YouthTruth

STUDENT SURVEY

A NATIONAL NONPROFIT

2022-2023

Student Survey Questions

Elementary, Middle & High

YouthTruth harnesses student and stakeholder perceptions to help educators accelerate improvements. Through validated survey instruments and tailored advisory services, YouthTruth partners with schools and districts to enhance learning for all students.

Content of this survey cannot be used without the expressed permission of YouthTruth®

youthtruthsurvey.org

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Contents

Student Survey – High School 3
Student Survey – Middle School 10
Student Survey – Elementary School 16
Secondary Student Survey Additional Topics 19
- Learning Styles 19
- Project-Based Learning 19
- STEM 20
- Student Voice and Leadership 21
- Student Motivation (includes Grit Scale) 21
- Health and Well-Being 22
- School Safety 23
- Nutrition and Exercise 24
- Drugs and Alcohol 24
- Emotional and Mental Health 25
- Distance Learning 25
- Inclusion 26
- Diversity 27

Elementary Student Survey Additional Topics 29
- Project-Based Learning 29
- STEM 29
- Emotional and Mental Health 30
- Student Motivation (includes Grit Scale) 30
- School Safety 31
- Distance Learning 31
- Diversity, Equity, and Inclusion 32

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Student Survey – High School

The high school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you like most about your school? *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for college or my career; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you dislike most about your school? *(My school does not do enough to inspire me to do my best; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school does not do enough to get me ready for college or my future career; Something else not listed; Nothing – I can't think of anything I dislike about my school)*
- Now think about your experiences in school and beyond. What do you want adults to know about the challenges confronting you and your peers right now?

Students provide comments responding in more detail to their answers to the three questions in this section. These comments are provided in an indexed table, categorized into the themes listed above.

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- What I learn in class helps me outside of school.
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I take pride in my schoolwork.
- I enjoy school most of the time.

Related questions: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I am getting a high-quality education at this school.
- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (e.g. which skills to improve).

Did you consider dropping out for any of the following reasons? *(Yes or No)*

(If yes) Why did you consider dropping out? *(I didn't feel safe at school; I didn't feel safe going to and from school; I didn't feel like anyone cared if I stayed in school or not; I didn't see how the work I was doing would help me in my life; I failed state or other standardized tests; I had fallen behind in school and felt like I couldn't catch up; I needed to work and make money instead of spending most of my day in school; I had personal problems at home; I had problems with other students at school; I was discouraged by an adult(s) at school; Other (please specify))*

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- *The work that I do for my classes makes me really think.
- In most of my classes, we learn a lot almost every day.
- Most of my teachers want me to explain my answers – why I think what I think.
- *My teachers give me assignments that help me to better understand the subject.
- Most of my teachers don't let people give up when the work gets hard.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to receive a good grade, I have to work hard in my classes.
- *I can tell that my teachers understand the subjects that they are teaching.
- *My teachers explain things in a way that I understand.

** Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these*

same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:

***Optional Add-on Questions*: Academic Challenge: English**
How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I can tell that my English teacher understands the subject that (s)he is teaching.
- In order to receive a good grade in my English class, I have to work hard.
- My English teacher gives me assignments that help me to better understand the subject.
- The work that I do for my English class makes me really think.
- My English teacher explains things in a way that I understand.

***Optional Add-on Questions*: Academic Challenge: Math**
How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I can tell that my math teacher understands the subject that he/she is teaching.
- In order to receive a good grade in my math class, I have to work hard.
- My math teacher gives me assignments that help me to better understand the subject.
- The work that I do for my math class makes me really think.
- My math teacher explains things in a way that I understand.

***Optional Add-on Questions:* Academic Challenge: Science**
How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I can tell that my science teacher understands the subject that he/she is teaching.
- In order to receive a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that help me to better understand the subject.
- The work that I do for my science class makes me really think.
- My science teacher explains things in a way that I understand.

***Optional Add-on Questions:* Academic Challenge: Social Studies**
How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I can tell that my social studies teacher understands the subject that he/she is teaching.
- In order to receive a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that help me to better understand the subject.
- The work that I do for my social studies class makes me really think.
- My social studies teacher explains things in a way that I understand.

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers… *(1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)*

- …make an effort to understand what your life is like outside of school?
- …are not just satisfied if you pass, they care if you're really learning?
- …connect what you're learning in class with your life outside of school?
- …try to be fair?

- …believe that you can get a good grade if you try?
- …are willing to give extra help on schoolwork if you need it?

Is there an adult from school… *(Yes; No; Not sure)*

- …who would be willing to help you with a personal problem?
- …you could ask to write you a recommendation for a job, program, scholarship, or college?

When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

Belonging & Peer Collaboration – Describes the degree to which students have supportive, collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Most students are friendly to me.
- I really feel like part of my school's community.
- I can usually be myself around other students.

How often do you work with other students for your classes… *(1= Very rarely; 2= Somewhat Rarely; 3= Sometimes; 4=Somewhat often; 5=Very often)*

- …because your teachers ask or tell you to?
- …even when your teacher doesn't ask or tell you to?

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Discipline in this school is fair.
- My classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Adults from my school treat students with respect.
- Students from my school treat adults with respect.

Adults from my school respect people of different: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Religions, faiths or spiritual beliefs.
- Sexual orientations. (e.g. gay, straight, bisexual, etc.)
- Abilities. (e.g. people with disabilities)
- Genders.
- Incomes. (how much money someone makes)
- Races and/or Ethnicities

- Countries.

