Adapted Student Feedback Surveys

The **Adapted Student Feedback Surveys** for Grades 6-12, Grades 3-5, and Grades K-2 are designed to help teachers gather feedback from students on their learning experiences. Items are aligned to three of the six Focus Indicators for Teachers: I-A Curriculum and Planning, I-B Instruction, and II-A Learning Environment.

While using these adapted student surveys, please keep in mind:

* Teachers are encouraged to use student feedback to inform and refine their practice throughout the year.
* While these surveys are *adapted* from the original [DESE Model Student Feedback Surveys](http://www.doe.mass.edu/edeval/evidence/feedback/) (which were developed and validated through a rigorous pilot with over 10,000 students and 1,500 educators in 2013-14), they have not undergone a similar validity analysis and should not be used for summative purposes.

**Online Administration**: For older students, completing these surveys online may be preferable and more efficient. Teachers are welcome to input the items into a survey platform such as Google Forms or SurveyMonkey to facilitate online administration, as long as responses remain completely anonymous.

Please use the table below to navigate to the relevant resource(s):

|  |  |
| --- | --- |
| Grades K-2 | * **[Adapted Model Discussion Prompts and Administration Protocol](#_DESE_Model_Discussion)** * [**Item Key**](#K2ItemKey) |
| Grades 3-5 | * **[Adapted Model Student Feedback Survey](#_Grades_3-5:_Adapted)** * [**Item Key**](#Key35) |
| Grades 6-12 | * **[Adapted Model Student Feedback Survey](#_Grades_6-12:_Adapted)** * [**Item Key**](#RealKey612) |

# Overview

The K – 2 discussion prompts represent a subset of items from the Adapted Model Student Feedback Surveys. These items are designed to be used as discussion prompts for early elementary teachers to use with their students. The prompts give students an opportunity to provide feedback to teachers on practice related to three of the six Focus Indicators for Teachers: I-A Curriculum and Planning, I-B Instruction, and II-A Learning Environment.

Teachers may use the discussion prompts in a conversational setting with individual students or small groups of students. They are listed in no particular order. A teacher may choose to use them in any way that he/she deems helpful. Teachers may want to record notes as students respond.

| K-2 Discussion Prompts |
| --- |
| 1. Students help each other to learn. |
| 1. We read books that include people who are like me (for example, we look the same, speak the same, or live in similar neighborhoods). |
| 1. When I am stuck, my teacher wants me to try again before she or he helps me. |
| 1. I have to explain my thinking when I write, answer questions and talk about my work. |
| 1. When I am confused, my teacher helps me understand. |
| 1. Even when I'm not in school, I like to learn more about the things we are learning in school. |

Instructions for Administering

Districts should work with their K – 2 teachers to determine the best way to administer the discussion prompts – whether it is soliciting responses from individual students, small groups of students, or a full class. If a teacher or school wants to preserve student confidentiality in the solicitation of verbal feedback, another staff member familiar to the students may engage them in responses to these discussion prompts. However, steps must be taken to ensure that younger students are clear about the subject of the discussion (their teacher).

It is important to make students feel comfortable responding to the discussion prompts. Prior to beginning the discussion, classroom teachers or proctors should inform students of its purpose. Communicate to students that they are having this discussion to help their teacher learn how they feel about being a student in the teacher’s class. The reason for the discussion is to help their teacher make their class even better. Students should be assured that there are no right or wrong answers, and that they should answer honestly.

Students in Grades K – 2 will require guidance and support when engaging in discussion about the prompts. The classroom teacher or survey proctor may clarify or rephrase words if a student does not understand.

