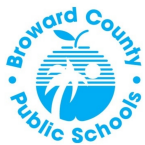




Spring 2017

# Broward County Public Schools

Key Insights from Student SEL Surveys



## Key Insights from Student SEL Surveys

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# Executive Summary

## Background

This spring, Broward County Public Schools partnered with Panorama Education to collect and analyze data about social-emotional learning in 32 schools. The information collected using Panorama’s **research-backed instruments** will guide data-driven practices by **illuminating the needs of each student**, as well as broader **trends at the classroom and school level**.

The findings from this project have surfaced insights about how the district can best align supports to foster social emotional learning in its schools. This report provides a **high-level summary of the state of social-emotional learning** across the group of schools that participated in this spring’s program.

## Topics Measured

To ensure alignment between Broward’s vision for social emotional learning and what was measured, the district’s project team chose to measure the following nine topics, which are essential to improving academic and life outcomes for students.

|                                      |   |
|--------------------------------------|---|
| <b>Grit</b>                          | How well students are able to persevere through setbacks to achieve important long-term goals.                              |
| <b>Growth Mindset</b>                | Perceptions of whether students have the potential to change those factors that are central to their performance in school. |
| <b>Self-Efficacy</b>                 | How much students believe they can succeed in achieving academic outcomes.  |
| <b>Self-Management</b>               | How well students manage their emotions, thoughts, and behaviors in different situations.                                   |
| <b>Social Awareness</b>              | How well students consider the perspectives of others and empathize with them.  |
| <b>Sense of Belonging</b>            | How much students feel that they are valued members of the school community.  |
| <b>Teacher-Student Relationships</b> | How strong the social connection is between teachers and students within and beyond the school.                             |
| <b>School Climate</b>                | Perceptions of the overall social and learning climate of the school.   |
| <b>School Safety</b>                 | Perceptions of student physical and psychological safety at school.   |

## Survey Methodology

### How were surveys administered?

All participating student surveys were administered online, leveraging Panorama’s platform for distributing the surveys, collecting the responses, analyzing results, and sharing reports. Each school provided login information to students so they could complete surveys. Elementary school students received one version of the survey that was appropriate to their grade level; middle and high school students completed a separate version that better matched their comprehension skills.

### Who took the surveys?

Schools in Broward County had the option to participate in this spring’s social-emotional survey project. Overall, 12,992 students completed surveys, with 4,587 elementary students and 8,455 secondary students completing surveys, as outlined in Figure 1. 3rd, 4th, and 5th grade students are evenly represented in the results, while the number of responses for secondary grade levels are more varied. Additionally, the responses are representative of a diverse group of students, with 44% of the students identified as Black, 33% as Hispanic, and 17% as White, as shown in Figure 2.

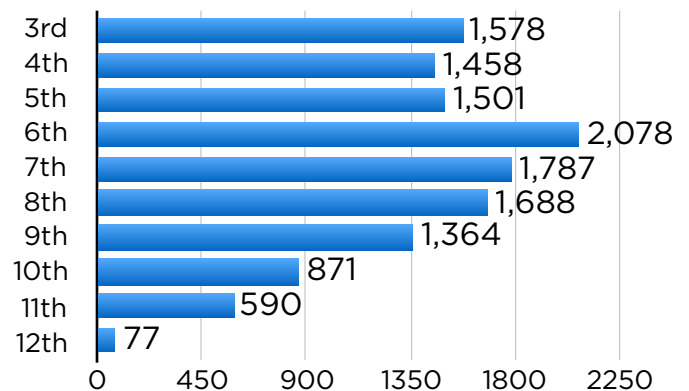


Figure 1. Response count by grade level.

### How are results reported?

Each question and topic score reflects the percent of favorable responses. If a question is scored as "81% favorable," this means that 81% of respondents selected a favorable answer choice. The top two answer choices are favorable for a question with five answer choices.