How strongly do you agree or disagree with the following statement? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I feel safe during school

Are you part of school clubs, teams, or other groups (sports, music, art, etc.)? (Yes; No)

Outside of school, are you part of clubs, sports teams, church/religious activities, or other groups? (Yes; No)

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? *(Limited or no internet access; Not feeling safe at home; Not feeling safe at school; Limited or no access to a computer or a device; Distractions at home and family responsibilities; Feeling depressed, stressed, or anxious; My health or the health of my family members; Extracurricular commitments; My job; Not having an adult who can help me with my school work; Getting picked on or bullied; My personal relationships; Other (please specify))*

College & Career Readiness – Describes the degree to which students feel equipped to pursue college and careers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My school has helped me develop the skills and knowledge I will need for college-level classes.
- My school has helped me understand the steps I need to take in order to apply to college.
- My school has helped me figure out which careers match my interests and abilities.
- My school has helped me understand the steps I need to take in order to have the career that I want.

Do you want to go to college? *(Yes; No; I'm not sure)*

After you finish high school, what do you expect to do next? *(Join the military; Work full time at a job; Attend a 2-year college; Attend a 4-year college; Attend a trade/technical school; I'm not sure; Other (please specify))*

This year, have you participated in any of the following services from your school? *(Help choosing classes needed to graduate; College entrance exam preparation (SAT/ACT); Counseling about how to pay for college; Counseling about how to apply to college; Counseling about admissions requirements for different types of colleges; Counseling about future career possibilities)*

- *(If yes)* How helpful have these services been to you? *(1 = Not at all helpful; 5 = Very helpful)*

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? Were you bullied… *(Physically; Verbally; Socially; Through cyberbullying; I'm not sure; I have not been bullied or harassed during the school year)*

- Students bully each other for a lot of reasons – and being bullied is not your fault. To help your school understand the problem, do you think it happened because… *(Your sex or gender; Your race or skin color; Where your family is from; How you look; Your religion; Because people assume your sexual orientation; How much money your family has; A disability that you have; Other reasons (please specify); I prefer not to say)*

Demographics

- What grade are you in? *(9th; 10th; 11th; 12th; Other)*
  *Gender identity:
  - Option 1 (Recommended): How do you describe yourself? *(Boy/Man; Girl/Woman; Non-binary or gender non-conforming; Prefer to self-describe/identify (optional, please describe); Prefer not to say)*
  - Option 2: How do you describe yourself? *(Boy/Man; Girl/Woman; Prefer to self-describe/identify (optional, please describe); Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- Choose the letter grade that corresponds with your cumulative grade point average (GPA) for all subjects in high school. *(A+; A; A-; B+; B; B-; C+; C; C-; D+; D; D-; E/F; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I'm not sure; Prefer not to say)*
- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I'm not sure; Prefer not to say)*
- We will ask you about the main caregiver(s) in your home. These include parents, guardians, and grandparents, etc. Think about your most educated caregiver. What is their level of education? *(Elementary or middle school; Some high school; High school graduate or equivalent (GED); Some college; Associate degree or technical certificate; Finished college/Bachelor's degree; Graduate degree; I don't know; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I'm not sure; Prefer not to say)*
- ***Do you consider yourself to be: (Please check one) *(Gay or lesbian; Straight or heterosexual; Bisexual*; Another identity not included above (optional, please describe); I am not sure; Prefer not to say) *A person who is attracted to people of the same or other genders.*

- ***Do you identify as a member of the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer) community? (Please check only one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check only one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*
***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*
****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Student Survey – Middle School

The middle school student survey asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Areas for Improvement

- What do you like most about your school? *(My school inspires me to do my best; I have supportive teachers who care about me and help me; Students and staff treat each other with respect and fairness; My classes challenge me to think critically; My school is getting me ready for high school; Something else not listed; Nothing – I can't think of anything I like about my school)*
- What do you dislike most about your school? *(My school does not do enough to inspire me to be a good student; I don't have enough supportive teachers who care about me and help me; Students and staff don't treat each other with enough respect and fairness; My classes don't do enough to challenge me to think critically; My school is not getting me ready for high school; Something else not listed; Nothing – I can't think of anything I dislike about my school)*
- Now think about your experiences in school and beyond. What do you want adults to know about the challenges confronting you and your peers right now?

Students provide comments responding in more detail to their answers to the three questions in this section. These comments are provided in an indexed table, categorized into the themes listed above. Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help:

Sometimes taking a survey can bring up feelings or topics that are hard to talk about. If you need to talk to someone, here are some places you can get help right now:

- Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Sexual assault hotline: Call 1-800-656-HOPE (4673)
- Domestic violence hotline: Call 1-800-799-SAFE (7233)

If you'd like to talk to someone at your school, please reach out to your teacher, guidance counselor, or principal.

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I enjoy school most of the time.
- I take pride in my schoolwork.
- What I learn in class helps me outside of school.

Related questions: (*1: Not at all well; 2 = Not very well; 3 = Somewhat well; 4 = Moderately well; 5 = Very well)*

- I am able to motivate myself to do schoolwork.
- I am able to focus on my schoolwork.
- I am able to create goals for my own learning (e.g. which skills to improve).
- My teachers' expectations make me want to do my best.
- I try to do my best in school.
- I am getting a high-quality education at this school.

Academic Challenge – Describes the degree to which students feel they are challenged by their coursework and teachers.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- *My teachers explain things in a way that I understand.
- In most of my classes, we learn a lot almost every day.
- *The work that I do for my classes makes me really think.
- Most of my teachers don't let people give up when the work gets hard.
- *My teachers give me assignments that really help me learn.
- In most of my classes, we learn to correct our mistakes.
- Most of my teachers want me to explain my answers – why I think what I think.
- Most of my teachers want us to use our thinking skills, not just memorize things.
- *In order to get a good grade, I have to work hard in my classes.
- I feel like I will be ready for high school classes when I finish middle school

** Students are asked the four academic challenge questions noted above in the core survey in relation to their overall school experience. To dig deeper, the survey can be customized to ask variations of these same four questions about the following core subjects: English, math, science, and/or social studies. The optional subject specific add-on questions are as follows:*

***Optional Add-on Questions*: Academic Challenge: English/Language Arts**
How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- The work that I do for my English/Language Arts class makes me really think.
- In order to get a good grade in my English/Language Arts class, I have to work hard.
- My English/Language Arts teacher gives me assignments that really help me learn.
- My English/Language Arts teacher explains things in a way that I understand.

