



PANORAMA

EDUCATION

USER GUIDE

Panorama Student Survey

Topics and Questions for Students, Grades 3-12



ABOUT THE PANORAMA STUDENT SURVEY

WHY DOES STUDENT VOICE MATTER?

Student voice plays a powerful role in helping schools and districts create engaging educational experiences for students. The Bill and Melinda Gates Foundation’s Measures of Effective Teaching (MET) Project—created to help schools and districts assess teacher quality and encourage teacher professional development—provides evidence that student surveys can offer meaningful and valid data about effective teaching and learning practices. In addition, research attests to the connection between student self-perception of key skill sets and mindsets with their success in school.

HOW CAN SCHOOLS COLLECT VALID AND RELIABLE FEEDBACK?

The Panorama Student Survey, launched in the fall of 2014, provides educators with a best-in-class, customizable survey instrument that shows substantial evidence of reliability and validity. The survey measures student perceptions of teaching and learning, culture and climate, and student experiences in the classroom and school. Thousands of schools use the Panorama Student Survey to design effective teaching practices and more engaging learning environments.

Developed through a collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is grounded in advanced survey methodology and practice. The survey exists as a series of scales, or sets of survey questions related to a single topic (e.g., School Climate or Teacher-Student Relationships). Each scale has a substantial and growing body of evidence of its validity and reliability across specific contexts and uses.

Schools and districts can customize the survey by selecting the topics they value most. We recommend choosing between four and seven topics so students can complete a short, focused survey that delivers valuable information on their experiences at school.

WHO SHOULD USE THE PANORAMA STUDENT SURVEY?

The Panorama Student Survey is designed for schools, districts, networks, and state departments of education that want to gather student self-perception of skills and competencies essential to success in school and life, as well as data about teaching, learning, and school climate. Teachers, school and district administrators, and department heads can administer the survey both about the classroom and about the school.

The questions are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of backgrounds. Panorama also provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12. We have found that students in earlier grade levels (K-2) may not have the cognitive or reading abilities to self reflect on these student perception measures.

SURVEY RESEARCH DEVELOPMENT PROCESS

The Panorama Student Survey was developed by our Data Science and Applied Research team—under the leadership of Dr. Hunter Gehlbach and Dr. Sam Moulton—in collaboration with the Harvard Graduate School of Education. Our team followed a rigorous survey development process consisting of literature reviews, focus groups, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.



Panorama developed the instruments based on modern principles of survey design. These best practices include:

- Wording survey items as questions rather than statements
- Avoiding “agree-disagree” response options that may introduce bias
- Asking about one idea at a time rather than using double-barreled items (e.g., “How happy and engaged are you?”)
- Using at least five response options to capture a wider range of perceptions
- Phrasing questions with positive language rather than using reverse scored or negative language, which students tend to have trouble understanding

Each of these characteristics substantially minimizes measurement error.

USING THE PANORAMA STUDENT SURVEY

When using the survey, we encourage schools and districts to select the topics that are most important to their school context or community. The Panorama Student Survey contains three main categories of scales:

1. Scales about Student Skills and Competencies: Measures students’ self-perception of their skills that help them to excel in school, career, and life.
2. Scales about the Classroom and Teaching: Measures student perceptions of teaching and learning in a particular class.

3. Scales about the School: Measures student perceptions of teaching and learning at the school in general.

Within these categories, Panorama offers several scales—or sets of questions—that measure specific topics (e.g., Growth Mindset, School Climate, Teacher-Student Relationships). Choose the scales that work best for your context. For example, if your goal is to give teachers feedback about their instructional practices, use the scales about Classroom and Teaching. You can administer only scales about the Classroom and Teaching as well as combining with relevant scales about the School. Both kinds of feedback— teacher level and school level—are valuable for informing professional development opportunities and goal setting.

Before administering the survey, it’s important to communicate the value of student surveys to teachers, students, and the broader school community. Our partners have found that one great way to bolster response rates is by telling students that the survey is like a “progress report” for teachers and the school—an opportunity to give feedback about their experiences at school and what could be improved.

To learn about partnering with Panorama for survey administration, reporting, and professional learning to support students, please contact us at contact@panoramaed.com.



