 12 are all related to poetry. Please take a moment to re-read before we continue and let me know when you finish.
- First, were any of these questions difficult to answer?
 - *No.*
- What does the term “poetry” mean to you?
 - *“There’s different types of poetry. There is free verse and then pre-historic poetry, epic poetry. It is just another way to convey a story and an idea.”*
- Would you say you have been involved in poetry activities at school?
 - *Yes.*
- How about outside of school?
 - *No.*
- Are there any other places where you have been involved in poetry activities?
 - *No.*
- Have you memorized any poems at school? Was that recently?
 - *Yes. It was recent.*

- How about “reciting poems” to others? Have you done this? (IF YES: Could you describe this a little more detail?)
 - *Yes, she has recited poems to others. She has recited poetry at the competition at her school for Poetry Out Loud. She also has recited poetry that she has written for her English class.*
- What comes to mind when you read the phrase “Poetry is best-appreciated when read aloud”?
 - *She thought of Poetry Out Loud. And she thought of when she studied poetry in class last year and they would often read poetry and they could see other people’s interpretations of how poetry should be recited.*

Q13. How do you feel about poetry in general? (e.g. What aspects of poetry do you like? Are there things about poetry that you don’t like? If so, what are they?)

- *She likes how open-ended poetry is and that there is not a clear structure to poetry. It makes her question. It is interesting for her to write it and she finds poetry challenging (but in a good way).*
- Were there other aspects of poetry you would’ve liked to talk about?
 - *No.*
- The next set of questions are about a program called Poetry Out Loud? Are you familiar with it? Have you or any one you know participated in Poetry Out Loud? (IF NOT: Skip to Question 17)
 - *She is familiar with it and she has participated in it for one year.*
- How would you describe Poetry Out Loud?
 - *POL is a small but engaging community. They meet afterschool and during school. It is very supportive.*

Q14. Have you ever participated in Poetry Out Loud?

1. Yes (Go to Q15)
2. No (SKIP TO Q17.)
3. Not sure (SKIP TO Q17.)

Q15. How many years have you participated in Poetry Out Loud?

5. One year
6. Two years
7. Three years
8. Four years

**Q16. When did you participate in Poetry Out Loud most recently? (*She answered yesterday.*
My need to rephrase questions)**

1. Last year
2. Two years ago
3. Other [SPECIFY]

Q20. People sometimes use social media platforms, such as Facebook, Instagram, Snapchat, or Twitter, to create or share information or perspectives related to poetry. How often have you done the following:

- Statements in Question 20 are about sharing poetry through social media. First, what does the term “social media” mean to you? (IF respondent answered “Never” to all, skip to Question 19)
- What are the main social media platforms you use?
 - *She uses VSCO (an image sharing app), Snapchat, and Instagram*
- When we asked about “sharing with poems”, who have you shared poems with?
 - *She does not share poems through social media.*
- When we asked about “commenting or tweeting about poetry”. Have you done any of these?
- Are there any other ways that you share poetry with others?
 - *She does not share poems in any other ways through social media.*
- We are now approaching the end of the questionnaire. Please take a moment to answer the questions about general characteristics and let me know when you finish.
- [After respondent finishes] Did you have any issues answering any of the questions about general characteristics? Which? Why?
 - *None.*
- Are there any questions that were difficult to answer?
 - *No.*

PARTICIPANT 3

Q1. When thinking about school and ALL your classes in general, please tell us what do you think about the following statements...

- What does “doing well in school” mean to you?
 - *Not getting her phone; expanding her knowledge of things so that she can be open minded to things.*
- When we asked about “trouble understanding a problem”, what kind of problems did you think about?
 - *She thought about specific subjects in school like Math.*
- What does “participation in class” mean to you?
 - *It is part of the grade too and getting to see how things work in the class. If she actually does something, she learns faster.*
- Were any of these questions difficult to answer?
 - *No.*
- Did you feel you had the choices you needed to answer the way you wanted?
 - *Yes.*
- How did you decide when to use “sometimes” and “often”?
 - *She used often when she remembered doing things often. It also depends on the situation.*
- How did you decide when to use “always” and “often”?
 - *She used always when she remembers doing it over and over again – it becomes habit.*
- How sure were you of your answers?
 - *Very sure.*

Q2. When thinking about your ENGLISH class last year, how strongly do you disagree or agree with the following statements?