***Optional Add-on Questions*: Academic Challenge: Math**

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- The work that I do for my math class makes me really think.
- In order to get a good grade in my math class, I have to work hard.
- My math teacher gives me assignments that really help me learn.
- My math teacher explains things in a way that I understand.

***Optional Add-on Questions*: Academic Challenge: Science**

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- The work that I do for my science class makes me really think.
- In order to get a good grade in my science class, I have to work hard.
- My science teacher gives me assignments that really help me learn.
- My science teacher explains things in a way that I understand.

***Optional Add-on Questions*: Academic Challenge: Social Studies**

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- The work that I do for my social studies class makes me really think.
- In order to get a good grade in my social studies class, I have to work hard.
- My social studies teacher gives me assignments that really help me learn.
- My social studies teacher explains things in a way that I understand.

Do you want to go to college one day? *(Yes, No, I'm not sure)*

Culture – Describes the degree to which students believe that their school fosters a culture of respect and fairness.

Are you part of clubs, teams, or other groups (sports, music, art, etc.)? *(Yes, No)*

Outside of school, are you part of clubs, sports, teams, church/religious activities, or other groups? *(Yes, No)*

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Discipline in this school is fair.
- I think my classmates want to do well in school.

Think about the students and adults from your school that you interact with (in class, over email, etc.)

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Adults from my school treat students with respect.
- Students from my school treat adults with respect.

Adults from my school respect people from different: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Religions, faiths and spiritual beliefs.
- Sexual orientations. (e.g. gay, straight, bisexual, etc.)
- Abilities. (e.g. people with disabilities)
- Genders.
- Incomes. (how much money someone makes)
- Races and/or Ethnicities
- Countries.

How strongly do you agree or disagree with the following statement? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I feel safe during school

Obstacles to Learning – Describes the degree to which students experience barriers to their learning.

Do any of the following make it hard for you to do your best in school? *(Limited or no internet access; Not feeling safe at home; Not feeling safe at school; Limited or no access to a computer or device; Distractions at home and family responsibilities; Feeling depressed, stressed, or anxious; My health or the health of my family members; Extracurricular commitments; Changing from elementary to middle school; Not having an adult who can help me with my schoolwork; Getting picked on or bullied; My personal relationships; Other (please specify))*

Belonging & Peer Collaboration – Describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I can usually be myself around other students.
- Most students are friendly to me.
- I really feel like a part of my school's community.

How often do you work with other students for your classes… *(1 = Very rarely; 2 = Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- …because your teachers ask or tell you to?
- …even when your teacher doesn't ask or tell you to?

Relationships – Describes the degree to which students feel they receive support and personal attention from their teachers.

How many of your teachers… *(1 = None; 2 = A few; 3 = Some; 4 = Many; 5 = All)*

- …are willing to give extra help on schoolwork if you need it?
- …try to understand what your life is like outside of school?
- …are not just satisfied if you pass, they care if you're really learning?
- …believe that you can get a good grade if you try?

- …try to be fair?
- …connect what you're learning in class with your life outside of school?

Is there an adult from school who would be willing to help you with a personal problem? *(Yes, No, I don't know)*

Related questions: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

In the past year, have other students bullied or harassed you? Were you bullied… (please check all that apply) *(Physically; Verbally; Socially; Through cyberbullying; I'm not sure; I have not been bullied or harassed during this school year)*

- Students bully each other for a lot of reasons – and being bullied is not your fault. To help your school understand the problem, why do you think it happened? (please check all that apply) *(Your sex or gender; Your race or skin color; Where your family is from; How you look; Your religion; Because people assume your sexual orientation; How much money your family has; A disability that you have; Other reason(s) (please specify); I prefer not to say)*

Demographics

- What grade are you in? *(5th; 6th; 7th; 8th; Other)*
- *Gender Identity:
  - How do you describe yourself? *(Boy/Man; Girl/Woman; Non-binary or gender non-conforming; I Prefer to self-describe/identify (optional, please describe); Prefer not to say)*
  - How do you describe yourself? *(Boy/Man; Girl/Woman; I Prefer to self-describe/identify (optional, please describe); Prefer not to say)*
- How would you describe your race and/or ethnicity? (Please check one) *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Multi-racial and/or Multi-ethnic; Native Hawaiian or Pacific Islander, White; Race or ethnicity not included above (optional, please describe); Prefer not to say)*
- Do you identify as a person of color? *(Yes; No; Prefer not to say)*
- In your current classes, what have most of your grades been? *(Mostly As; Mostly Bs; Mostly Cs; Mostly Ds or below; Don't know; Prefer not to say)*
- Remember, other students will not know how you answer, and your answer will be combined with those of other students before being shared with adults at your school. Do you receive special education services or have a 504 or IEP (individualized education plan)? This means that you receive extra support with your learning or school assignments. (For example, you might: a) have a special teacher that works with just you or a small group of students, b) get special changes to your work in class that not all students get.) *(Yes; No; I'm not sure; Prefer not to say)*

