



This is a comprehensive survey question bank used to develop student surveys that help us better understand the needs, experiences, and perspectives of our students. Each survey period will include a small selection of questions from this bank, allowing us to gather meaningful feedback while keeping surveys brief and manageable for students

Student Survey: Skills and Competencies

Grit

Definition: How well students are able to persevere through setbacks to achieve important long-term goals (not limited to academics), taking into account their experiences and identities.

Grades 6–12

Question	Response Options
How often do you stay focused on the same goal for several months at a time?	Almost never Once in a while Sometimes Frequently Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused Slightly focused Somewhat focused Quite focused Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all Slightly well Somewhat well Quite well Extremely well

Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
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Grades 3–5

Question	Response Options
How often do you stay focused on the same goal for several months at a time?	Almost never Once in a while Sometimes Frequently Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused Slightly focused Somewhat focused Quite focused Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all Slightly well Somewhat well Quite well Extremely well

Growth Mindset

Definition: Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

Grades 6–12

Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:

Area	Response Options
Being talented	Not at all possible A little possible Somewhat possible Quite possible Completely possible

Liking the subject	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Your level of intelligence	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Putting forth a lot of effort	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Behaving well in class	Not at all possible A little possible Somewhat possible Quite possible Completely possible
How easily you give up	Not at all possible A little possible Somewhat possible Quite possible Completely possible

Grades 3–5

Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:

Area	Response Options
Being talented	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Liking the subjects you are studying	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Your level of intelligence	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Giving a lot of effort	Not at all possible A little possible Somewhat possible Quite possible Completely possible
Behaving well in class	Not at all possible A little possible Somewhat possible Quite possible Completely possible

How easily you give up	Not at all possible A little possible Somewhat possible Quite possible Completely possible
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Self-Management

Definition: How well students manage their emotions, thoughts, and behaviors in different situations.

Grades 6–12 & Grades 3–5

During the past 30 days...

Question	Response Options
How often did you come to class prepared?	Almost never Once in a while Sometimes Frequently Almost all the time
How often did you follow directions in class?	Almost never Once in a while Sometimes Frequently Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never Once in a while Sometimes Frequently Almost all the time
How often did you pay attention and resist/ignore distractions?	Almost never Once in a while Sometimes Frequently Almost all the time
When you were working independently, how often did you stay focused?	Almost never Once in a while Sometimes Frequently Almost all the time

How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never Once in a while Sometimes Frequently Almost all the time
How often did you allow others to speak without interrupting them?	Almost never Once in a while Sometimes Frequently Almost all the time
How often were you polite to adults?	Almost never Once in a while Sometimes Frequently Almost all the time
How often were you polite to other students?	Almost never Once in a while Sometimes Frequently Almost all the time
How often did you keep your temper in check / under control?	Almost never Once in a while Sometimes Frequently Almost all the time

Social Awareness

Definition: How well students consider the perspectives of others and empathize with them.

Grades 6–12 & Grades 3–5

During the past 30 days...

Question	Response Options
How carefully did you listen to other people's points of view?	Not carefully at all Slightly carefully Somewhat carefully Quite carefully Extremely carefully
How much did you care about other people's feelings?	Did not care at all Cared a little bit Cared somewhat Cared quite a bit Cared a tremendous amount

How often did you compliment others' accomplishments?	Almost never Once in a while Sometimes Frequently Almost all the time
How well did you get along with students who are different from you?	Did not get along at all Got along a little bit Got along somewhat Got along pretty well Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly Slightly clearly Somewhat clearly Quite clearly Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful Slightly respectful Somewhat respectful Quite respectful Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all A little bit Somewhat Quite a bit A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all A little bit Somewhat Quite a bit A tremendous amount

Self-Efficacy

Definition: How much students believe they can succeed in achieving academic outcomes.