ABOUT THE DATA SCIENCE AND APPLIED RESEARCH TEAM



Dr. Sam Moulton, Panorama Education's director of data science and applied research, has a passion for use-inspired research that informs educational practice and advances scholarly knowledge. In his work at Panorama, he applies his expertise in educational psychology, research methodology, and statistics to projects that include survey scale development, multivariate and multilevel modeling, statistical inference, and data visualization.

Dr. Moulton holds B.A., M.A., and Ph.D. degrees in psychology from Harvard University and has served as a research associate, lecturer, and Fellow in Harvard's Department of Psychology. Prior to joining Panorama, Dr. Moulton served as director of educational research and assessment for Harvard's president and provost.



Dr. Hunter Gehlbach is the senior research advisor at Panorama Education, as well as a professor and vice dean at the Johns Hopkins School of Education. He is an educational psychologist with an academic focus on helping social scientists and practitioners design better surveys and questionnaires.

Dr. Gehlbach is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

Student: Skills and Competencies

The skills and competencies that help students succeed in school, career, and life.

GRIT — P. 10

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

Example Question: How often do you stay focused on the same goal for several months at a time?

GROWTH MINDSET — P. 11

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

Example Question: In school, how possible is it for you to change how easily you give up?

SELF-MANAGEMENT — P. 12-13

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

Example Question: During the past 30 days, how often did you come to class prepared?

SOCIAL AWARENESS — P. 14-15

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

Example Question: During the past 30 days, how carefully did you listen to other people's points of view?

SELF-EFFICACY — P. 16

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

Example Question: When complicated ideas are presented in class, how confident are you that you can understand them?

LEARNING STRATEGIES — P. 17

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

Example Question: How often do you use strategies to learn more effectively?

CLASSROOM EFFORT — P. 18

How much effort students put into school and learning.

Example Question: How much effort do you put into your homework for this class?

SOCIAL PERSPECTIVE-TAKING — P. 19

The extent to which students consider the perspectives of their teachers. (Only for students in grades 6-12.)

Example Question: How much effort have you put into figuring out what your teachers' goals are?

SELF-EFFICACY ABOUT SPECIFIC SUBJECTS — P. 20

How much students believe they can succeed in achieving academic outcomes in specific subjects.

Example Question: How confident are you that you can learn all the material presented in your [SUBJECT] class?

EMOTION REGULATION — P. 21

How well students regulate their emotions.

Example Question: How often are you able to control your emotions when you need to?

Student: Supports and Environment

The extent to which the environment in which students learn influences their academic success, development, and growth

SCHOOL CLIMATE — P. 22

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

Example Question: How pleasant or unpleasant is the physical space at your school?

TEACHER-STUDENT RELATIONSHIPS — P. 23

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

Example Question: How many of your teachers are respectful towards you?

SENSE OF BELONGING — P. 24

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

Example Question: How connected do you feel to the adults at your school?

SCHOOL SAFETY — P. 25

Perceptions of student physical and psychological safety while at school.

Example Question: How often do you worry about violence at your school?

ENGAGEMENT — P. 26

How attentive and invested students are in school.

Example Question: In your classes, how eager are you to participate?

RIGOROUS EXPECTATIONS — P. 27

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

Example Question: How often do your teachers take time to make sure you understand the material?

VALUING OF SPECIFIC SUBJECTS — P. 28

How much students feel that an academic subject is interesting, important, and useful.

Example Question: How often do you use ideas from [SUBJECT] class in your daily life?

VALUING OF SCHOOL — P. 29

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

Example Question: How important is it to you to do well in your classes?

Student: Well-Being

Students' positive and challenging feelings, as well as how supported students feel through their relationships with others.

POSITIVE FEELINGS — P. 30

How frequently students feel positive emotions.

Example Question: During the past week, how often did you feel happy?

CHALLENGING FEELINGS — P. 31

How frequently students feel challenging emotions.

Example Question: During the past week, how often did you feel lonely?

SUPPORTIVE RELATIONSHIPS — P. 32

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

Example Question: Do you have a teacher or other adult from school who you can count on to help you, no matter what?