**This item key is not intended for distribution to students.** The following table provides a crosswalk between discussion prompts and the [Focus Indicators of Effective Teaching Practice](http://www.doe.mass.edu/edeval/implementation/).

| FOCUS INDICATORS  *Limited to practices observable by students* | |
| --- | --- |
| I.A: Curriculum & Planning  II.A: Instruction  II.B: Learning Environment |  |

|  |  |  |
| --- | --- | --- |
| Standard/  Indicator | # | Discussion Prompts |
| II.B | 1. | Students help each other to learn. |
| I.A | 2. | We read books that include people who are like me (for example, we look the same, speak the same, or live in similar neighborhoods). |
| II.B | 3. | When I am stuck, my teacher wants me to try again before she or he helps me. |
| I.A | 4. | I have to explain my thinking when I write, answer questions and talk about my work. |
| II.A | 5. | When I am confused, my teacher helps me understand. |
| II.A | 6. | Even when I'm not in school, I like to learn more about the things we are learning in school. |

Name of **Teacher**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Write your **teacher’s name** above. Do **not** write your name on the survey. Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class’s answers to better understand what it’s like to be a student in this class.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | My teacher knows when I am confused and helps me understand. | ○ | ○ | ○ | ○ |
| 2. | I feel comfortable telling my teacher about something that is bothering me. | ○ | ○ | ○ | ○ |
| 3. | The teacher and students respect each other in this class. | ○ | ○ | ○ | ○ |
| 4. | My teacher encourages me to think of more than one way to solve a problem. | ○ | ○ | ○ | ○ |
| 5. | My teacher asks me to improve my work when he or she knows I can do better. | **○** | ○ | ○ | ○ |
| 6. | When I am at home, I like to learn more about what I did in class. | **○** | ○ | ○ | ○ |
| 7. | My teachers use my ideas to help my classmates learn. | ○ | ○ | ○ | ○ |
| 8. | My teacher shows us how to respect different opinions in class. | ○ | ○ | ○ | ○ |
| 9. | My teacher asks us to share what we have learned in a lesson. | ○ | ○ | ○ | ○ |
| 10. | Students have a voice in deciding class rules. | ○ | ○ | ○ | ○ |
| 11. | When something is hard for me, my teacher offers many ways to help me learn. | **○** | ○ | ○ | ○ |
| 12. | I can show my learning in many ways (e.g., writing, graphs, pictures). | **○** | ○ | ○ | ○ |
| 13. | In this class, other students take the time to listen to my ideas. | ○ | ○ | ○ | ○ |
| 14. | I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods). | ○ | ○ | ○ | ○ |
|  |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 15. | In this class, students help each other learn. | ○ | ○ | ○ | ○ |
| 16. | In this class, students work well together in groups. | ○ | ○ | ○ | ○ |
| 17. | My teacher uses things that interest me to explain hard ideas. | **○** | ○ | ○ | ○ |
| 18. | My classwork is hard but not too hard for me. | **○** | ○ | ○ | ○ |
| 19. | My teacher uses my interests to help me learn. | ○ | ○ | ○ | ○ |
| 20. | Students speak up and share their ideas about class work. | ○ | ○ | ○ | ○ |
| 21. | Even when I'm not in class, I like to learn more about the things we are learning in school. | **○** | ○ | ○ | ○ |
| 22. | My teacher uses our mistakes as a chance for us all to learn. | **○** | ○ | ○ | ○ |
| 23. | My teacher asks questions that help me learn more. | **○** | ○ | ○ | ○ |
| 24. | I feel comfortable asking for help when I need it. | **○** | ○ | ○ | ○ |
| 25. | The activities (work) my teacher gives us really make me think hard. | ○ | ○ | ○ | ○ |
| 26. | My teacher is proud of me when I work hard. | ○ | ○ | ○ | ○ |

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| **OPTIONAL: If you have any additional feedback for your teacher, please share it here.** |
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**This item key is not intended for distribution to students.** The following table provides a crosswalk between survey items and the [Focus Indicators of Effective Teaching Practice](http://www.doe.mass.edu/edeval/implementation/). You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

* **Substitute Items**. Substitute items address the same construct as the original item and may be used in direct replacement (the order of the items should remain the same).

