

What areas could the survey assess in grades 6–12?

In grades 6–12, the survey assesses:

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- School Victimization Scale: First presents a definition of bullying so that students understand what/what does not meet criteria. The student is then asked if they have been victimized or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism Scale: Items reflect the degree of perceived social isolation. The scale measures two forms of ostracism: ignoring (paying no attention to the student) or excluding (acknowledging the student but choosing not to interact with them).
- Grit Scale: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- Generalized Anxiety Scale: 7 item, self-reported questionnaire for screening and severity of anxiety.
- Children's Hope Scale: Assesses goal-directed thinking in which the student has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of depression symptoms. The scale also includes an item that assesses thoughts of self-harm.
- Resiliency: This scale assesses the degree to which individuals possessed both the intrapersonal and interpersonal resources needed to overcome adversity.
- Child and Adolescent Leadership Scale: This scale assesses students' perceptions of their ability to influence others.
- Personal Standards: This scale assesses the expectations that a student has about their personal abilities.
- Self-Criticism: This scale assesses difficulties accepting mistakes and overly focusing on one's perceived faults.

In grades 6–12, the district will also use these Supplemental Scales:

- Trauma Screener: This brief screener provides a list of potentially traumatic events (such as a car accident). If a student endorses yes, follow-up questions assess how well the student has adjusted to the experience.
- Drug/Alcohol Screener: This screener first asks the student if they have engaged in alcohol or drug use in the past year, or whether they have ridden in a car with someone who has. Follow-up questions assess the frequency of use and whether this use has caused problems for them. This is only for middle and high school students.
- School Violence Screener: This screener assesses a student's tendency to use aggression as a means to resolve problems at school.

What areas could the survey assess in grades 3–5?

While schools can select all indicators noted above, the following are typically administered to younger children in grades 3–5:

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- School Victimization Scale: First presents a definition of bullying so that students understand what/what does not meet criteria. Definition has been framed so that students as young as grade 3 can understand. Student is then asked if they have been victimized, or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism Scale: Items reflect being ignored by others.
- Children's Hope Scale: Assesses goal-directed thinking in which the student has the perceived capacity to develop strategies to reach goals (pathways thinking), and the motivation to use those strategies (agency thinking).