Grades 6–12

Question	Response Options
How confident are you that you can complete all the work that is assigned in your classes?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
When complicated ideas are presented in class, how confident are you that you can understand them?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident

How confident are you that you can learn all the material presented in your classes?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
How confident are you that you can do the hardest work that is assigned in your classes?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
How confident are you that you will remember what you learned in your current classes, next year?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident

Grades 3–5

Question	Response Options
How sure are you that you can complete all the work that is assigned in your class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
When complicated ideas are discussed in class, how sure are you that you can understand them?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you can learn all the topics taught in your class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you can do the hardest work that is assigned in your class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you will remember what you learned in your current class, next year?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure

Learning Strategies

Definition: How well students deliberately use strategies to manage their own learning processes generally.

Grades 6–12

Question	Response Options
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never Once in a while Sometimes Frequently Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all Slightly well Somewhat well Quite well Extremely well
How often do you use strategies to learn more effectively?	Almost never Once in a while Sometimes Frequently Almost always

Grades 3–5

Question	Response Options
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure

Before you start on a challenging project, how often do you think about the best way to do it?	Almost never Once in a while Sometimes Frequently Almost always
Overall, how well can you figure out how to learn things?	Not well at all Slightly well Somewhat well Quite well Extremely well

Classroom Effort

Definition: How much effort students put into school and learning.

Grades 6–12

Question	Response Options
How much effort do you put into getting involved in discussions during class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A great deal of effort
When your teacher is speaking, how much effort do you put into trying to pay attention?	Almost no effort A little bit of effort Some effort Quite a bit of effort A great deal of effort
How much effort do you put into your homework for this class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A great deal of effort
Overall, how much effort do you put forth during this class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A great deal of effort
How much effort do you put into learning all the material for this class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A great deal of effort

Grades 3–5

Question	Response Options

How hard do you try to get involved in discussions during class?	Not hard at all A little hard Somewhat hard Very hard Extremely hard
When your teacher is speaking, how hard do you try to pay attention?	Not hard at all A little hard Somewhat hard Very hard Extremely hard
How much effort do you put into your homework for this class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A tremendous amount of effort
Overall, how hard do you try in class?	Not hard at all A little hard Somewhat hard Very hard Extremely hard
How much effort do you put into learning all the material for this class?	Almost no effort A little bit of effort Some effort Quite a bit of effort A tremendous amount of effort

Social Perspective-Taking

Definition: The extent to which students consider the perspectives of their teachers (available for Grades 6–12).

Grades 6–12

Question	Response Options
How hard do you try to understand your teachers' point of view?	Not hard at all Slightly hard Somewhat hard Quite hard Extremely hard
During class, how hard do you try to understand what your teachers are feeling?	Not hard at all Slightly hard Somewhat hard Quite hard Extremely hard
Overall, how much effort do you put into figuring out what your teachers are thinking?	Almost no effort A small amount of effort Some effort Quite a bit of effort A tremendous amount of effort

How much effort have you put into figuring out what your teachers' goals are?	Almost no effort A small amount of effort Some effort Quite a bit of effort A tremendous amount of effort
How much do you try to understand your teachers' motivation for doing different classroom activities?	Not at all A little bit Somewhat Quite a bit A tremendous amount
When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?	Not hard at all Slightly hard Somewhat hard Quite hard Extremely hard

Self-Efficacy About Specific Subjects

Definition: How much students believe they can succeed in achieving academic outcomes in specific subjects (e.g., ELA, Math, Social Studies, Science).

Grades 6–12

Question	Response Options
How confident are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
When complicated ideas are presented in your [SUBJECT] class, how confident are you that you can understand them?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
How confident are you that you can learn all the material presented in your [SUBJECT] class?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
How confident are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident

How confident are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all confident Slightly confident Somewhat confident Quite confident Extremely confident
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Grades 3–5

Question	Response Options
How sure are you that you can complete all the work that is assigned in your [SUBJECT] class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
When complicated ideas are discussed in your [SUBJECT] class, how sure are you that you can understand them?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you can learn all the topics taught in your [SUBJECT] class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you can do the hardest work that is assigned in your [SUBJECT] class?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure
How sure are you that you will remember what you learned in your current [SUBJECT] class, next year?	Not at all sure Slightly sure Somewhat sure Quite sure Extremely sure

Emotion Regulation

Definition: How well students regulate their emotions.