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| FOCUS INDICATORS  *Limited to practices observable by students* |
| I.A: Curriculum & Planning  II.A: Instruction  II.B: Learning Environment |

|  |  |  |  |
| --- | --- | --- | --- |
| St/  Ind | # | Item | Substitute Items |
| I.A | 1. | My teacher knows when I am confused and helps me understand. | When something is hard, my teacher makes it easier for me to understand. |
| II.B | 2. | I feel comfortable telling my teacher about something that is bothering me. |  |
| II.B | 3. | The teacher and students respect each other in this class. |  |
| I.A | 4. | My teacher encourages me to think of more than one way to solve a problem. | My teacher wants me to explain my answers—why I think what I think. |
| II.A | 5. | My teacher asks me to improve my work when he or she knows I can do better. |  |
| II.A | 6. | When I am at home, I like to learn more about what I did in class. |  |
| II.B | 7. | My teachers use my ideas to help my classmates learn. | In this class, other students take the time to listen to my ideas. |
| II.B | 8. | My teacher shows us how to respect different opinions in class. |  |
| I.A | 9. | My teacher asks us to share what we have learned in a lesson. |  |
| II.B | 10. | Students have a voice in deciding class rules. | Our class rules are fair for all students. |
| II.A | 11. | When something is hard for me, my teacher offers many ways to help me learn. |  |
| II.A | 12. | I can show my learning in many ways (e.g., writing, graphs, pictures). |  |
| II.B | 13. | In this class, other students take the time to listen to my ideas. |  |
| I.A | 14. | I read books in class that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods). | The activities (work) we do in this teacher's class help me understand difficult ideas on my own. |
| II.B | 15. | In this class, students help each other learn. | I can ask another student for help if I do not know what to do next in class. |
| II.B | 16. | In this class, students work well together in groups. |  |
| II.A | 17. | My teacher uses things that interest me to explain hard ideas. |  |
| II.A | 18. | My classwork is hard but not too hard for me. |  |
| I.A | 19. | My teacher uses my interests to help me learn. |  |
| II.B | 20. | Students speak up and share their ideas about class work. |  |
| I.A | 21. | Even when I'm not in class, I like to learn more about the things we are learning in school. |  |
| II.B | 22. | My teacher uses our mistakes as a chance for us all to learn. |  |
| I.A | 23 | My teacher asks questions that help me learn more. |  |
| II.B | 24. | I feel comfortable asking for help when I need it. |  |
| I.A | 25. | The activities (work) my teacher gives us really make me think hard. |  |
| II.B | 26. | My teacher is proud of me when I work hard. |  |

Name of **Teacher**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Write your **teacher’s name** above. Do **not** write your name on the survey. Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class’s answers to better understand what it’s like to be a student in this class.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. | When material in this subject is confusing, my teacher knows how to break it down so I can understand. | ○ | ○ | ○ | ○ |
| 2. | In my class, my teacher is interested in my well-being beyond just my class work. | ○ | ○ | ○ | ○ |
| 3. | My teacher treats all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation. | ○ | ○ | ○ | ○ |
| 4. | My teacher encourages students to challenge each other's thinking in this class. |  |  |  |  |
| 5. | I use evidence to explain my thinking when I write, present my work, and answer questions. | ○ | ○ | ○ | ○ |
| 6. | My teacher encourages us to accept different points of view when they are expressed in class. | ○ | ○ | ○ | ○ |
| 7. | During our lessons, I am asked to apply what I know to new types of challenging problems or tasks. | ○ | ○ | ○ | ○ |
| 8. | Students have a voice in deciding class norms, agreements, or rules. | ○ | ○ | ○ | ○ |
| 9. | In this class, I work on assignments that interest me personally. |  |  |  |  |
| 10. | What I learn from my teacher inspires me to explore topics outside of school. |  |  |  |  |
| 11. | In this class, other students take the time to listen to my ideas. | ○ | ○ | ○ | ○ |
| 12. | My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity. | ○ | ○ | ○ | ○ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 13. | In this class, students review each other's work and provide each other with helpful advice on how to improve. | ○ | ○ | ○ | ○ |
| 14. | My teacher helps me understand the importance of one idea in relation to another. | ○ | ○ | ○ | ○ |
| 15. | My teacher demonstrates that mistakes are a part of learning. | ○ | ○ | ○ | ○ |
| 16. | In my class, my teacher uses students' interests to plan class activities. | ○ | ○ | ○ | ○ |
| 17. | In this class, I know how to use technology well (e.g., Internet, digital/online tools) to support my learning. | ○ | ○ | ○ | ○ |
| 18. | I can show my learning in many ways (e.g., writing, graphs, pictures) in this class. |  |  |  |  |
| 19. | In this class, students work well together in groups (in-person and/or online). | **○** | ○ | ○ | ○ |
| 20. | My teacher's passion for her/his subject makes me want to learn more. | **○** | ○ | ○ | ○ |
| 21. | The things I am learning in this class are relevant (important) to me. | **○** | ○ | ○ | ○ |
| 22. | My teacher uses open-ended questions that enable me to think of multiple possible answers. | **○** | ○ | ○ | ○ |
| 23. | In this class, students work together to help each other learn difficult content. | ○ | ○ | ○ | ○ |
| 24. | In this class, students work together to help each other learn difficult content. |  |  |  |  |
| 25. | My teacher helps me identify my strengths and shows me how to use my strengths to help me learn. | ○ | ○ | ○ | ○ |