- What English classes have you taken in high school? How about this year?
 - *English 1 (respondent is in 9th grade).*
- What activities do you typically do in your English classes?
 - *She is learning how to see texts in different views (i.e., feminist, Marxist, post-colonial, and archetypal).*
- When we asked about “the topics we are studying”, what kind of topics do you cover in your English class?

- *They are doing literature, identifying problems with plot, doing essay responses on the lecture texts, and breaking down what the video or texts mean and how it connects to their lives.*
- What does “doing well in your English class” mean to you?
 - *English is her best subject, so it really means a lot. It’s her favorite subject. Doing well means she gets all A’s.*
- Were you sure of all your answers or some more than others?
 - *She was sure.*

Q3. How strongly do you disagree or agree with the following statements?

- Our questions here are about how you feel about school. What would you say “feeling close to people at school” means to you?
 - *It means actually knowing them, not just their name, but some part of themselves that they told her - being friends.*
- When we asked about “I am part of this school”, what came to mind?
 - *Not just being an outsider, sitting in the corner in the dark, alone, actually talking to people and connecting.*
- What does the statement “self-expression” mean to you? Do your teachers encourage it?
 - *Not doing whatever you want but no restraints (e.g., no uniform, expressing who you are in clothing).*
 - *Yes, teachers encourage it a lot.*
- What does “feeling safe in your school” mean to you?
 - *Not getting bullied, not being teased, and physical safety.*
- Did you feel you had the right choices to answer the question how you wanted?
 - *Yes.*

Q4. Overall, how do you feel about school?

- For this open-ended question, I would like to hear more about your thoughts about this question. What came to mind at the time of answering?
 - *The respondent thinks school is an awesome place because she gets to learn new things and work that brain power. If you wouldn’t go to school, you wouldn’t have the social skills to be an adult because you have to talk to people to get the job and interview and you wouldn’t have the academic skills to help you out in the future.*

- *When answering the question, the respondent was drawing from experiences in general, starting from kindergarten to now.*

Q5a. What extracurricular activities are you involved in while at school?

- What does the term “extracurricular” mean to you?
 - *She is taking an elective, so she thinks it counts as an extracurricular. It’s a leadership class where they get tasks and do it or they come up with an idea to help the school. Another term for extracurricular is clubs. She is currently not involved in any clubs because she isn’t interested and they don’t catch her eye.*

Q5b. Now we have specific questions about after school activities, in a typical 5-day week, how often:

- Question 5b is about after school activities. First, what does “after school activities” mean to you? Are any of those related to your activities “at school” in some way?
 - *It means socializing more with people, getting more skills out of things available to you, and an extra thing to help you out.*
 - *They aren’t related to her “at school” activities because she doesn’t do after school activities because she doesn’t have time.*
- Could you tell me which after school activities you are involved with now?
 - *Not involved.*
- How many of these activities occur after school? And during the weekend?
 - *Skipped.*
- What does the term “academic activities” mean to you? Are you involved in any academic activities after school this year? How about last year?
 - *It means sitting in the room, doing the subject that either advances you in some way or is helping you out in a subject you’re not as strong as at the time. Last year she was in a news club – they did videos about what was happening in school.*
- Would you tell me what comes to mind when I mention “music activities and classes” after school?
 - *Singing, music instruments, and beat making.*
- Do you participate in “literature clubs”? What kind of activities do you think you would do in a literature club?
 - *Writing what you want or being given a prompt and writing about it in a specific way the instructor wants.*
- What do you do in a “debate club”?