- An English language learner (ELL) is a student whose first language is not English but who is learning English. English Language Learners usually participate in English language classes at school, like ELD/ESL/ESOL classes, or other language programs or services to learn English. Are you an English Language Learner? *(Yes; No; I'm not sure; Prefer not to say)*
- **At school, are you able to receive lunch for free or at a lower price? *(Yes; No; I'm not sure; Prefer not to say)*
- ***Do you consider yourself to be: (Please check one) *(Gay or lesbian; Straight or heterosexual; Bisexual*; Another identity not included above (optional, please describe); I am not sure; Prefer not to say) *A person who is attracted to people of the same or other genders.*
- ***Do you identify as a member of the LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) community? (Please check only one) *(Yes; No; Prefer not to say)*
- ***Are you transgender? (Please check only one) *(Yes; No; Prefer not to say)*

** Clients choose their preferred gender survey question version prior to surveying.*
***Districts or networks with fully implemented free lunch programs are invited to exclude this question.*
****These demographic questions are optional. Many districts choose to include these questions for high school students/some districts choose to include these questions for middle school students.*

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Student Survey – Elementary School

The elementary school student survey (for students in grades 3 and above) asks questions about students' overall school experience and takes on average about 15 minutes to complete (additional topic modules add about 5 minutes each in survey length and are limited to 2). Administrators receive comprehensive reports, along with indexed qualitative comments.

Strengths & Weaknesses

- What do you like most about your school? *(My teacher wants me to try hard and do my best; My teacher cares about me and helps me; Students show respect in class; My class makes me really think; I like the way we learn in class; Something else; Nothing – I can't think of anything I like about my school)*
- What do you dislike most about your school? *(My teacher lets me give up and not do my best; My teacher doesn't care about me or help me very much; Students don't show much respect in class; My class doesn't really make me think; I don't like the way we learn in class; Something else; Nothing – I can't think of anything I dislike about my school)*

Engagement – Describes the degree to which students perceive themselves as engaged with their school and their education

- Do you like going to school? *(No, hardly ever; Sometimes; Yes, very much)*
- Does your teacher want you to do your best? *(No, hardly ever; Sometimes; Yes, very much)*
- Do you think your teacher wants you to work your hardest? *(No, hardly ever; Sometimes; Yes, very much)*
- Does your teacher ask you to keep trying when the work gets hard? *(No, hardly ever; Sometimes; Yes, very often)*

Relationships – Describes the degree to which the teacher supports students' academic success through positive interpersonal interactions.

- Does your teacher give you extra help if you need it? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you like how your teacher treats you when you need help? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you think your teacher cares about you? *(No, hardly ever; Sometimes; Yes, very often)*
- Is your teacher fair to you? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher treat you with respect? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you about your life outside of school? *(No, hardly ever; Sometimes; Yes, very often)*
- When you are upset, there is an adult from school you can talk to? *(No; Sometimes; Yes)*

Culture – Describes the degree to which the teacher develops a classroom environment premised on respect, motivation, and organization.

- Do students stay busy in class? *(No, hardly ever; Sometimes; Yes, very often)*
- Do students behave in class? *(No, hardly ever; Sometimes; Yes, very often)*
- Do students from your class treat the teacher with respect? *(No, hardly ever; Sometimes; Yes, very often)*

Academic Challenge – Describes the degree to which teachers encourage strong academic work ethic and critical thinking skills.

- Do you learn interesting things in school? *(No, hardly ever; Sometimes; Yes, very often)*
- Does what you learn in school help you in your life? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your schoolwork make you really think? *(No, hardly ever; Sometimes; Yes, very often)*

Instructional Methods – Describes the degree to which the teacher uses techniques that probe for absorption and understanding, providing effective support to students when needed.

- When you make a mistake, does your teacher help you correct it? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher let you explain your ideas? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher tell you that you can do well if you try? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you if you understand what you are learning? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your teacher ask you to show your work? *(No, hardly ever; Sometimes; Yes, very often)*

Belonging – Describes the degree to which the students feel a sense of belonging during their school.

- Can you be yourself with other students? *(No, hardly ever; Somewhat; Yes, very often)*
- Are students friendly to you? *(No, hardly ever; Somewhat; Yes, very often)*
- Do you feel like an important part of your school*? (No, hardly ever; Somewhat; Yes, very often)*
- Do you feel safe at school? *(No, not very safe; Somewhat; Yes, very safe)*

Bullying Questions – Questions about bullying are included as part of Belonging & Peer Collaboration in YouthTruth reports.

- Has anyone bullied you at school in the last year? *(Yes; No; I don't know; Skip this question)*
- If yes: When you were bullied did someone… *(Yes; No; I don't know)*
    - …tell rumors or lies about you?
    - …call you mean names?
    - …hurt your body?
    - …post something mean about you online?
    - …Other (please specify)
- If yes: Students bully each other for a lot of reasons – and being bullied is not your fault. Do you think it happened because… *(Yes, No, I don't know) (How you look; Your race or skin color;*

Because you are a boy; Because you are a girl; Because you are different than most boys; Because you are different than most girls; How much money your family has; You physically can't do what other kids can do; You learn differently than other students; Your religion; Where your family is from; Other; Prefer not to say)

- If yes: When you were bullied, did you tell… *(Yes; No; I don't know) (A grown up from school; A grown up at home; A friend or classmate; I did not tell anyone; Someone else (please specify))*

Students are shown the following language in the survey to clarify that if a student is in crisis, leaving a comment in the survey is not the place to get help: If these questions make you feel sad or scared about anything, please talk to your teacher or a grown up you trust.