Grades 6–12

Question	Response Options
When you are feeling pressured, how easily can you stay in control?	Not easily at all Slightly easily Somewhat easily Quite easily Extremely easily

How often are you able to pull yourself out of a bad mood?	Almost never Once in a while Sometimes Frequently Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all Slightly relaxed Somewhat relaxed Quite relaxed Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never Once in a while Sometimes Frequently Almost always
Once you get upset, how often can you get yourself to relax?	Almost never Once in a while Sometimes Frequently Almost always
When things go wrong for you, how calm are you able to remain?	Not calm at all Slightly calm Somewhat calm Quite calm Extremely calm

Grades 3–5

Question	Response Options
How often are you able to pull yourself out of a bad mood?	Almost never Once in a while Sometimes Frequently Almost always
When everybody around you gets angry, how relaxed can you stay?	Not relaxed at all Slightly relaxed Somewhat relaxed Quite relaxed Extremely relaxed
How often are you able to control your emotions when you need to?	Almost never Once in a while Sometimes Frequently Almost always
Once you get upset, how often can you get yourself to relax?	Almost never Once in a while Sometimes Frequently Almost always
When things go wrong for you, how calm are you able to stay?	Not calm at all Slightly calm Somewhat calm Quite calm Extremely calm

Student Survey: Supports and Environment

School Climate

Definition: Perceptions of the overall social and learning climate of the school.

Grades 6–12

Question	Response Options
How often do your teachers seem excited to be teaching your classes?	Almost never Once in a while Sometimes Frequently Almost always
How fair or unfair are the rules for students at this school?	Very unfair Somewhat unfair Slightly unfair Neither unfair nor fair Slightly fair Somewhat fair Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant Somewhat unpleasant Slightly unpleasant Neither pleasant nor unpleasant Slightly pleasant Somewhat pleasant Very pleasant
How positive or negative is the energy of the school?	Very negative Somewhat negative Slightly negative Neither negative nor positive Slightly positive Somewhat positive Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount Hurts my learning some Hurts my learning a little bit Neither helps nor hurts my learning Helps my learning a little bit Helps my learning some Helps my learning a tremendous amount

Grades 3–5

Question	Response Options
How often do your teachers seem excited to be teaching your classes?	Almost never Once in a while Sometimes Frequently Almost always

How fair or unfair are the rules for the students at this school?	Very unfair Somewhat unfair Slightly unfair Neither unfair nor fair Slightly fair Somewhat fair Very fair
How positive or negative is the energy of the school?	Very negative Somewhat negative Slightly negative Neither negative nor positive Slightly positive Somewhat positive Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount Hurts my learning some Hurts my learning a little bit Neither helps nor hurts my learning Helps my learning a little bit Helps my learning some Helps my learning a tremendous amount

Teacher-Student Relationships

Definition: How strong the social connection is between teachers and students within and beyond the school.

Grades 6–12

Question	Response Options
How many of your teachers are respectful towards you?	None of my teachers A few of my teachers About half of my teachers Most of my teachers All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers A few of my teachers About half of my teachers Most of my teachers All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers A few of my teachers About half of my teachers Most of my teachers All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers A few of my teachers About half of my teachers Most of my teachers All of my teachers

How many of your teachers would you be excited to have again in the future?	None of my teachers A few of my teachers About half of my teachers Most of my teachers All of my teachers
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Grades 3–5

Question	Response Options
How respectful are your teachers towards you?	Not at all respectful Slightly respectful Somewhat respectful Quite respectful Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned Slightly concerned Somewhat concerned Quite concerned Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never Once in a while Sometimes Frequently Almost always
How excited would you be to have your teachers again?	Not at all excited Slightly excited Somewhat excited Quite excited Extremely excited

Sense of Belonging

Definition: How much students feel that they are valued members of the school community.