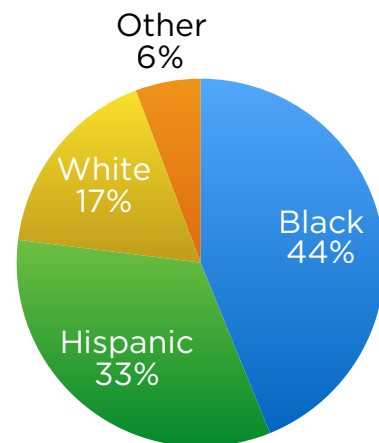


Figure 2. Response count by student race.

Example question: How excited are you about going to this class?



## District Highlights

### Elementary Students

Elementary students in Broward had a range of scores across the topics. Reviewing the percent of favorable responses alongside Panorama’s national comparison, which includes results from over 3,000 schools around the country, gives additional context for understanding the results. For this project, Broward’s results showed strengths in **belonging, relationships, climate, and self-efficacy** and potential for growth in **mindset, self-management, and grit** (Figure 3).

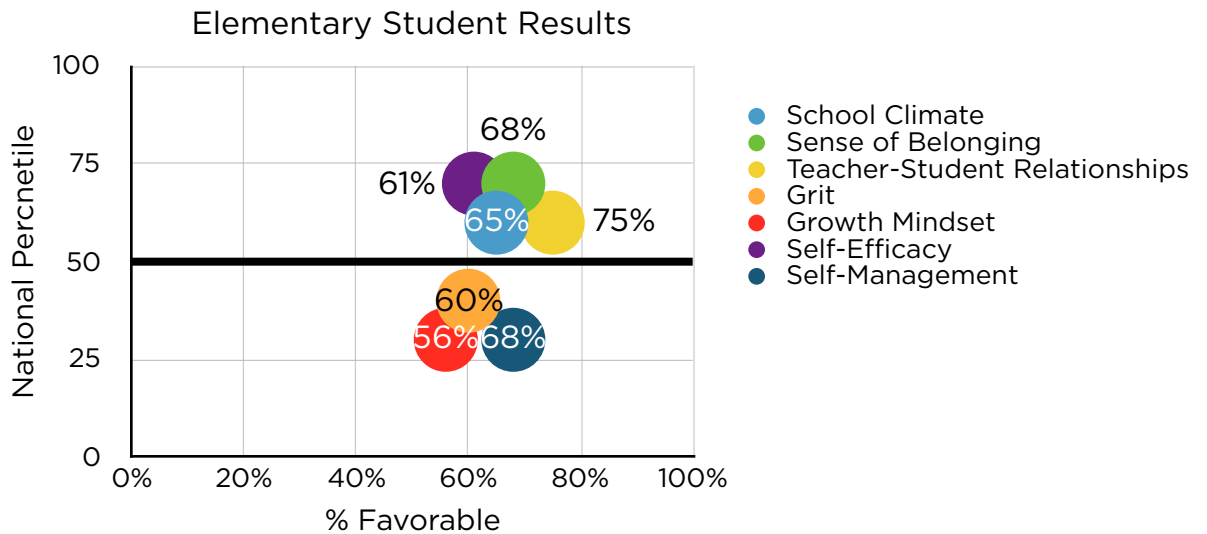


Figure 3. Percent favorable and national percentile for each topic.

### Areas of Strength

The most favorable topic according to elementary students is **student-teacher relationships**, with 75% of students responding favorably. This places Broward in the 60th percentile.

- 83% of students said their **teacher is quite or extremely respectful**
- 74% said they would be quite or extremely **excited to have their teacher again**

The next most favorable topic is **sense of belonging**, in the 70th percentile with 68% of students responding favorably.

- 81% of students said **adults at school give** quite a bit or a tremendous amount of **support**
- 71% said that overall, they **feel like they belong** quite a bit or completely **at school**

Student-teacher relationships are a major factor in students’ own feelings of belonging at school, so the results for both of these topics reflects a consistent strength for the district.



