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The Elementary School Survey, designed for grades 3 and above, includes 25 questions that gather student feedback about their experiences with specific teachers and classes. Administrators receive summary reports with results across teachers, and teachers receive individualized reports.

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**Student Engagement** – *Describes the degree to which the teacher fosters in students a love of learning and a desire to succeed.*

- How often do you try to do your best in this class? *(1 = Not at all; 5 = Very much)*
- How much pride do you take in your work for this class? *(1 = None; 5 = Very much)*
- How high are your teacher’s expectations for you? *(1 = Very low; 5 = Very high)*
- How often do you enjoy coming to this class? *(1 = Very rarely; 5 = Very often)*

**Academic Rigor & Expectations** – *Describes the degree to which students feel they are challenged by their coursework and teachers.*

- How well do your teacher’s assignments help you better understand the subject? *(1 = Not well at all; 5 = Very well)*
- In this class, how much do you learn every day? *(1 = Very little; 5 = A lot)*
- How hard does your classwork make you think? *(1 = Not at all hard; 5 = Very hard)*
- How well does your teacher understand the subject that (s)he is teaching? *(1 = Not at all well; 5 = Very well)*
- How much effort does your teacher expect you to give in class? *(1 = Very little; 5 = A lot)*
- In this class, how often do you use your thinking skills – not just memorize things? *(1 = Not at all; 5 = Very much)*
- When the work gets difficult, how hard does your teacher expect you to try? *(1 = Not very hard; 5 = Very hard)*

**Relevance** – *Describes the degree to which the teacher connects student learning with life inside and outside the classroom.*

- How much effort does your teacher make to understand your life outside of school? *(1 = None; 5 = A lot)*
- How much do you think your teacher cares about you? *(1 = Not at all; 5 = Very much)*
- How useful is what you learn in this class for your life outside of school? *(1 = Not at all useful; 5 = Very useful)*
- How well does your teacher connect what you’re learning in class with your life outside of school? *(1 = Not at all well; 5 = Very well)*
**Instructional Methods** – Describes the degree to which the teacher uses techniques that probe for absorption and understanding, providing effective support to students when needed.

- How often does your teacher ask students to explain more about answers they give? (1 = Very rare; 5 = Very often)
- How often does your teacher want you to explain your answers – why you think what you think? (1 = Very rare; 5 = Very often)
- How often does your teacher ask questions to be sure that you and your classmates are following along when (s)he is teaching? (1 = Very rare; 5 = Very often)
- If someone doesn't understand something, how often does your teacher explain it another way? (1 = Very rare; 5 = Very often)
- In this class, how well have you learned to correct your mistakes? (1 = Not at all; 5 = Very much)

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

- How fair is your teacher? (1 = Not at all fair; 5 = Very fair)
- How respectful is your teacher to students in this class? (1 = Not at all respectful; 5 = Very respectful)
- How willing is your teacher to give extra help on school work if you need it? (1 = Very unwilling; 5 = Very willing)
- How fair is discipline in this class? (1 = Not at all fair; 5 = Very fair)

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

- How many of your classmates behave the way your teacher wants them to? (1 = None; 5 = All)
- How much is student behavior under control in this class? (1 = Not at all; 5 = Very much)
- How respectful are students to the teacher in this class? (1 = Not at all respectful; 5 = Very respectful)
- How often does your class stay busy and not waste time? (1 = Very rare; 5 = Very often)
- How many students in this class want to do well? (1 = None; 5 = All)

**Demographics**

- What grade are you in? (6th, 7th, 8th, 9th, 10th, 11th, 12th, Other)
- What is your gender? (Male, Female, I identify in another way, Prefer not to say)
- What is your race/ethnicity? (White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Hispanic/Latino, Other, Prefer not to say)
- (Grades 6-8 only) 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)
- (Grades 9-12 only) 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)
• 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 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)

• 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 have an IEP (individualized education program or plan), receive special education services, or receive 504 services? (Yes, No, 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)
Elementary School Survey

The Elementary School Survey, designed for grades 3 and above, can be used to gather students’ Feedback for Teachers (27 questions). With the Feedback for Teachers option, administrators receive summary reports with results across teachers, and teachers receive individualized reports.

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

- Do you like coming to your class? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher want you to do your best? (1 = No not very much; 3 = Yes very much)
- Does your teacher let you explain your ideas? (1 = No hardly ever; 3 = Yes very often)

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

- Is your teacher fair to you? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher give you extra help if you need it? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher tell you that you can do well if you work hard? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher treat you with respect? (1 = No hardly ever; 3 = Yes very often)
- Do you like the way your teacher treats you when you need help? (1 = No not very much; 3 = Yes very much)
- Has anyone bullied you at school in the last year? (Yes, No, I don’t know)
- If yes: how were you bullied? (please check all that apply) (Someone spread rumors or lies about me, Someone called me mean names, Someone hurt my body (for example: pushed, tripped, hit), Someone posted something mean about me online, Other)
- If yes: 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) (How I look; My race or skin color; Because I am a boy/Because I am a girl; Because I am different than most boys/Because I am different than most girls; How much money my family has; I learn differently than other students; I physically can’t do what other kids can do; My religion; Where my family is from; Other; Prefer not to say)
- If yes: Did you tell anyone what happened? (Grown up at school/Grown up at home/ Friend or Classmate/ I did not tell anyone/Someone else)
Classroom Culture – Describes the degree to which the teacher develops a classroom environment premised on respect, motivation, and organization.