- *Prepare really really hard for the debate, make sure she really researches her stuff, and is not letting anything out of the way. Create another argument to counter the team, take their side, take their point of view and see what they have in mind to go against her.*
- What are “enrichment activities” to you? Could you give me some examples?
 - *Things that help you advance in things, for example if you like soccer, take this class to help your skills in kicking and stamina. Another example would be math lab to help with classes.*
- What are your favorite after school activities?
 - *Last year, it would be something related to school, such as the newspaper because she really likes writing.*

Q6. How strongly do you disagree or agree with the following statements?

- Question 6 is about what you think about participating in group discussions and giving a speech. First, when we asked about “group discussions”, what activities did you think about? Would you say there are opportunities for group discussion in your school?
 - *When she thought of “group discussions” she thought about what teachers give out to the students to work in a group. She thought that she really didn’t like that because she would do most of the work. She would talk more, she would write down the notes.*
 - *Yes, teachers make those opportunities in the class to have group discussions – when other students do their work as well, she thinks their discussions can be very interesting.*
- What about “giving a speech”? Are there opportunities for you to do this?
 - *Yes, there are opportunities, but she sometimes doesn’t want to because she thinks she’s going to stutter all the way when talking to a class. There are opportunities, she just doesn’t take them because she has that fear.*
- What do you think about the phrase “I face the prospect of giving a speech with confidence”?
 - *The respondent had trouble with the word “prospect”. She understood it as during the activity (i.e., on the stage).*
- What does the term “confidence” mean to you?
 - *It means not really caring about what others think, just having the ability to talk to people without stuttering a lot, having a smile on your face, and acting casual like you were talking to a friend.*
- Were any of these questions difficult to answer?
 - *No, just the word “prospect”.*

Q6a. How strongly do you disagree or agree with the following statements?

- Question 6a is about what you think about performing in public. First, when we asked about “performing in public”, what activities came to mind first?
 - *Giving out speeches, presenting your piece, doing school presentations, or talent shows.*
- Besides dance, theater, and music, what other kinds of performances have you done in public?
 - *She’s done plays before (3 in elementary school). Yesterday, she performed her piece in literature at Chapter 510.*
- Would you say you have opportunities to perform in public at your school?
 - *Yes, her teacher was talking about an opportunity at Mills College to read their own pieces to the students there on Halloween.*
- Were any of these questions difficult to answer?
 - *The “prospect” question again.*

Q7. What grades did you earn in school last year?/Q8. What grades did you earn in your ENGLISH/READING/LITERATURE class last year?

- When we asked about your grades, did the answer choices make sense to you?
 - *Yes.*
- When thinking about how well you are doing in your English class, what came to mind?
 - *She likes reading in English class.*

Q9. What is the highest level of education you plan to complete?

8. Not planning to complete high school
 9. High school
 10. Career/technical school
 11. 2-year community college or junior college
 12. 4-year college or university
 - 13. Graduate or professional school**
 14. Undecided
- When we asked about the highest level of education you are planning on completing, how did you decide what answer to choose?

- *She decided by what kind of jobs are available out there right now, what is close to home, and what colleges have these programs. She's already thinking about post-secondary education.*

Q10. How TRUE are the following about you right now?

- Coming back to Question 10, please take a moment to read the statements again. Let me know when you are done so I can ask you some questions about it.
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- In the question, "How true are the following about you right now?", how do you understand "right now"? Were there any questions that you felt did not apply to you?
 - *She understood "right now" as a couple weeks back or yesterday or a couple hours ago or the present moment. She thought of the question, "right now, what have I done?"*
 - *All the questions applied.*
- When we asked about "high goals and expectations for yourself", what came to mind? Could you share any examples?
 - *Last year, in this class called Flex, they made goals for themselves. She does something like that now too, for example, she set a goal for herself to get an A in Math. She'll work up to that then make another goal.*
- What does the term "successful career" mean to you?
 - *It means not struggling to get money, not being a grouchy person with your job, doing what you like, and getting enough money to survive and to have some things in the house like that little vase, having a comfortable life.*
- What does the phrase "I understand why I do what I do" mean to you?
 - *It means that she knows what she's doing because of this, because of a reason, because she wants to. It's not like she does something and has no idea what she's doing.*
- What does the phrase "need help" mean to you? What kind of help did you think of?
 - *It means it's a rare time when she needs help because she usually does things on her own and when she does ask for help she feels embarrassed and ashamed because she couldn't do it herself.*
 - *She thought of her dad's help because he knows a lot about math for example. She asked for help from him once and felt embarrassed. It's mostly related to academics and math specifically.*