# District Highlights

## Elementary Students

### Area for Growth

The topic with the least favorable overall score was **growth mindset**, with 56% of students responding favorably, placing Broward in the 30th percentile.

- 63% of students believe it's quite or completely **possible to change how much effort they give**
- 47% believe it's quite or completely **possible to change how easily they give up**

Examining breakdowns by subgroup for each topic reveals some consistent differences in student perceptions, particularly with black students. On Safety and Self-Management, black students scored 6 points below the overall average for each topic, while white students scored 5 points above the district average. Similar, smaller differences appear on Self-Efficacy and Social Awareness.

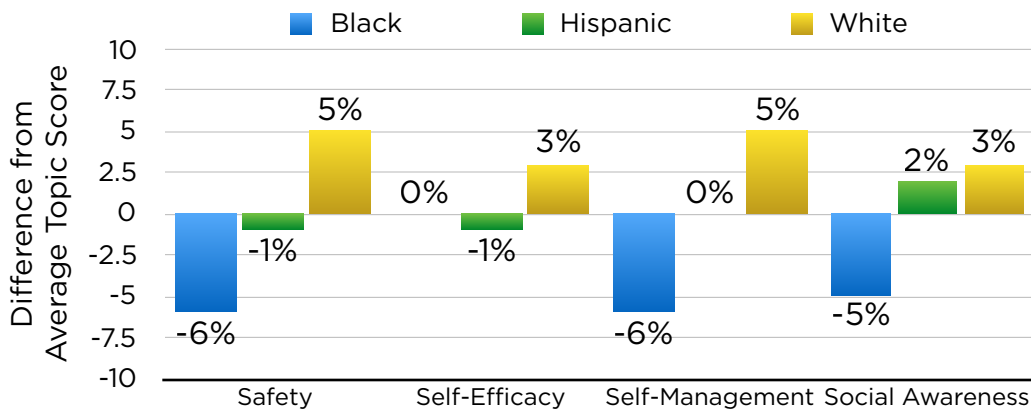


Figure 4. Difference from overall average topic score for different racial subgroups.

### Acting on Results

- With such positive student-teacher relationships at the elementary level, further leveraging teacher capacity to explicitly teach strategies on perseverance will be crucial to supporting students. Panorama’s Playbook, a professional development platform available to teachers, provides research-based mini-lessons aligned to this growth area (for example, a lesson on positive self-talk from Open Circle).
- What types of supports are already in place to support the environments and skills for black students in Broward? Playbook supports teachers to empower students with Self-Management skills (for example, with evidence-based calm breathing techniques or focused goal setting strategies from Character Lab).

# District Highlights

## Secondary Students

Secondary students in Broward generally highlighted some of their own skills and competencies as strengths, as opposed to the supports and environment of their schools. For this project, Broward’s results showed strengths in **grit, mindset, and self-management** and potential for growth in **student-teacher relationships, belonging, and school climate** (Figure 5).