Grades 6–12

Question	Response Options
How well do people at your school understand you as a person?	Do not understand at all Understand a little Understand somewhat Understand quite a bit Completely understand
How connected do you feel to the adults at your school?	Not at all connected Slightly connected Somewhat connected Quite connected Extremely connected

How much respect do students in your school show you?	No respect at all A little bit of respect Some respect Quite a bit of respect A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all Matter a little bit Matter somewhat Matter quite a bit Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all Belong a little bit Belong somewhat Belong quite a bit Completely belong

Grades 3–5

Question	Response Options
How well do people at your school understand you as a person?	Do not understand at all Understand a little Understand somewhat Understand quite a bit Completely understand
How much support do the adults at your school give you?	No support at all A little bit of support Some support Quite a bit of support A tremendous amount of support
How much respect do students at your school show you?	No respect at all A little bit of respect Some respect Quite a bit of respect A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all Belong a little bit Belong somewhat Belong quite a bit Completely belong

School Safety

Definition: Perceptions of student physical and psychological safety while at school.

Grades 6–12 & Grades 3–5

Question	Response Options

How often are people disrespectful to others at your school?	Almost never Once in a while Sometimes Frequently Almost always
How likely is it that someone from your school will bully you online?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
How often do you worry about violence at your school?	Almost never Once in a while Sometimes Frequently Almost always
At your school, how unfairly do the adults treat the students? (<i>Grades 6-12 only</i>)	Not at all unfairly Slightly unfairly Somewhat unfairly Quite unfairly Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult Slightly difficult Somewhat difficult Quite difficult Extremely difficult
How often do students get into physical fights at your school?	Almost never Once in a while Sometimes Frequently Almost always

Engagement

Definition: How attentive and invested students are in school.

Grades 6–12

Question	Response Options
How excited are you about going to your classes?	Not at all excited Slightly excited Somewhat excited Quite excited Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never Once in a while Sometimes Frequently Almost always

In your classes, how eager are you to participate?	Not at all eager Slightly eager Somewhat eager Quite eager Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never Once in a while Sometimes Often Almost always
Overall, how interested are you in your classes?	Not at all interested Slightly interested Somewhat interested Quite interested Extremely interested

Grades 3–5

Question	Response Options
How excited are you about going to this class?	Not at all excited Slightly excited Somewhat excited Quite excited Extremely excited
How focused are you on the activities in this class?	Not at all focused Slightly focused Somewhat focused Quite focused Extremely focused
In this class, how excited are you to participate?	Not at all excited Slightly excited Somewhat excited Quite excited Extremely excited
When you are not in school, how often do you talk about ideas from this class?	Almost never Once in a while Sometimes Frequently Almost always
How interested are you in this class?	Not at all interested Slightly interested Somewhat interested Quite interested Extremely interested

Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Grades 6–12

Question	Response Options
How often do your teachers make you explain your answers?	Almost never Once in a while Sometimes Frequently Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all Encourage me a little Encourage me some Encourage me quite a bit Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never Once in a while Sometimes Frequently Almost always
Overall, how high are your teachers' expectations of you?	Not high at all Slightly high Somewhat high Quite high Extremely high

Grades 3–5

Question	Response Options
How often do your teachers make you explain your answers?	Almost never Once in a while Sometimes Frequently Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely Slightly likely Somewhat likely Quite likely Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all Encourage me a little Encourage me some Encourage me quite a bit Encourage me a tremendous amount

How often do your teachers take time to make sure you understand the material?	Almost never Once in a while Sometimes Frequently Almost always
Overall, how high are your teachers' expectations of you?	Not high at all Slightly high Somewhat high Quite high Extremely high

Valuing of Specific Subjects

How much students feel that an academic subject is interesting, important, and useful. We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.

