

Semester Pre/Post Comparison

Give the same short survey at the start and end of a course, then see how students' thinking about politics, and about people who disagree, has changed.

ABOUT 15 MINUTES AT EACH END OF THE TERM · ANY GRADE 9–12 COURSE · PAPER

WHAT THE SURVEY ASKS

H6 has two versions, one for the start of the term and one for the end. Both include:

- **Part A:** the label each student would choose now
- **Part B:** the ten Quiz statements, with scoring
- **Part C:** five items on people who disagree
- **Part D:** two open questions

MATERIALS

- ☐ **H6** page 1 (start of term), one per student
- ☐ **H6** page 2 (end of term), one per student
- ☐ The tally sheet on the next page of this plan
- ☐ An envelope or folder to hold the first surveys

Privacy. Students write a private code instead of a name. Match the two surveys by code, and share class totals only.

HOW TO RUN IT

- 1. Start of term.** Hand out the start-of-term survey before any teaching on ideology. Each student makes up a four-character private code they will remember, for example two letters and a two-digit number that mean something only to them, and writes it in the boxes. Ask them to use the same code at the end of the term.
- 2. Hold the sheets.** Collect them without names and store them until the end of the term. Keep students' start-of-term answers out of sight until the second survey is done.
- 3. End of term.** Hand out the end-of-term survey. Students use the same private code.
- 4. Match and count.** Pair the sheets by code. Set aside any sheet without a match, then fill in the tally sheet using matched pairs only, so students who joined or left mid-term don't skew the comparison.
- 5. Share with the class.** Show the class totals. Keep every individual student's answers private.

READING THE RESULTS

Understanding counts more than movement. A class whose dots stay put while C2, C3 and C4 rise has learned to understand views it doesn't hold, which is the point of the course. Report it that way to students.

C1 can fall in a good course. Students often grow less certain as they meet stronger arguments for other outlooks. **Small classes move a lot by chance.** With fewer than 20 matched pairs, a change of one or two students in a region is noise, and Part D answers usually tell you more.

Pairs well with **L1** or **L2** early in the term, after the first survey, and **L3** whenever it fits.

TALLY SHEET · RESULTS BY REGION

Matched pairs: _____ Class / period: _____ Term: _____

QUIZ RESULT (PART B)	START OF TERM	END OF TERM	CHANGE
Libertarian			
Progressive			
Conservative			
Authoritarian			
Moderate			
Class average personal score			
Class average economic score			
Students whose result region changed	—		—
Students whose Part A label matched their Quiz result			

TALLY SHEET · CLASS AVERAGES, PART C

Add the circled numbers for each item and divide by the number of matched pairs.

ITEM	START OF TERM	END OF TERM	CHANGE
C1 · I am sure about my political views.			
C2 · I can explain why people who disagree with me believe what they believe.			
C3 · People who disagree with me about politics usually have reasons worth hearing.			
C4 · I could describe at least three political outlooks fairly, the way their supporters would.			
C5 · I talk about political questions with people who see things differently than I do.			

NOTES ON PART D ANSWERS

START OF TERM: THEMES	END OF TERM: WHAT CHANGED

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