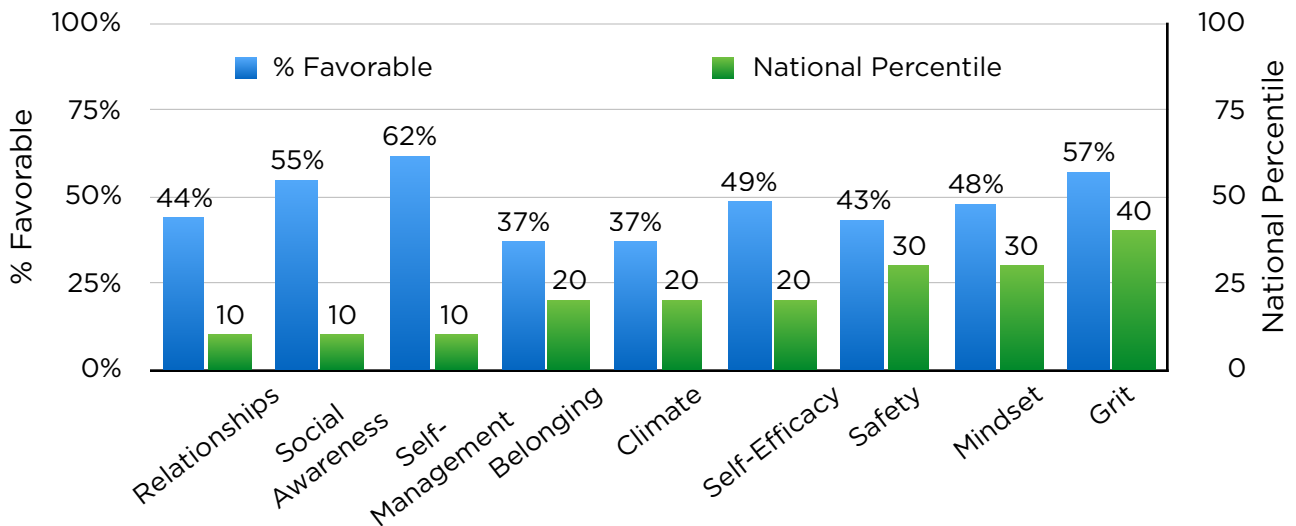


Figure 5. Percent favorable and national percentile for each topic.

### Area of Strength

The most favorable topic according to secondary students, in terms of national comparisons, is **grit**, with 57% of students responding favorably. This places Broward in the 40th percentile when compared to schools around the nation.

- 66% of students said they are **quite or extremely likely to try again** if they fail to reach an important goal

Additionally, as students progress through schooling in Broward, their perceptions of their own grit increase. Students in 10th and 11th grade have the most favorable scores, at 6 and 7 points, respectively, above the overall secondary average. This change reflects a positive trend for the district’s middle and high schools.

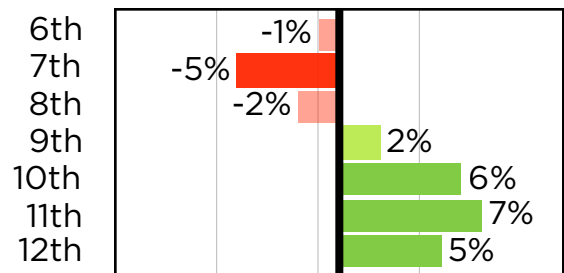


Figure 6. Difference from overall grit topic score of 57% for each grade level.

# District Highlights

## Secondary Students

### Areas for Growth

Student perceptions of the support and environments around them that support social-emotional growth were generally less favorable. The topics with the least favorable overall scores were **sense of belonging** and **school climate** with 37% of students responding favorably in each topic, placing Broward secondary students in the 20th percentile of Panorama’s national comparison.

- 26% of students believe that the **behavior of other students** helps their learning.
- 24% of students feel quite or extremely **connected to adults at school**.

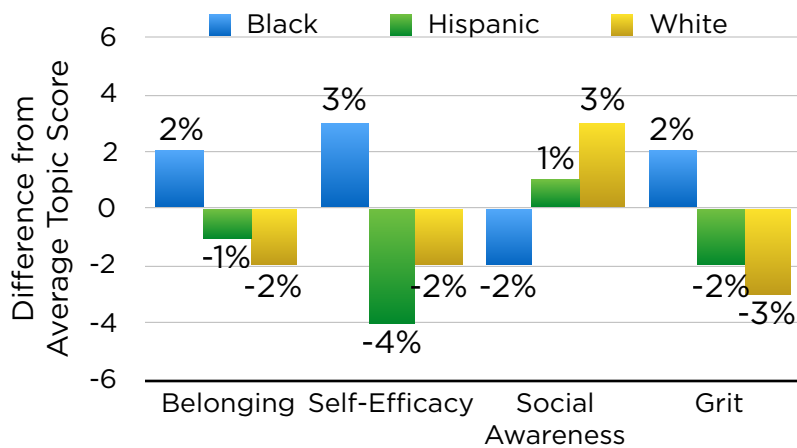


Figure 7. Difference from overall average topic score for different racial subgroups.