Q11. If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

- Could you mention any community problems that have been important to you during the past year?
 - *A lot of gun shots around the neighborhood where she lives, a lot of fighting and deaths.*
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *No.*
- When we mentioned “elected officials”, who came to mind?
 - *She thought of the Governor and the Mayor – people like that.*
- Could you explain what organizing a petition means to you in your own words?
 - *It means gathering a group of people who already want to join in on your cause, make a google form or paper and clipboards, go around the neighborhood and ask people if they want to join this cause for this reason.*

Q12. For the following please choose if you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree.

- The set of statements in Question 12 are all related to poetry. Please take a moment to re-read before we continue and let me know when you finish.
- First, were any of these questions difficult to answer?
 - *No*
- What does the term “poetry” mean to you?
 - *It means something other than fiction, related to fiction, but said in a way that you know the meaning of, but don’t know the meaning of. It’s like an iceberg, you see the words, but you have to dig deeper to actually find the meaning of the poem.*
- Would you say you have been involved in poetry activities at school? How about outside of school?
 - *Yes, she’s in a class called poetry workshop. Her teacher gives her a prompt about things, for example the fires. They’re writing a poem about that, how we felt about it, writing from the perspective of another person or a family member.*

- *She isn't involved in anything outside of school other than the writing she does on her own in her notebook.*
- Are there any other places where you have been involved in poetry activities?
 - *Last year, in her 8th grade class, it was a mini lesson on poetry – different kinds of poetry and what fits her best. She likes sonnet poems because they have rhymes and an A/B/A/B structure.*
- Have you memorized any poems at school? Was that recently?
 - *Not right now. A few years ago, she recited a poem by Shel Silverstein to peers in one of her elementary school classes.*
- How about “reciting poems” to others? Have you done this? (IF YES: Could you describe this a little more detail?)
 - *[She asked if “reciting” mean reciting out of memory or reading the poem]*
 - *Yesterday, in her literary event, she recited her own poem that was playful. During “Friday Readings”, she recites her poems because they’re shorter and do not waste time.*
- What comes to mind when you read the phrase “Poetry is best-appreciated when read aloud”?
 - *She agrees. You hear the expression in the person’s voice, you hear how they connect to it, the emotion in them.*

Q13. How do you feel about poetry in general? (e.g. What aspects of poetry do you like? Are there things about poetry that you don't like? If so, what are they?)

- Were there other aspects of poetry you would've liked to talk about?
 - *Yes because poetry can make you see something, for example, this pen, the poem talks about a white pen and how black pens can ruin pens, it makes you see something in a whole different light.*
- The next set of questions are about a program called Poetry Out Loud? Are you familiar with it? Have you or any one you know participated in Poetry Out Loud? (IF NOT: Skip to Question 17)
 - *No.*
- How would you describe Poetry Out Loud?
 - *Skipped.*

Q20. People sometimes use social media platforms, such as Facebook, Instagram, Snapchat, or Twitter, to create or share information or perspectives related to poetry. How often have you done the following:

- Statements in Question 20 are about sharing poetry through social media. First, what does the term “social media” mean to you? (IF respondent answered “Never” to all, skip to Question 19)
 - *Instagram, Facebook, Snapchat, Twitter.*
- What are the main social media platforms you use?
 - *Instagram and Snapchat.*
- When we asked about “sharing with poems”, who have you shared poems with?
 - *She’s shared other poems on Wattpad (an Google Playstore app where people write and share fiction, fan fiction, and stories). She mostly uses Instagram to share poems.*
- When we asked about “commenting or tweeting about poetry”. Have you done any of these?
 - *No.*
- Are there any other ways that you share poetry with others?
 - *She sometimes shares her own work on Snapchat because she writes things on Wattpad. When she shares her work on Snapchat, she screenshots the cover of the book and the username, goes on Snapchat, adds text and says, “follow me, it’s a good story”.*

Q24. Is English your first language?