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| **OPTIONAL: If you have any additional feedback for your teacher, please share it here.** |
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|  |  |  |  |
| --- | --- | --- | --- |
| St/  Ind | # | Item | Substitute Items |
| I.A | 1. | When material in this subject is confusing, my teacher knows how to break it down so I can understand. | My teacher knows what we might find hard to understand and provides us with several ways to understand. |
| II.B | 2. | In my class, my teacher is interested in my well-being beyond just my class work. |  |
| II.D | 3. | My teacher treats all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation. |  |
| II.A | 4. | My teacher encourages students to challenge each other's thinking in this class. |  |
| I.A | 5. | I use evidence to explain my thinking when I write, present my work, and answer questions. |  |
| II.D | 6. | My teacher encourages us to accept different points of view when they are expressed in class. | I participate in this class without fear of being put down by my classmates. |
| I.A | 7. | During our lessons, I am asked to apply what I know to new types of challenging problems or tasks. |  |
| II.B | 8. | Students have a voice in deciding class norms, agreements, or rules. |  |
| II.A | 9. | In this class, I work on assignments that interest me personally. |  |
| II.A | 10. | What I learn from my teacher inspires me to explore topics outside of school. |  |
| II.B | 11. | In this class, other students take the time to listen to my ideas. |  |
| I.A | 12. | My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity. |  |
| II.B | 13. | In this class, students review each other's work and provide each other with helpful advice on how to improve. |  |
| I.A | 14. | My teacher helps me understand the importance of one idea in relation to another. |  |
| II.B | 15. | My teacher demonstrates that mistakes are a part of learning. | My teacher uses our mistakes as a chance for us all to learn from them. |
| I.A | 16. | In my class, my teacher uses students' interests to plan class activities. |  |
| I.A | 17. | In this class, I know how to use technology well (e.g., Internet, digital/online tools) to support my learning. |  |
| II.A | 18. | I can show my learning in many ways (e.g., writing, graphs, pictures) in this class. |  |
| II.B | 19. | In this class, students work well together in groups (in-person and/or online). |  |
| II.B | 20. | My teacher's passion for her/his subject makes me want to learn more. |  |
| I.A | 21. | The things I am learning in this class are relevant (important) to me. |  |
| I.A | 22. | My teacher uses open-ended questions that enable me to think of multiple possible answers. | My teacher uses multi-step problems or questions that require me to think deeply. |
| II.B | 23. | In this class, students work together to help each other learn difficult content. |  |
| II.A | 24. | To help me understand, my teacher uses my interests to explain difficult ideas to me. |  |
| II.B | 25. | My teacher helps me identify my strengths and shows me how to use my strengths to help me learn. |  |