Demographics

- What grade are you in? *(3rd; 4th; 5th, Others)*
- *Gender Identity:
  - Version 1: Are you a… *(Boy; Girl; Something other than a boy or girl (optional, please describe); Skip this question)*
  - Version 2: Are you a… *(Boy; Girl; Skip this question)*
- What is your race/ethnicity? *(American Indian, Alaska Native or Indigenous; Asian or Asian American; Black or African American; Hispanic or Latino/a/x; Middle Eastern or North African; Native Hawaiian or Pacific Islander; White; Two or more races; Other; I don't know; Skip this question)*

** Clients choose their preferred gender survey question version prior to surveying.*

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Secondary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core middle and/or high school surveys. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Learning Styles - Describes how students learn best and the degree to which they feel their teachers understand their learning styles. Examples of learning activities include doing hands-on projects, reviewing notes taken in class, and participating in class discussions.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I learn best by…
  - …reading something on my own.
  - …listening to my teacher talking.
  - …doing hands-on projects or activities.
  - …working with other students.
  - …reviewing notes that I have taken in class.
  - …following spoken instructions.
  - …making models or diagrams.
  - …participating in class discussions.
- My teachers understand how I learn best.
- My teachers teach me in ways that allow me to learn best.

Project-Based Learning – Describes students' experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

During the past month, how often have you done the following? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Discussed real-world issues that need solutions with other students.
- Discussed real-world issues that need solutions with your teacher.
- Worked with other students to design a solution to a real-world problem.
- Revised a project with other students to make it better.
- Revised a project with your teacher to make it better.
- Shared or presented your project(s).

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In school, I can find solutions to problems that I haven't been taught how to solve.
- Outside of school, I think about how to solve problems using lessons I learned in class.
- The projects that we do in school help prepare me for careers that interest me.
- The projects that we do in school help prepare me for college.
- I care more about what I'm learning when I feel like I'm solving a real-world problem.

- I learn lessons more deeply with projects than with other types of assignments.
- I have learned how to work well with other students by participating in group projects.
- Doing projects makes me a better student (for example: I get better grades; I understand the subject better).

Are projects the main way you learn in the following subjects? *(Yes; No; I'm not sure)*

- Math
- English/Language Arts
- Science
- Social Studies or History

STEM – Describes students' experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- In the future, I see myself becoming a scientist, engineer, mathematician, or working with technology.
- I would choose to take additional courses in math or science even if they were not required.
- My teachers make connections between what I learn in my math, English, social studies, and science classes.
- I will use what I learn in math and science classes once I've graduated from high school.
- My school has made me more interested in pursuing a career in math, science, technology or engineering.
- I understand how math, science, technology and engineering are used in various careers.

Have you taken part in any of the following experiences? *(Yes; No; I'm not sure)*

- Participating in an internship
- Hearing from professionals in the science, technology, engineering, and math fields
- Having a professional mentor
- Attending field trips or summer camp
- Participating in science, technology, engineering or math competitions or fairs

If so, how helpful have these experiences been to you in understanding how math, science, technology, and engineering are used in various careers? *(1 = Not at all helpful; 2 = Not very helpful; 3 = Somewhat helpful; 4 = Helpful 5 = Very helpful)*

During this school year, how frequently have you engaged in the following activities either in or out of school? *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Participated in group projects that involve building or designing
- Worked with a group to design a solution to a problem
- Independently found a solution to a problem that I haven't been taught how to solve
- Applied lessons I've learned in class to solving a problem
- Worked with students and community groups to address issues in my community

I use technology during school to do the following activities: *(1 = Very rarely;2= Somewhat rarely; 3= Sometimes; 4= Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

I use technology outside of school to do the following activities: *(1 = Very rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Create a digital portfolio
- Conduct simulations
- Analyze data
- Design solutions to problems
- Conduct research
- Share ideas, questions, and issues with other students online
- Other (please specify)

Student Voice and Leadership – Describes how students share their ideas and make a difference at school. Themes include comfort level speaking up about school issues, and whether adults in school listen to students' recommendations.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I've seen adults in my school listen to the voices and ideas of youth when making decisions.
- I feel comfortable speaking up about school issues with students at my school.
- I feel comfortable speaking up about school issues with adults at my school.
- I feel like I can make a difference at my school.
- I think I have what it takes to be a leader in my school.
- I participate in activities, groups, or clubs to help make my school a better place.
- I would like to work with adults to improve my school.
- I speak up about school issues to help make my school a better place.

Student Motivation (includes Grit Scale) – Describes students' relationship with, and sense of ownership over, their learning experience. Themes include students' ability to work independently, their investment in their peers, and their confidence in their abilities to learn and grow. Dr. Angela Duckworth's Grit Scale is also offered, with her permission, as part of this module.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I want my classmates to be successful.
- I want my classmates to attend class every day.

- I care about how much my classmates learn.
- During class I explain how I work out problems to other kids.
- I help other kids in class when they don't know what to do.

How well can you do the following things? *(1 = Not at all well; 2 = Not very well; 3 = Somewhat well; Moderately well; 5 = Very well)*

- Concentrate on school subjects
- Plan my schoolwork.
- Organize my schoolwork.
- Remember information presented in class and textbooks.

How much do your teachers believe that you can succeed if you try? *(1 = Not at all; 2 = Not Very Much; 3 = Somewhat; 4 = A moderate amount; 5 = Very much)*

Suppose you thought you were not performing as well as you wanted to in class. What would you do? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I would go to my teacher for help with the work in this class.
- I would get help with my general study skills.
- I would ask another student for help with the work in this class.
- I would ask friends or family members for help with the work in this class.

How strongly do you agree or disagree with the following statements? *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- I believe I can learn new things, but I can't really change my basic intelligence.
- I know what it takes to get good grades in school.

Grit Scale:
How much do the following statements apply to you? *(1 = Not at all like me; 2= Not Very Much like me; 3 = Somewhat like me; 4 = Moderately like me; 5 = Very much like me)*

- New ideas and projects sometimes distract me from previous ones.
- Delays and obstacles don’t discourage me. I bounce back from disappointments faster than most people.
- I have been obsessed with a certain idea or project for a short time but later lost interest.
- I am a hard worker.
- I often set a goal but later choose to follow a different one.
- I have difficulty keeping my focus on projects that take more than a few months to complete.
- I finish whatever I begin.
- I am hard working and careful.