Differences between students of different races at the secondary level (Figure 7) show black students as generally more favorable than average, specifically on self-efficacy, where black students are 52% favorable, 3 points above the average for that topic. On the other hand, white and Hispanic students are more likely to rate themselves or their schools below average.

### Acting on Results

- Student perceptions of grit are more likely to be higher for students in older grades, whereas younger students show room for growth. Highlighting and celebrating examples of perseverance in schools can help promote perseverance skills that contribute to academic success. Panorama’s Playbook outlines how to create a “Gritty Gallery” to encourage student skill-building in this area.
- To improve student sense of belonging in the secondary grade levels, Panorama’s Playbook recommends strategies from Teaching Tolerance designed to help students dialogue around their similarities and differences. Supporting teachers to facilitate conversations with students about their backgrounds creates an inclusive classroom environment where all students feel they belong.



# Appendix

## **Preliminary Report: Reliability and Validity of Panorama's Social Emotional Learning Measures**

### **Survey Questions and Answers**

Elementary School Supports Survey

Secondary School Supports Survey

Elementary Social Emotional Learning Survey

Secondary Social Emotional Learning Survey



PRELIMINARY REPORT

# **Reliability and Validity of Panorama's Social-Emotional Learning Measures**



Over 1,000 schools use Panorama Education to measure and improve their students' social-emotional learning (SEL). Panorama helps schools and districts assess SEL, distribute results to stakeholders with customized reports, and take targeted next steps to improve social-emotional skills and supports.

In this document, we provide a brief conceptual overview of [Panorama's SEL measures](#), as well as evidence of the reliability and validity of our scales.

## **Background**

SEL captures a broad array of the competencies, attitudes, and dispositions that help individuals succeed in school, career, and life. At Panorama, we organize our thinking in this area by drawing from the most compelling theories and the most persuasive data. In reading through the voluminous literature, one sees that three domains consistently produce outsized impacts on student outcomes: social relationships (Gehlbach et al., 2016; Walton & Cohen, 2011), motivation (Hulleman & Harackiewicz, 2009), and self-regulation (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2011).

Our measurement tools are designed with these three crucial domains in mind. Some of our measures fit squarely within a domain: self-efficacy, for example, is a core part of every major theory of motivation (students must feel confident that a task is doable if they are to attempt it). In other instances, our measures stretch across these domains: "grit" is a combination of motivation and self-regulation. Some measures focus more on the individual student (e.g., their mindset); others focus more on the environment (e.g., classroom climate); and others focus on interactions between the two (e.g., sense of belonging).

Some organizations take slightly different approaches to thinking about which are the most important competencies, attitudes, and dispositions to measure. At the core of the most compelling of these frameworks, you'll find a shared emphasis on three ingredients needed for thriving: social relationships, motivation, and self-regulation. For example, Panorama's SEL measures are consistent and [well-aligned with frameworks](#), such as those from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the California Office to Reform Education (CORE).

Panorama offers a variety of SEL measures for schools to use. Our own measures were developed by education researchers and practitioners, including researchers at UC Santa Barbara and the Harvard University Graduate School of Education. We also give schools access to measures from our partners at Transforming Education and the CORE districts. Measures include student self-reports, student perceptions of the school environment and supports, and teachers' perspectives and skills.



All of the items in our scales are worded and structured in accordance with the current best practices in the science of survey design. However, this step alone does not insure high quality measures. For that reason, we test our items and how well they function together as a holistic scale to measure the underlying aspect of schooling that they are supposed to measure. The remainder of this report details the data that speak to the reliability and validity of our scales.