- Does your class stay busy and not waste time? (1 = No hardly ever; 3 = Yes very often)
- Do students behave well in your class? (1 = No hardly ever; 3 = Yes very often)
- Do students in your class treat the teacher with respect? (1 = No hardly ever; 3 = Yes very often)
- Can you find the things you need in your classroom? (1 = No hardly ever; 3 = Yes very often)
- Do adults in your school respect people from different backgrounds? (People with different skin colors, boys and girls, people from different countries)

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

- Does the work you do in this class make you really think? (1 = No hardly ever; 3 = Yes very often)
- Does your homework help you learn? (1 = No hardly ever; 3 = Yes very often)
- Do you think your teacher wants you to work your hardest? (1 = No not very much; 3 = Yes very much)
- Does your teacher let you give up when the work gets hard? (1 = No hardly ever; 3 = Yes very often)
- Do you learn a lot in your class? (1 = No hardly ever; 3 = 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.

- Does your teacher ask you if you understand what you are learning? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher explain things in ways you can understand? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher ask you to show your work? (1 = No hardly ever; 3 = Yes very often)
- When you make a mistake, does your teacher help you correct it? (1 = No hardly ever; 3 = Yes very often)

Relevance – Describes the degree to which the teacher connects student learning with life inside and outside the classroom.

- Do you learn interesting things in class? (1 = No hardly ever; 3 = Yes very often)
- Do you think your teacher cares about you? (1 = No not very much; 3 = Yes very much)
- Does what you learn in class help you outside of school? (1 = No hardly ever; 3 = Yes very often)
- Does your teacher ask you about your life at home? (1 = No hardly ever; 3 = Yes very often)

Demographics

- What grade are you in? (3rd, 4th, 5th, Others)
- Are you a... (Boy, Girl, Skip this question)
Secondary Student Survey Additional Topics

**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; 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; 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; 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; 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 who have visited my school
- 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; 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; 5 = Very often)

- Participated in hands-on 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 **in school** to do the following activities *(1 = Very rarely; 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; 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; 5 = Strongly agree)*

- I feel comfortable speaking up about school issues with adults at my school
- I feel comfortable speaking up about school issues with students at my school
- I’ve seen adults in my school listen to the voices and ideas of youth when making decisions
- 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 feel like I can make a difference at my school
- I speak up about school issues to help make my school a better place

**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 = Strongly disagree; 5 = Strongly agree)*

- I feel safe from harm while...
  - At school in general
    - In 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)
In the neighborhood I live in
In my home

At school, how often do the following happen? (1 = Never or almost never; 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
- I must be ready to fight to defend myself

How strongly do you agree or disagree with the following statements? (1 = Strongly disagree; 5 = Strongly agree)
- In my school, there are clear rules against hurting other people (for example, hitting, pushing or tripping)
- Adults at my school try to stop bullying and harassment
- I usually try to help other students who are being bullied or harassed

Note: Questions about bullying are included as part of the Overall School Experience survey.

General Health - 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; 5 = Very healthy)

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)
- Visited 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 = Strongly disagree; 5 = Strongly agree)*

- When I’m feeling upset, stressed or having problems...
  - I know someone outside of school who I can talk to about it
  - There is an adult in school who I can talk to about it
  - There are programs or services at my school that can help me
  - I know some ways to make myself feel better or cope with it

**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?
- 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?

**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 school work?

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 weight lifting.)*
How would you describe your weight? (1 = Very underweight; 5 = Very overweight)

**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; 5 = Strongly agree)

- I want my classmates to be successful
- I care about how much my classmates learn
- I want my classmates to come to class every day
- 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; 5 = Very well)

- Concentrate on school subjects
- Plan my schoolwork
- Organize my schoolwork
- Remember information presented in class and textbooks
- Motivate myself to do schoolwork

How much do your teachers believe that you can succeed if you try? (1 = Not at all; 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; 5 = Strongly agree)

- I would go to my instructor 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; 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; 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
Elementary Student Survey Additional Topics

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 and what you think of them. (Choices: A lot, Sometimes, Not very much; or, Yes very much, sometimes, no, not at all)

- How much do you do these things in your classes?
  - Talk with other students about problems that exist in the real world
  - Think about different ways to solve a problem
  - Choose what kinds of projects you would like to work on
  - Work on hands-on projects with other students
  - Keep working on a first draft of a project to make it better
  - Present projects to your class
- Can you figure out how to solve problems even if you haven’t been taught how?
- Does what you learn in school make you think about what you want to do when you grow up?
- Does doing projects with other students make you a better student? (For example, you get better grades and understand more.)
- Does your teacher give you examples that relate to
  - What you learn in other subjects?
  - Life outside of school?
- Do you use what you learn in one subject to solve problems in other subjects?
- Do you use what you learn in class to solve problems outside of school?

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 your experiences learning about math, science, technology, and engineering. (Choices include: Yes, no, I’m not sure; A lot, sometimes, not very much)

- Have people who use math or science in their jobs visited your school?
- Have you gone on field trips, to summer camps, or to after-school activities where you learned about math or science?
- Have you ever worked on a project for a math or science fair?
- Do your teachers make connections between what you learn in different subjects?
- When you grow up, would you like to have a job in science, engineering, math, or technology?
- Would you still take math or science classes—or both—even if you didn’t have to?
- How often do you....
  - Do hands-on projects in school to learn more about math or science?
  - Use things like computers or iPads in school?
  - Use things like computers or iPads outside of school?
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. (Choices include: Yes very much, sometimes, no not at all)

- Do you care about how much your classmates learn?
- During class, do you explain how you work out problems to other kids?
- Do you help other kids in class when they don’t know what to do?
- Can you concentrate in class?
- Can you remember things you learn in school?
- Can you make yourself do schoolwork, even if someone else isn’t telling you to?

Do you agree or disagree?

- My teachers believe I can succeed if I try
- I know what it takes to get good grades in school
- 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? (1 = Not at all like me; 5 = Very much 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

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.

- 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?