Health and Well-Being – Describes students’ perception of their physical health. Themes include school days missed due to health reasons, and frequency of medical and dental care.

In the last twelve months, have you: *(Yes; No; Can’t remember)*

- Had a physical exam or check-up from a doctor, nurse, or other health care professional?
- Been to a dentist?

In the last four weeks, how many school days have you missed because of health reasons (for example: flu, asthma, injuries)? *(None; 1-3; 4-6; 7-10; More than 10)*

Overall, how healthy do you think you are? (For example, you might think about how often you feel sick or get hurt, or how many days of school you miss because of illness or injury.) *(1 = Not at all healthy; 2 = Not very healthy; 3 = Somewhat healthy; 4 = Healthy; 5 = Very healthy)*

Think about your life lately. *(1 = Very Rarely; 2 = Somewhat rarely; 3 = Sometimes; 4 = Moderately often; 5 = Very often)*

- I get enough sleep.
- I eat regular meals.
- I eat healthy foods.
- I get enough exercise.
- I get time outside.
- I connect with friends.
- I spend time on things I like to do.
- I feel energized.

School Safety – Describes students' level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment.

How strongly do you agree or disagree with the following statements? *(1 = Not at all; 2 = Not Very Much; 3 = Somewhat; 4 = A moderate amount; 5 = Very much)*

- I feel safe from harm…
    - …During my classes.
    - …In the hallways, bathrooms, and locker rooms at my school.
    - …On school property outside my school building.
    - …Going to and from school (for example: on the school bus/public transportation, walking to and from school). *(Not asked of students who are participating in distance learning)*
    - …In the neighborhood I live in.
    - …In my home.

During school, how often do the following happen? *(1 = Never or almost never; 2 = Somewhat rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Always or almost always)*

- Students go out of their way to treat other students badly.
- There is conflict based on race, culture, religion, sexual orientation, gender or disabilities.
- Students get into physical fights. *(Not asked of students who are participating in distance learning)*
- I must be ready to fight to defend myself. *(Not asked of students who are participating in distance learning)*

How strongly do you agree or disagree with the following statements? *(1 = Not at all; 2 = Not Very Much; 3 = Somewhat; 4 = A moderate amount; 5 = Very much)*

- During school, there are clear rules against hurting other people (for example, hitting, pushing or tripping).
- Adults from my school try to stop bullying/harassment.
- I usually try to help other students who are being bullied or harassed.

Note: Questions about bullying are included as part of the core student survey.

Nutrition and Exercise – Describes students' diet, exercise habits, and inactive leisure time.

On an average school day, how many times do you: *(0; 1; 2; 3; 4; 5 or more)*

- Eat dairy products: milk, cheese, yogurt, or ice cream?
- Drink soda or pop?
- Eat salty or sweet snacks that people consider "junk food"?
- Eat fruit? (Do not count fruit juice.)
- Eat vegetables? (Do not count French fries, potato chips, tomato sauce or ketchup.)

On an average school day, how much time do you spend… *(None; 1 hour or less; 2 hours; 3 hours; 4 hours; 5 hours or more)*

- …Watching TV?
- …Playing video/computer games?
- …Using a computer, tablet, or smartphone for something that is not schoolwork?

In the last 7 days, on how many days did you: *(Enter a number from 0 to 7)*

- Spend at least 20 minutes exercising or doing an activity that made you sweat and breathe hard? (For example: basketball, running, fast bicycling, or swimming laps.)
- Spend at least 20 minutes participating in a physical activity that did not make you sweat and breathe hard? (For example: fast walking, slow bicycling, shooting baskets, or raking leaves.)
- Do exercises to strengthen or tone your muscles? (For example: push-ups, sit-ups, or weightlifting.)

How would you describe your weight? *(1 = Very underweight; 2= underweight; 3 = Neither underweight nor overweight; 4 = overweight; 5 = Very overweight)*

Drugs and Alcohol – Describes recent usage of intoxicants or substances. Examples include cigarettes, alcohol, and marijuana.

During the past month, how often did you: *(Never; 1-3 times a month; About once a week; 2-3 days a week; 4-5 days a week; 6-7 days a week)*

- Smoke cigarettes or chew tobacco?
- Use electronic cigarettes, hookah pens, vape pens or other vaping devices?
- Have at least one drink of alcohol? *(One drink = one beer, one shot, one mixed drink)*
- Use marijuana (pot, weed, hash)?
- Misuse a medicine (for example: cough syrup, Ritalin, painkillers) to get high?
- Use any other illegal drug or pill to get high?
- Misuse any other legal substance (for example: paint or glue) to get high?

Emotional and Mental Health – Describes signs of depression, as well as students' consideration of suicide. Themes include students' approaches to coping and ability to find help at school.

In the last twelve months, have you… *(Yes; No; Can't remember)*

- …talked to a school counselor, a therapist, or a psychologist because you were upset, stressed, or having problems?
- …ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
- …seriously considered attempting suicide?

How strongly do you agree or disagree with the following statements? *(1 = Not at all; 2 = Not Very Much; 3 = Somewhat; 4 = A moderate amount; 5 = Very much)*
When I'm feeling upset, stressed, or having problems…

- … I know someone outside of school who I can talk to about it.
- … My school has programs or services that can help me.
- … I know some ways to make myself feel better or cope with it.