4. Yes [SKIP to Q26a.]
 - What does the term “first language” mean to you?
 - *Language mom or dad spoke to her first. The language taught from birth to school.*

Q25a. [IF NO OR DON’T KNOW] → How well do you understand, speak, read, and write English?

Q25b. [IF NO OR DON’T KNOW] → What languages do you speak at home or with friends?

12. Spanish
13. Mandarin
14. Cantonese
15. Taiwanese
16. Tagalog
17. Vietnamese
18. Korean
19. French

20. Russian

21. German

22. Other (write-in)

- Did you have any issues answering any of the questions about general characteristics?
Which? *Why?*
 - *No, Q23 didn't apply. Because I am Latina.*
- Are there any questions that were difficult to answer?
 - *No.*

PARTICIPANT 4

Q1. When thinking about school and ALL your classes in general, please tell us what do you think about the following statements...

- What does “doing well in school” mean to you?
 - *She is very academically motivated, what she strives for is to do well.*
- When we asked about “trouble understanding a problem”, what kind of problems did you think about?
 - *She thought mostly about specifically chemistry, usually things that she just started that she is warming up to rather than something she has done a lot before*
- What does “participation in class” mean to you?
 - *Trying to understand the concepts and working to understand them, not just saying something and giving up.*
- Were any of these questions difficult to answer?
 - *No*
- Did you feel you had the choices you needed to answer the way you wanted?
 - *Yes*
- How did you decide when to use “sometimes” and “often”?
 - *Didn't use sometimes, but used often usually whenever there are some things she knows every now and then she kind of slides a bit and won't do always.*
- How did you decide when to use “always” and “often”?
 - *See above*
- How sure were you of your answers?
 - *99%*

Q2. When thinking about your ENGLISH class last year, how strongly do you disagree or agree with the following statements?

- What English classes have you taken in high school? How about this year?
 - *In high school: Freshman year took honors, past 2 years taken AP (AP Language in 10th grade and AP Literature this year)*
- What activities do you typically do in your English classes?
 - *Last year they did punctuations a lot and would practice for the multiple choice sections of the AP exam and would do timed writes – other than working toward the exam, annotations and making sure they understand the pieces and the*

meaning behind it. Did a lot of that this year too. This year, they elaborate a bit more on the meaning behind the pieces of work that they do, they also do a lot of the annotations like last year, not as much punctuation.

- When we asked about “the topics we are studying”, what kind of topics do you cover in your English class?
 - *The different types of language devices and types used in the different pieces of work (i.e., simile, metaphor, symbolism)*
- What does “doing well in your English class” mean to you?
 - *Getting something out of it, being able to go back and use the things that they’ve learned in there and apply it to her different classes.*
- Were you sure of all your answers or some more than others?
 - *More sure about some more than others (e.g., less sure of “I like my English class more than any of my other classes” – more of a math/science person).*

Q3. How strongly do you disagree or agree with the following statements?

- Our questions here are about how you feel about school. What would you say “feeling close to people at school” means to you?
 - *How easily you can go up to someone and talk to them, but at her school they’re a close school because they’re relatively small but there are a lot of differences in all the people, it’s hard to find a common ground. Not necessarily your typical high school social classes, they’re such a small town in WV, it’s mainly people who like to go hunting and your people who focus on school or sports. There are really 3 main different types of people and it’s really hard to go in the twix and tweens.*
- When we asked about “I am part of this school”, what came to mind?
 - *If she’s able to make a difference for the people at this school and help out.*
- What does the statement “self-expression” mean to you? Do your teachers encourage it?
 - *Self-expression means being able to be who you truly are rather than someone you portray to the different people you’re around. She selected agree, not strong agree only because the teachers do encourage being who you are but don’t know how to explain it.*
- What does “feeling safe in your school” mean to you?
 - *Feeling like she can go to the principal, vice principal or any teachers and tell them how she feels about things.*
- Did you feel you had the right choices to answer the question how you wanted?
 - *Yes*

Q4. Overall, how do you feel about school?

