

**Views of Climate and Learning (VOCAL) survey**

**Grade 10**

DIRECTIONS

The MCAS questionnaire provides students with a voice on topics that are important to their education and learning environment.

* The first two questions on the questionnaire ask about your college and career plans.
* The remaining questions ask what it’s like to be a student in your school environment

**School Environment Questions**

Students helped develop the questions about your school environment. There are **no right or wrong** **answers**. Your teachers and principal **will** **not see your answers**; your answers will be combined with those of your classmates. Your school will use these combined answers to better understand what school life is like for students.

When you read each statement, **think about the last 30 days in your school**. Please **answer honestly** so your school knows how you really feel about your school.

**Please ask your test administrator for help if you are not sure how to complete this questionnaire.**

1. What are your plans after high school?

A. attend a four-year college

B. attend a two-year college

C. join the military

D. work full‑time

E. other

F. I don’t know.

1. If you are **not** planning to attend a two- or four-year college, which of the following best describes your plans for future job training? (If you are planning to attend a two- or four-year college, skip this question.)

A. attend college sometime in the future for vocational training or credentialing

B. attend a post-secondary vocational school for more advanced training

C. on-the-job training

D. I do not plan to seek future job training.

E. I don’t know.

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|  | **VOCAL items begin:****Think of the last 30 days in school.** | **Alwaystrue** | **Mostly true** | **Mostly untrue** | **Nevertrue** |
| 3. | Teachers support (help) students who come to class upset. | A | B | C | D |
| 4. | I feel as though I belong in my school community. | A | B | C | D |
| 5. | My teachers inspire confidence in my ability to be ready for college or career. | A | B | C | D |
| 6. | In at least two of my academic classes, I can work on assignments that interest me personally. | A | B | C | D |
| 7. | Teachers are available when I need to talk with them. | A | B | C | D |
| 8. | Teachers give students a chance to explain their behavior when they do something wrong. | A | B | C | D |
| 9. | I feel welcome to participate in extra-curricular activities offered through my school, such as school clubs or organizations, musical groups, sports teams, or student council. | A | B | C | D |
| 10. | Students respect one another. | A | B | C | D |
| 11. | Teachers **don’t** let students pick on other students in class or in the hallways. | A | B | C | D |
| 12. | The consequences for the **same** inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is. | A | B | C | D |
| 13. | In my school, groups of students tease or pick on one student.  | A | B | C | D |

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|  | **Think of the last 30 days in school.** | **Alwaystrue** | **Mostly true** | **Mostly untrue** | **Nevertrue** |
| 14. | I have access to **effective** help at school if I am struggling emotionally or mentally. | A | B | C | D |
| 15. | I have a group of friends I can rely on to help me when I feel down (sad). | A | B | C | D |
| 16. | Adults working at this school treat **all** students respectfully, regardless of a student’s race, culture, family income, religion, sex, or sexual orientation. | A | B | C | D |
| 17. | Students help each other learn without having to be asked by the teacher. | A | B | C | D |
| 18. | Because I worry about my grades, it is hard for me to enjoy school. | A | B | C | D |
| 19. | If I tell a teacher or other adult at school that someone is being bullied, the teacher/adult will do something to help. | A | B | C | D |
| 20. | Students are sexually harassed at my school (for example, bothered by unwanted touching and/or indecent name-calling). | A | B | C | D |
| 21. | Students have a voice in deciding school rules.  | A | B | C | D |
| 22. | Within school, I am encouraged to take upper level courses (honors, AP). | A | B | C | D |
| 23. | My teachers use my ideas to help my classmates learn. | A | B | C | D |
| 24. | My teachers set high expectations for my work. | A | B | C | D |

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|  | **Think of the last 30 days in school.** | **Always true** | **Mostly true** | **Mostly untrue** | **Never true** |
| 25. | I have stayed at home (or avoided school) because I did not feel safe at my school. | A | B | C | D |
| 26. | Teachers, students, and the principal work together in our school to prevent (stop) bullying. | A | B | C | D |
| 27. | My teachers promote respect among students. | A | B | C | D |
| 28. | I have been teased or picked on **more than once** because of my real or perceived (imagined) sexual orientation. | A | B | C | D |
| 29. | The level of pressure I feel at school to perform well is unhealthy. | A | B | C | D |
| 30. | Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual orientation. | A | B | C | D |
| 31. | Students at school try to stop bullying when they see it happening. | A | B | C | D |
| 32. | My teachers support me even when my work is not my best. | A | B | C | D |
| 33. | I have been teased or picked on **more than once** because of my race or ethnicity. | A | B | C | D |
| 34. | Teachers ask students for feedback on their classroom instruction. | A | B | C | D |

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|  | **Think of the last 30 days in school.** | **Always true** | **Mostly true** | **Mostly untrue** | **Never true** |
| 35. | Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation). | A | B | C | D |
| 36. | Adults at our school are respectful to student ideas even if the ideas expressed are different from their own. | A | B | C | D |
| 37. | If I finish my work early, I have an opportunity to do more challenging work. | A | B | C | D |
| 38. | The things I am learning in school are relevant (important) to me. | A | B | C | D |
| 39. | Students with learning or physical difficulties are teased or picked on at my school. | A | B | C | D |
| 40. | Students at school try to work out their problems with other students in a respectful way. | A | B | C | D |
| 41. | In at least two of my academic classes, students are asked to teach a lesson or part of a lesson.  | A | B | C | D |
| 42. | My teachers will first try to help (guide) students who break class rules, instead of punishing them. | A | B | C | D |
| 43. | In my academic classes, students review each other’s work and provide advice on how to improve it. | A | B | C | D |
| 44. | In my academic classes, I am asked to apply what I know to new types of complex tasks or problems. | A | B | C | D |
|  | **Think of the last 30 days in school.** | **Always true** | **Mostly true** | **Mostly untrue** | **Never true** |
| 45. | In my school, teachers focus on my understanding of the material and not on my grades. | A | B | C | D |
| 46. | I feel comfortable reaching out to teachers/counselors for emotional support if I need it. | A | B | C | D |
| 47. | In my school, students work on long-term group projects (more than one month in length) that they independently carry out. | A | B | C | D |
| 48. | In my academic classes, students wrestle with problems that don't have an obvious answer. | A | B | C | D |
| 49. | In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them. | A | B | C | D |
| 50. | In my classes, mistakes or even failure on an assignment are viewed as an important part of our learning. | A | B | C | D |

Thank you for sharing your experiences and opinions through this student questionnaire. The information you provided can help inform your school’s efforts to create safe and supportive learning environments for all students. If you would like to speak with someone about the topics on this questionnaire, we encourage you to reach out to a family member and/or guidance counselor, teacher, principal, or other adult in the school.