Think about your life lately. How happy have you been feeling this week? *(1 = Never happy; 2 = Rarely happy; 3 = Sometimes happy; 4 = Often happy; 5 = Happy all the time)*

Think about your life lately. How relaxed have you been feeling this week? *(1 = Never relaxed; 2 = Rarely relaxed; 3 = Sometimes relaxed; 4 = Often relaxed; 5 = Relaxed all the time)*

Think about your life lately. How sad have you been feeling this week? *(1 = Never sad; 2 = Rarely sad; 3 = Sometimes sad; 4 = Often sad; 5 = Sad all the time)*

Think about your life lately. How stressed have you been feeling this week? *(1 = Never stressed; 2 = Rarely stressed; 3 = Sometimes stressed; 4 = Often stressed; 5 = Stressed all the time)*

Overall, how do you feel about your life? *(Five- point sad to happy emoticon scale)*

Distance Learning – Describes students' experiences attending school remotely.

*So far this school year, how have you attended classes? *(In-person at school; Virtually; Both in-person at school and virtually)*

**Only respondents who answer "Virtually" or "Both in-person and virtually" to the above question will be presented with the rest of the distance learning questions.*

While distance learning, I am able to… *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Access schoolwork.

While distance learning, *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My virtual classes are interesting.
- Someone usually notices if I'm not paying attention

While distance learning, the amount of time I spend online in live instruction with my teachers is… *(1 = Not enough time; 2= Somewhat too little time; 3 = The right amount of time; 4 = Somewhat too much time; 5 = Too much time)*

While distance learning, the amount of time I spend interacting with my classmates is… *(1 = Not enough time; 2= Somewhat too little time; 3 = The right amount of time; 4 = Somewhat too much time; 5 = Too much time)*

While distance learning, the amount of time I spend interacting with my friends is… *(1 = Not enough time; 2= Somewhat too little time; 3 = The right amount of time; 4 = Somewhat too much time; 5 = Too much time)*

How would you rate your experience with distance learning so far this school year? *(1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Neither Satisfied nor dissatisfied; 4 = Satisfied; 5 = Very Satisfied)*

Inclusion – Assesses students' school experiences through the lens of value. It is recommended to pair the Inclusion module with the Diversity module (below). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

I feel like I can talk to students from my school about: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My religion, faith or spiritual beliefs.
- My sexual orientation.
- A disability I have. (if you do not have a disability, you may skip this question)
- My gender.
- How much money my family has.
- My race and/or ethnicity.
- Where my family is from.

I feel like I can talk to adults from my school about: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- My religion, faith or spiritual beliefs.
- My sexual orientation.
- A disability I have. (if you do not have a disability, you may skip this question)
- My gender.
- How much money my family has.
- My race and/or ethnicity.
- Where my family is from.

Students from my school value people of different: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Religions, faiths or spiritual beliefs.
- Sexual orientations.
- Abilities. (e.g. people with disabilities)
- Genders.
- Incomes. (how much money someone makes)

- Races and/or Ethnicities
- Countries.

Adults from my school value people of different: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Religions, faiths or spiritual beliefs.
- Sexual orientations.
- Abilities. (e.g. people with disabilities)
- Genders.
- Incomes. (how much money someone makes)
- Races and/or Ethnicities
- Countries.

Diversity – Assesses students' school experiences through the lens of representation & social justice. It is recommended to pair the Diversity module with the Inclusion module (above). Equity is introduced when school and district partners act on the experience gaps that are revealed in the survey data from these two modules.

Think about your school. How often do you see people of diverse backgrounds...: *(1= Very rarely; 2= Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- In artworks, posters or pictures?
- In publications (e.g. school paper, yearbooks, etc.)?
- In textbooks and other class materials?
- In your classmates' work (e.g. their projects or presentations)?
- During school events?

Think about your school. How often do you learn about the lives and experiences of people of different: *(1= Very rarely; 2= Somewhat Rarely; 3 = Sometimes; 4 = Somewhat often; 5 = Very often)*

- Religions, faiths or spiritual beliefs?
- Sexual orientations?
- Abilities? (e.g. people with disabilities)
- Genders?
- Incomes (how much money someone makes)?
- Races and/or ethnicities?
- Countries?

My school teaches me about how people have been treated unfairly because of their: *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

- Religions, faiths or spiritual beliefs.
- Sexual orientations.
- Abilities. (e.g. people with disabilities)
- Genders.
- Incomes. (how much money someone makes)
- Races and/or Ethnicities
- Countries.

My school makes me interested in getting to know people of diverse backgrounds. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

My school encourages students to speak out against racism. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

My school clearly communicates how to report acts of discrimination. *(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree)*

YouthTruth
STUDENT SURVEY
A NATIONAL NONPROFIT

Elementary Student Survey Additional Topics

Additional topic modules on a variety of subjects can be added to customize the core elementary school student survey. Each additional topic module adds about 5 minutes in survey length. To keep surveys a manageable length, the maximum number of additional topic modules that can be added is 2.

Project-Based Learning – Describes students' experiences collaborating on, improving, and presenting projects. Themes include the frequency of real-world discussions, and the integration of PBL across subject areas.

These questions ask about projects you do in class. *(No, not at all; Sometimes; Yes, very much)*

- Does what you learn during school help you think about what you want to do when you grow up?
- Can you figure out how to solve problems even if you haven't been taught how?
- Does your teacher use examples that connect to life outside of school?
- Do group projects make you a better student? (For example, you learn more.)

How much do you do these things during your classes? *(Not very much; Sometimes; A lot)*

- Work on projects with other students
- Present projects to your class
- Choose what kinds of projects you would like to work on
- Think about other ways to solve a problem
- Talk with classmates about problems in the real world
- Work on a first draft of a project to make it better

Additional questions: *(No, not at all; Sometimes; Yes, very much)*

- Do the things that you learn in one subject help you in other subjects?
- Do the things that you learn during class help you outside of school?
- Does your teacher use examples that connect to what you learn in other subjects?

STEM – Describes students' experiences applying lessons from science, technology, engineering, and mathematics. Themes include future aspirations in STEM fields, collaboration, and technology use in and outside of school.