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

Grades 6-12

Question	Response Options				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

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

Growth Mindset

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

Grades 6-12

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subject	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5

Question	Response Options				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Self-Management

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

Grades 6-12

Question	Response Options				
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During the past 30 days...

How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and resist distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interruption?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper in check?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Self-Management

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

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
How often did you come to class prepared?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you follow directions in class?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you get your work done right away, instead of waiting until the last minute?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you pay attention and ignore distractions?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When you were working independently, how often did you stay focused?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you remain calm, even when someone was bothering you or saying bad things?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you allow others to speak without interrupting them?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to adults?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often were you polite to other students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How often did you keep your temper under control?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Social Awareness

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

Grades 6-12

Question	Response Options				
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During the past 30 days...

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

Social Awareness

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

Grades 3-5

Question	Response Options				
<i>During the past 30 days...</i>					
How carefully did you listen to other people's points of view?	Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
How much did you care about other people's feelings?	Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
How often did you compliment others' accomplishments?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well did you get along with students who are different from you?	Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
How clearly were you able to describe your feelings?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
When others disagreed with you, how respectful were you of their views?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
To what extent were you able to stand up for yourself without putting others down?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
To what extent were you able to disagree with others without starting an argument?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount

Self-Efficacy

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

Grades 6-12

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

Grades 3-5

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

Learning Strategies

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

Grades 6-12

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

Grades 3-5

Question	Response Options				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Classroom Effort

How much effort students put into school and learning.

Grades 6-12

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

Grades 3-5

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

Social Perspective-Taking

The extent to which students consider the perspectives of their teachers. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

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

Self-Efficacy About Specific Subjects

How much students believe they can succeed in achieving academic outcomes in specific subjects. *We suggest students take this measure about their core classes in ELA, Math, Social Studies, and Science.*

Grades 6-12

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

Grades 3-5

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

Emotion Regulation

How well students regulate their emotions.

Grades 6-12

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

Grades 3-5

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

School Climate

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

Grades 6-12

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

Grades 3-5

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

Teacher-Student Relationships

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

Grades 6-12

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

Grades 3-5

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

Sense of Belonging

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

Grades 6-12

Question	Response Options				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

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

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

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

Grades 3-5

Question	Response Options				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Engagement

How attentive and invested students are in school.

Grades 6-12

Question	Response Options				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Often	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

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

Rigorous Expectations

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

Grades 6-12

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

Grades 3-5

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

Valuing of Specific Subjects

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

Grades 6-12

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

Grades 3-5

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

Valuing of School

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

Grades 6-12

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

Grades 3-5

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

Positive Feelings

How frequently students feel positive emotions.

Grades 6-12

Question	Response Options					
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During the past week, how often did you feel _____ ?

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

Grades 3-5

Question	Response Options					
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During the past week, how often did you feel _____ ?

excited	Almost never	Once in a while	Sometimes	Frequently	Almost always
happy	Almost never	Once in a while	Sometimes	Frequently	Almost always
loved	Almost never	Once in a while	Sometimes	Frequently	Almost always
safe	Almost never	Once in a while	Sometimes	Frequently	Almost always

Challenging Feelings

How frequently students feel challenging emotions.

Grades 6-12

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
angry	Almost never	Once in a while	Sometimes	Frequently	Almost always	
lonely	Almost never	Once in a while	Sometimes	Frequently	Almost always	
sad	Almost never	Once in a while	Sometimes	Frequently	Almost always	
worried	Almost never	Once in a while	Sometimes	Frequently	Almost always	
frustrated	Almost never	Once in a while	Sometimes	Frequently	Almost always	

Grades 3-5

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
mad	Almost never	Once in a while	Sometimes	Frequently	Almost always	
lonely	Almost never	Once in a while	Sometimes	Frequently	Almost always	
sad	Almost never	Once in a while	Sometimes	Frequently	Almost always	
worried	Almost never	Once in a while	Sometimes	Frequently	Almost always	

Supportive Relationships

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

Grades 6-12

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

Grades 3-5

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





PANORAMA

EDUCATION

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24 School Street, 4th Floor, Boston, MA 02108