Grades 6–12

Question	Response Options
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting Slightly interesting Somewhat interesting Quite interesting Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never Once in a while Sometimes Frequently Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important Slightly important Somewhat important Quite important Extremely important
How much do you see yourself as a/an [SUBJECT] person?	Not at all A little bit Somewhat Quite a bit A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful Slightly useful Somewhat useful Quite useful Extremely useful

Grades 3–5

Question	Response Options

How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting Slightly interesting Somewhat interesting Quite interesting Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never Once in a while Sometimes Frequently Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important Slightly important Somewhat important Quite important Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful Slightly useful Somewhat useful Quite useful Extremely useful

Valuing of School

How much students feel that school is interesting, important, and useful.

Grades 6–12

Question	Response Options
How interesting do you find the things you learn in your classes?	Not at all interesting Slightly interesting Somewhat interesting Quite interesting Extremely interesting
How often do you use ideas from school in your daily life?	Almost never Once in a while Sometimes Frequently Almost always
How important is it to you to do well in your classes?	Not at all important Slightly important Somewhat important Quite important Extremely important
How much do you see yourself as someone who appreciates school?	Not at all A little bit Somewhat Quite a bit A tremendous amount

How useful do you think school will be to you in the future?	Not at all useful Slightly useful Somewhat useful Quite useful Extremely useful
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Grades 3–5

Question	Response Options
How interesting do you find the things you learn in your classes?	Not at all interesting Slightly interesting Somewhat interesting Quite interesting Extremely interesting
How often do you use ideas from school in your daily life?	Almost never Once in a while Sometimes Frequently Almost always
How important is it to you to do well in your classes?	Not at all important Slightly important Somewhat important Quite important Extremely important
How useful do you think school will be to you in the future?	Not at all useful Slightly useful Somewhat useful Quite useful Extremely useful

Student: Well-Being

Positive Feelings

How frequently students feel positive emotions.

Grades 6–12

Context: During the past week, how often did you feel ?

Question Topic	Response Options
excited	Almost never Once in a while Sometimes Frequently Almost always
happy	Almost never Once in a while Sometimes Frequently Almost always

loved	Almost never Once in a while Sometimes Frequently Almost always
safe	Almost never Once in a while Sometimes Frequently Almost always
hopeful	Almost never Once in a while Sometimes Frequently Almost always

Grades 3–5

Context: During the past week, how often did you feel ?

Question Topic	Response Options
excited	Almost never Once in a while Sometimes Frequently Almost always
happy	Almost never Once in a while Sometimes Frequently Almost always
loved	Almost never Once in a while Sometimes Frequently Almost always
safe	Almost never Once in a while Sometimes Frequently Almost always

Challenging Feelings

How frequently students feel challenging emotions.

Grades 6–12

Context: During the past week, how often did you feel ?

Question Topic	Response Options

angry	Almost never Once in a while Sometimes Frequently Almost always
lonely	Almost never Once in a while Sometimes Frequently Almost always
sad	Almost never Once in a while Sometimes Frequently Almost always
worried	Almost never Once in a while Sometimes Frequently Almost always
frustrated	Almost never Once in a while Sometimes Frequently Almost always

Grades 3–5

Context: During the past week, how often did you feel ?

Question Topic	Response Options
mad	Almost never Once in a while Sometimes Frequently Almost always
lonely	Almost never Once in a while Sometimes Frequently Almost always
sad	Almost never Once in a while Sometimes Frequently Almost always
worried	Almost never Once in a while Sometimes Frequently Almost always

Supportive Relationships

How supported students feel through their relationships with friends, family, and adults at school.

Grades 6–12

Question	Response Options
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No Yes
Do you have a friend from school who you can count on to help you, no matter what?	No Yes
Do you have a teacher or other adult from school who you can be completely yourself around?	No Yes
Do you have a family member or other adult outside of school who you can be completely yourself around?	No Yes
Do you have a friend from school who you can be completely yourself around?	No Yes

Grades 3–5

Question	Response Options
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No Yes
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No Yes
Do you have a friend from school who you can count on to help you, no matter what?	No Yes