## Reliability and Validity

To provide initial evidence of the reliability and validity of our SEL measures, we analyzed data from three school districts on seven measures. Each measure contained between five and ten self-report items. Because an instrument’s validity depends on how it is used, it’s worth noting that these schools were measuring student SEL for formative purposes only—they were not evaluating students or teachers based on the results.

The three district samples of student SEL data came from diverse public and charter school contexts. Data were gathered from middle and high schools with enrollments ranging from 310 to 1350 students, FRPL percentages ranging from 5 to 81%, and non-white student percentages ranging from 7 to 79%.

Our SEL measures are reliable, with an average Cronbach alpha coefficient of .78 and minimum of .68. Confirmatory factor analyses verified that a single-factor model fit the data well for each measure across all three samples. For example, for sense of belonging, there was significant model fit, all  $X^2(5)s > 17.8$ ,  $ps < .003$ ,  $RMSEAs < .034$ ,  $CFIs > .98$ .

The SEL measures correlate with each other as expected. On the whole, the different measures are moderately correlated with each other, with higher correlations for more related constructs (e.g., sense of belonging and teacher-student relationships) and lower correlations for less related constructs (e.g., sense of belonging and grit). The below table shows the SEL intercorrelations, with the shading and numbers indicating the size of the (Spearman) correlations.

|  |               |            |           |             |           |            |           |
|--|---------------|------------|-----------|-------------|-----------|------------|-----------|
|  | <b>safety</b> |            |           |             |           |            |           |
| <b>sense of belonging (SoB)</b>            | 0.16          | <b>SoB</b> |           |             |           |            |           |
| <b>growth mindset (GM)</b>                 | 0.01          | 0.28       | <b>GM</b> |             |           |            |           |
| <b>grit</b>                                | 0.06          | 0.29       | 0.30      | <b>grit</b> |           |            |           |
| <b>self-efficacy (SE)</b>                  | 0.10          | 0.43       | 0.34      | 0.50        | <b>SE</b> |            |           |
| <b>teacher student relationships (TSR)</b> | 0.20          | 0.56       | 0.25      | 0.29        | 0.48      | <b>TSR</b> |           |
| <b>social awareness (SA)</b>               | 0.07          | 0.49       | 0.36      | 0.43        | 0.46      | 0.42       | <b>SA</b> |
| <b>self-management (SM)</b>                | 0.16          | 0.37       | 0.34      | 0.46        | 0.52      | 0.38       | 0.69      |



The SEL variables displayed measurement invariance, in that their intercorrelations were stable across districts (i.e., the three data samples) and student populations. Across samples, the difference between SEL intercorrelations (e.g., the growth-mindset and social awareness correlation for sample A versus sample B) differed on the average by .09, with a maximum difference of .23. The intercorrelations also showed stability with respect to student demographics—for both gender and FRPL, the average difference (between men and women, and FRPL and non-FRPL) was .05.

To further investigate the validity of our SEL measures, we correlated them with student GPA (cumulative and last semester), absences (total, excused, and unexcused, as percentage of enrolled days), tardiness (as percentage of enrolled days), behavioral referrals, grade level, gender, and FRPL status. The SEL measures correlate as expected with these variables. Most notably, higher SEL scores were associated with higher GPAs and fewer absences, tardy days, behavioral referrals. The below table present these results, with number (and shading) indicating the size (and direction) of the correlations and non-significant correlations omitted. For example, there is a relatively strong positive correlation ( $r = .40$ ) between self-efficacy and grades as indicated by the deep red shading, a relatively weak negative correlation ( $r = .08$ ) between grit and behavioral referrals as indicated by the light green shading, and no significant correlation between self-efficacy and grade in school as indicated by the empty cell. (Note: For gender, positive/green correlations indicate that females scored higher than males, and negative/red correlations indicate that males scored higher than females).