The next questions have to do with math, science, technology, and engineering in your school. *(Yes; No; I'm not sure)*

- Do your teachers connect what you learn in different subjects?
- Do people who use math or science in their jobs visit your school?
- Have you ever worked on a project for a math or science fair?
- Would you learn math and science even if you didn't have to?
- When you grow up, do you want a job in science, engineering, math, or technology?
- Have you learned math or science…

- …on field trips?
- at summer camps?
- at after-school activities?

How often do you… *(Not very much; Sometimes; A lot)*

- …do hands-on projects about math or science?
- …Use things like computers or iPads at your school?
- …Use things like computers or iPads for schoolwork?

Emotional and Mental Health – Describes signs of depression, as well as students' consideration of suicide. Themes include students' approaches to coping and ability to find help at school.

When I'm feeling upset, *(No; Sometimes; Yes)*

- ...there is an adult outside of school I can talk to.
- ...I know some ways to make myself feel better.

Think about your life lately. How happy have you been feeling this week? *(Happy all the time; Sometimes happy; Never happy)*

Think about your life lately. How relaxed have you been feeling this week? *(Never relaxed; Sometimes relaxed; Relaxed all the time)*
Think about your life lately. How sad have you been feeling this week? *(Never sad; Sometimes sad; Sad all the time)*
Think about your life lately. How stressed have you been feeling this week? *(Never stressed; Sometimes stressed; Stressed all the time)*

Overall, how do you feel about your life? *(Happy to sad emoticon scale)*

Student Motivation (includes Grit Scale) – Describes students' relationship with, and sense of ownership over, their learning experience. Themes include students' ability to work independently, their investment in their peers, and their confidence in their abilities to learn and grow. Dr. Angela Duckworth's Grit Scale is also offered, with her permission, as part of this module.

The next questions have to do with how you feel about school and your classmates. *(No, not at all; Somewhat; Yes, very much)*

- Do you help other kids during class when they don't know what to do?
- Do you explain your work to other students?
- Do you do your schoolwork, even if no one tells you to?
- Do you care about how much your classmates learn?
- Can you remember things you learn during school?
- Can you concentrate during class?

Do you agree or disagree? *(Disagree; Not sure; Agree)*

- I know what it takes to get good grades in school.
- My teachers think I can succeed if I try.

- I believe I can learn new things, but I can't really change how smart I am.

Grit Scale:

How much do the following statements apply to you? *(Very much like me, Moderately like me; Somewhat like me; Not very much like me; Not at all like me)*

- New ideas and projects sometimes distract me from previous ones.
- Problems don't discourage me. I get over disappointments faster than most people.
- Sometimes I am very focused on a certain idea, but later lose interest.
- I am a hard worker.
- I often set a goal, but later set a different goal.
- If a project takes too long, I get bored.
- I finish what I start.
- I am careful in my work.

Health & Well-being – Describes the degree to which students experience supports and barriers to their health and well-being.

So far this year, have you: *(Yes; No; Can't Remember)*

- Gone to the doctor for a check-up?
- Been to a dentist (a doctor who looks at your teeth and tells you how to brush your teeth and floss)?

Think about your life lately. *(No, hardly ever; Sometimes; Yes, very often)*

- I get enough sleep.
- I eat regular meals.
- I eat healthy foods.
- I get enough exercise.
- I get time outside.
- I connect with friends.
- I spend time on things I like to do.
- I have energy.

School Safety – Describes students' level of perceived safety while on campus, in the community, and at home. Themes include drivers of conflict at school and responses to bullying and harassment. (School safety questions will not be asked of students who are attending school virtually.) (No, not very safe; Somewhat safe; Yes, very safe)

- Do you feel safe at school?
- Do you feel safe in the hallways of the school?
- Do you feel safe in the bathrooms of the school?
- Do you feel safe on the playground?
- Do you feel safe going to school?

Distance Learning – Describes students' experiences attending school remotely.

* So far this school year, how have you attended classes? *(At school; At home; Both in-person at school and at home)*

**Only respondents who answer "Virtually" or "Both in-person and virtually" to the above question will be presented with the rest of the distance learning questions.*

While learning from home… *(No, not very often; Sometimes; Yes, very often)*
- I can find my schoolwork.

So far this school year, do you like learning from home? *(No, not very much; Sometimes; Yes, very much)*

While learning from home, do meet with your teachers online? *(No, not very much; Sometimes; Yes, very much)*

While learning from home, do you connect with your friends? *(No, not very much; Sometimes; Yes, very much)*

While learning from home, do you connect with your classmates? *(No, not very much; Sometimes; Yes, very much)*

While learning from home… *(No, hardly ever; Sometimes; Yes, very often)*
- The work I do for school is interesting.
- I can take breaks when I need them.
- My teachers know if I'm not listening.

Diversity, Equity, and Inclusion – Assesses students' school experiences through the lens of value and representation.

We are going to ask you about your background. Your background is made up of things about you. For example, it can be your skin color, religion, where your family is from and more.
- Can you talk to **students** from your school about your background? *(No, hardly ever; Sometimes; Yes, very often)*
- Can you talk to **adults** from your school about your background? *(No, hardly ever; Sometimes; Yes, very often)*

Now, we are going to ask you about the backgrounds of others. Someone's background is made up of things about them. For example, it can be their skin color, religion, where their family is from and more.
- Do **students** from your school value people of different backgrounds? *(No, hardly ever; Sometimes; Yes, very often)*
- Do **adults** from your school value people of different backgrounds? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you see people of different backgrounds in class materials? *(No, hardly ever; Sometimes; Yes, very often)*
- Do you often learn about people of different backgrounds? *(No, hardly ever; Sometimes; Yes, very often)*
- Does your school make you want to get to know students of different backgrounds? *(No, hardly ever; Sometimes; Yes, very often)*