- *She loves school, she loves being able to go and learn and further her education.*
- For this open-ended question, I would like to hear more about your thoughts about this question. What came to mind at the time of answering?
 - *Not really.*

Q5a. What extracurricular activities are you involved in while at school?

- *Beta Club (Community service group and activities; similar to honor society but not at the same time: doing fundraisers and donating to different charities.*
- *Honor Society*
- *Golf Team*
- *Math Field Day*
- *Pumpkin Drop Team (more science related; drop a pumpkin from a crane and drop it 50 feet down to the ground; they all go to the capital, it's a statewide activity; similar to egg drop activity on steroids).*
- What does the term "extracurricular" mean to you?
Skipped. [See "enrichment activities" probe in Q5b for the closest response to this question].

Q5b. Now we have specific questions about after school activities, in a typical 5-day week, how often:

- Question 5b is about after school activities. First, what does "after school activities" mean to you? Are any of those related to your activities "at school" in some way?
 - *"After school activities" means doing things after school - it's pretty self-explanatory. Yes, they do relate to her activities "at school", two of the things where she said once or twice a week occurs seasonally as opposed to all year round (e.g., golf in the sport section was only for a few months).*
 - *[Interviewer probed to elaborate what respondent was referring to for visual arts]: she does a lot of it on her own and doesn't take classes. It doesn't always happen once a week, but it is whenever she feels like it. It's weekly, but not necessarily scheduled.*
- Could you tell me which after school activities you are involved with now?
 - *She has nothing active right now.*
- How many of these activities occur after school? And during the weekend?

- *The respondent explained that most of their “after school activities” occur during what they call a “links period”, a period during school hours where students get to go to different clubs/club meetings as opposed to staying after school for these activities. For example, their Beta club, honors society hold their meetings during the links period. The clubs they have are active, but they’re not held during after school hours.*
- *Additionally, at their school, instead of having theater, drama, and music clubs, they just have class periods for those activities and students use them as electives. They don’t really have any of those types of activities outside of school.*
- *Since fifth grade, she has been in choir, but had some scheduling issues due to her AP classes. When she was in choir, she would go to choir class once a day.*
- What does the term “academic activities” mean to you? Are you involved in any academic activities after school this year? How about last year?
 - *“Academic activities” means anything that relates to school – it involves school even if it’s at home (e.g., homework). She also considers the Beta club an academic activity.*
 - *Second probe skipped because respondent selected **never** for academic activities question.*
- Would you tell me what comes to mind when I mention “music activities and classes” after school?
 - *(See above for clarification on arts programming only present as classes)*
 - *They have an all-state chamber choir and different state choirs. Every now and then, schools in county will get together and practice together outside of school so that they can audition for the state choirs.*
- Do you participate in “literature clubs”? What kind of activities do you think you would do in a literature club?
 - *Respondent selected **never** for literature club question.*
 - *When thinking of “literature clubs”, she thought of the book club at school. She is not sure if it is active this year due to having low membership last year.*
- What do you do in a “debate club”?
 - *They do not have a debate team.*
- What are “enrichment activities” to you? Could you give me some examples?
 - *“Enrichment activities” means getting help with someone after school for your academic things or your extracurriculars. By extracurriculars, she means choir, music activities, poetry, literature, or even study groups.*
- What are your favorite after school activities?
 - *Relaxing. It was choir until last year, the choir teacher they had for a while went to a different school.*

Q6. How strongly do you disagree or agree with the following statements?