|                              | GPA  | GPA (last) | absences (total) | absences (excused) | absences (unexcused) | days tardy | behavioral referrals | grade | gender | FRPL  |
|------------------------------|------|------------|------------------|--------------------|----------------------|------------|----------------------|-------|--------|-------|
| grit                         | 0.26 | 0.29       | -0.09            | -0.08              | -0.12                | -0.14      | -0.08                | 0.14  |        | -0.08 |
| teacher-student relationship | 0.23 | 0.23       | -0.18            | -0.18              | -0.17                | -0.25      | -0.18                |       |        |       |
| self-efficacy                | 0.40 | 0.42       | -0.19            | -0.18              | -0.18                | -0.26      | -0.13                |       |        | -0.12 |
| growth mindset               | 0.16 | 0.17       |                  |                    |                      |            |                      |       |        |       |
| social awareness             | 0.22 | 0.23       |                  |                    |                      | -0.10      | -0.08                | 0.11  | 0.17   |       |
| self-management              | 0.37 | 0.38       | -0.16            | -0.15              | -0.16                | -0.28      | -0.20                |       | 0.19   | -0.08 |
| sense of belonging           | 0.14 | 0.14       | -0.12            | -0.12              | -0.13                | -0.11      | -0.08                |       | -0.10  |       |
| school safety                | 0.22 | 0.22       | -0.15            | -0.15              | -0.11                | -0.22      | -0.16                |       |        | -0.09 |
| emotion regulation           | 0.09 | 0.10       |                  |                    |                      |            |                      |       | -0.25  |       |

In summary, Panorama’s SEL measures—administered for formative purposes—exhibit the psychometric properties of good instruments: reliability and validity. As we continue to collect, analyze, and interpret SEL data, we will update and expand this report accordingly.



## Interested in learning more?

Visit [Panorama for SEL](#) to download all 22 SEL measures. Contact us for more information about how Panorama can help you measure and act on social-emotional skills and competencies in your school, network, or district. For more details on specific measures or analyses, contact [SEL\\_Team@panoramaed.com](mailto:SEL_Team@panoramaed.com).

## References

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## School Supports

We are interested in learning more about how you think and feel about your school. Please give us your honest opinion so that we can better understand your experience here. This will help us to make school a better place. We appreciate your help!

### Your Class

Please tell us about how you feel about your current class.

1. If you walked into class upset, how concerned would your teacher be?

- Not at all concerned     
  Slightly concerned     
  Somewhat concerned     
  Quite concerned     
  Extremely concerned

2. When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

3. How excited would you be to have your teacher again?

- Not at all excited     
  Slightly excited     
  Somewhat excited     
  Quite excited     
  Extremely excited

4. How respectful is your teacher towards you?

- Not at all respectful     
  Slightly respectful     
  Somewhat respectful     
  Quite respectful     
  Extremely respectful

### Feelings About Being at School

In this section, we would like to understand how you feel about your school.

5. How often are people disrespectful to others at your school?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

6. 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

7. How often do students get into physical fights at your school?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

8. 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

9. 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



10. 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

11. How often do you worry about violence at your school?

- Almost never       Once in a while       Sometimes       Frequently       Almost always

12. 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

13. 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

14. 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

15. 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

16. 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

17. How often do your teachers seem excited to be teaching your classes?

- Almost never       Once in a while       Sometimes       Frequently       Almost always

18. What are two things that this school could do to improve? Please be as specific as possible.

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19. What are two things that this school does well that it should continue to do? Please be as specific as possible.

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## School Supports

We are interested in learning more about how you think and feel about your school. Please give us your honest opinion so that we can better understand your experience here. This will help us to make school a better place. We appreciate your help!

### Your Current Classes

Please tell us about how you feel about your current teachers and classes.

1. 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

2. 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

3. 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

4. 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

5. 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

### Feelings About Being at School

In this section, we would like to understand how you feel about your school.

6. How often are people disrespectful to others at your school?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

7. 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

8. How often do students get into physical fights at your school?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

9. How connected do you feel to the adults at your school?

- Not at all connected     
  Slightly connected     
  Somewhat connected     
  Quite connected     
  Extremely connected

10. 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



11. 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

12. How often do you worry about violence at your school?

Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

13. 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

14. 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

15. 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

16. At your school, how unfairly do the adults treat the students?

Not at all unfairly     
  Slightly unfairly     
  Somewhat unfairly     
  Quite unfairly     
  Extremely unfairly

17. 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

18. 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

19. 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

20. 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

21. How often do your teachers seem excited to be teaching your classes?

Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always



22. What are two things that this school could do to improve? Please be as specific as possible.

---

---

23. What are two things that this school does well that it should continue to do? Please be as specific as possible.

---

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## Student SEL

To better support you, we would like to ask you some questions about how you think and feel. Please respond honestly – there are no right or wrong answers!

### Your Goals

In this first section, we would like for you to think about the goals you set for yourself.

1. How often do you stay focused on the same goal for more than 3 months at a time?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

2. If you fail at an important goal, how likely are you to try again?

- Not at all likely     
  Slightly likely     
  Somewhat likely     
  Quite likely     
  Extremely likely

3. 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

4. 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

### Your Class

Please tell us about how you feel about your current class.

5. 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

6. 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

7. 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

8. 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

9. 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





### Performance in School

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:**

10. Being talented

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

11. Giving a lot of effort

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

12. Behaving well in class

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

13. Liking the subjects you are studying

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

14. How easily you give up

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

15. Your level of intelligence

|                               |                             |                             |                          |                               |
|-------------------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------|
| <input type="radio"/>         | <input type="radio"/>       | <input type="radio"/>       | <input type="radio"/>    | <input type="radio"/>         |
| Not at all possible to change | A little possible to change | Somewhat possible to change | Quite possible to change | Completely possible to change |

### Your Response to Different Situations

Please answer the following questions about how you respond to different situations. During the past 30 days...

16. How often were you polite to adults?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Almost never          | Once in a while       | Sometimes             | Frequently            | Almost all the time   |

17. How carefully did you listen to other people's points of view?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not carefully at all  | Slightly carefully    | Somewhat carefully    | Quite carefully       | Extremely carefully   |

18. How often did you come to class prepared?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Almost never          | Once in a while       | Sometimes             | Frequently            | Almost all the time   |



19. 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

20. How often did you follow directions in class?

- Almost never     
  Once in a while     
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  Frequently     
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21. 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

22. 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

23. How often did you pay attention and ignore distractions?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost all the time

24. How clearly were you able to describe your feelings?

- Not at all clearly     
  Slightly clearly     
  Somewhat clearly     
  Quite clearly     
  Extremely clearly

25. When you were working independently, how often did you stay focused?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost all the time

26. When others disagreed with you, how respectful were you of their views?

- Not at all respectful     
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  Quite respectful     
  Extremely respectful

27. How often did you remain calm, even when someone was bothering you or saying bad things?

- Almost never     
  Once in a while     
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  Frequently     
  Almost all the time

28. To what extent were you able to stand up for yourself without putting others down?

- Not at all     
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29. How often did you allow others to speak without interrupting them?

- Almost never     
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  Almost all the time

30. To what extent were you able to disagree with others without starting an argument?

- Not at all     
  A little bit     
  Somewhat     
  Quite a bit     
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31. How often were you polite to other students?

Almost never

Once in a while

Sometimes

Frequently

Almost all the time

32. How often did you compliment others' accomplishments?

Almost never

Once in a while

Sometimes

Frequently

Almost all the time

33. How often did you keep your temper under control?

Almost never

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Sometimes

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