- Question 6 is about what you think about participating in group discussions and giving a speech. First, when we asked about “group discussions”, what activities did you think about? Would you say there are opportunities for group discussion in your school?
 - *In class whenever you’ll have a debate or something on the board you’ll have to discuss. There are different clubs where you can have discussions but that’s about it.*
- What about “giving a speech”? Are there opportunities for you to do this?
 - *Mostly English class or presenting a project or at different inductions to different clubs and things.*
- What do you think about the phrase “I face the prospect of giving a speech with confidence”?
 - *She would change “prospect”. Change it to opportunity or chance.*
- What does the term “confidence” mean to you?
 - *Knowing in your head that you are going to be able to do it.*
- Were any of these questions difficult to answer?
 - *“I like to get involved in group discussions.” – She doesn’t really care to do it, but it isn’t her favorite thing in the world to do.*

Q6a. How strongly do you disagree or agree with the following statements?

- Question 6a is about what you think about performing in public. First, when we asked about “performing in public”, what activities came to mind first?
 - *Choir, giving speeches, and dance (also takes a dance class but not affiliated with school).*
- Besides dance, theater, and music, what other kinds of performances have you done in public?
 - *Don’t really know of anything.*
- Would you say you have opportunities to perform in public at your school?
 - *Not a lot but there are some.*
- Were any of these questions difficult to answer?
 - *Not really.*

Q7. What grades did you earn in school last year?/Q8. What grades did you earn in your ENGLISH/READING/LITERATURE class last year?

- When we asked about your grades, did the answer choices make sense to you?
 - *There should be a straight A option.*
- When thinking about how well you are doing in your English class, what came to mind?
 - *Mostly A's – thought about grades.*

Q9. What is the highest level of education you plan to complete?

- When we asked about the highest level of education you are planning on completing, how did you decide what answer to choose?
 - *Haven't yet completely decided what she wants to do but she knows all of the options she narrowed her paths down to are pretty sure graduate or professional school. One may or may not be a 4 year college.*

Q10. How TRUE are the following about you right now?

- Coming back to Question 10, please take a moment to read the statements again. Let me know when you are done so I can ask you some questions about it.
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *"Working with others in class activities" – she is a self-proclaimed perfectionist, it's hard to let other people work on the same level as she does or who put as much effort in their work as she does.*
- In the question, "How true are the following about you right now?", how do you understand "right now"? Were there any questions that you felt did not apply to you?
 - *She understands "right now" as in this point in life.*
 - *She felt that all the questions applied to her except for "I try to work out problems by talking or writing about them". This isn't her approach to problem solving.*
- When we asked about "high goals and expectations for yourself", what came to mind? Could you share any examples?
 - *By "High goals and expectations for yourself", it means what she wants to do with her life and not necessarily what other people think is a high goal, there are different definitions of a high goal – for someone who has started out with a lot, their high goal could be going to college and becoming a doctor or even someone who hasn't started with anything or even someone who started with nothing and*

who wants to be the first person in their family to go to college for anything, even a community college, it just differs from person to person.

- What does the term “successful career” mean to you?
 - *Similar to her response for “high goals and expectations”, “successful career” is whatever you look for in life, not what is necessarily what is the social norm of a successful career.*
- What does the phrase “I understand why I do what I do” mean to you?
 - *“I understand why I do what I do” means that she understands why she does things and what she wants to do in life.*
- What does the phrase “need help” mean to you? What kind of help did you think of?
 - *“Need help” refers to any kind of help, but mostly emotional.*

Q11. If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

- Could you mention any community problems that have been important to you during the past year?
 - *The smoking in the girls’ bathroom at their school is a problem that has been important to her during the past year. She did not really take any action around that issue.*
- Did you find any of these questions difficult to answer? (IF YES: Which specific phrases? Why?)
 - *The respondent found quite a bit of the questions difficult to answer. She doesn’t like to say that kids can’t do stuff like that, but for the most part she thinks it’s really hard for a young person to be able to organize a lot of things that would be of that size. Even for someone who has power in the community, it’s hard to organize an entire meeting, get a panel to agree with it, and especially hard if it’s someone still in high school.*
- When we mentioned “elected officials”, who came to mind?
 - *Her first thought was the board of education and mayor.*
- Could you explain what organizing a petition means to you in your own words?
 - *Getting as many people to come together as you can possibly get to go against something.*

Q12. The following questions are related to your experiences with poetry. For the following please choose if you strongly disagree, disagree, neither disagree or agree, agree, or strongly agree.

- The set of statements in Question 11 are all related to poetry. Please take a moment to re-read before we continue and let me know when you finish.
- First, were any of these questions difficult to answer?
 - *“My English teacher encourages me to write my own poetry” was difficult to answer. Her English teacher would encourage her, but in an AP class they don’t really write a lot of poetry - that typically happens in Spanish.*
- What does the term “poetry” mean to you?
 - *The most true a person can be in expressing themselves*
- Would you say you have been involved in poetry activities at school? How about outside of school?
 - *No, no.*
- Are there any other places where you have been involved in poetry activities?
 - *Just Spanish class.*
- Have you memorized any poems at school? Was that recently?
 - *Yes – it was last Winter in Spanish class.*
- How about “reciting poems” to others? Have you done this? (IF YES: Could you describe this a little more detail?)
 - *Last year, her Spanish class did a few poems where they would have to memorize and recite to her. If they had to recite a poem, it would have to be one they write themselves.*
- What comes to mind when you read the phrase “Poetry is best-appreciated when read aloud”?
 - *Coffee shops or slam poetry.*

Q13. How do you feel about poetry in general? (e.g. What aspects of poetry do you like? Are there things about poetry that you don’t like? If so, what are they?)

- *She loves poetry, she is not big on writing it at all, likes to read it. Likes to figure out the real meaning behind it and what the speaker was thinking whenever they wrote it. She loves similes. Does not like the lack of punctuation – she’s a grammar nerd.*
- Were there other aspects of poetry you would’ve liked to talk about?
 - *She doesn’t know a huge amount of poetry to know what “other aspects” could have been talked about in that question.*

- The next set of questions are about a program called Poetry Out Loud? Are you familiar with it? Have you or any one you know participated in Poetry Out Loud? (IF NOT: Skip to Question 17)
 - *Familiar but never participated.*
- How would you describe Poetry Out Loud?
 - *She thinks it's a great program that needs to be kept around especially in WV because the arts are not looked upon very highly here. It needs to be bigger at their school – they had 12 participants last year.*

Q20. People sometimes use social media platforms, such as Facebook, Instagram, Snapchat, or Twitter, to create or share information or perspectives related to poetry. How often have you done the following:

- Statements in Question 20 are about sharing poetry through social media. First, what does the term “social media” mean to you? (IF respondent answered “Never” to all, skip to Question 19)
 - *Any social media platform – more popular (like the ones listed). Uses pinterest and tumblr to get poetry.*
- What are the main social media platforms you use?
 - *Instagram, Snapchat, Twitter, Pinterest – the others about the same (Facebook try not to get on too),*
- When we asked about “sharing poems”, who have you shared poems with?
 - *Mostly the people who follow her – she'll repost and follow there. Especially on Pinterest, she has a poetry board. On Pinterest, you can select certain people in a group for a particular board, she'll do that with some of her friends.*
- When we asked about “commenting or tweeting about poetry”. Have you done any of these?
 - *Have commented on her friend's poetry (who competed in POL). Doesn't comment too much on contemporary poets. Will tweet random quotes from poems or books or anything like that.*
- Are there any other ways that you share poetry with others?
 - *On Instagram and Twitter you can select the post and direct message it to someone, she'll usually do that to some friends so she doesn't have to share or retweet.*

Q24. Is English your first language?

- What does the term “first language” mean to you?

- *The language you speak the best.*
- Did you have any issues answering any of the questions about general characteristics?
Which? Why?
 - *No issues*
- Are there any questions that were difficult to answer?
 - *No*