



## Leaps Student Voice Surveys

The purpose of this set of survey scales is to help communities understand the experiences of learners through the lens of [the Leaps for Equitable, 21st Century Learning](#). These experiences are important both as leading indicators of student learning and success and as important ends in their own right.

### Survey Description

This document contains 11 survey instruments:

- One [“pulse check” scale](#) that provides a quick glance at student experiences related to all 10 Leaps
- Ten [“deep dive” scales](#) that offer more in-depth insight into student experiences related to each of the ten leaps.

The survey scales can be used in isolation or as part of a broader system to support school transformation.

The survey scales were developed by drawing on [existing instruments](#), and have undergone a rigorous validation process with pilot data from thousands of students. For more information related to this validation process, please [see the technical manual](#).

We intentionally designed the items to avoid assumptions embedded in the traditional, standardized system of school, such as single-teacher classrooms, A-F grading systems, and age-grade cohorts. The item stems are also highly customizable and can be individualized to the unique context of each learning environment. The language inside the brackets is the default recommended language for each item, but can be changed to ask about a specific experience or class.

The Leaps Student Voice Surveys are freely available for educational purposes under the CC BY-NC 4.0 license, [a copy of which can be found here](#). This means that they can be used, shared, and adapted, but solely for non-commercial purposes. When implementing or referencing, please acknowledge this source<sup>1</sup> so that others may find this resource as well. To learn about partnering with Transcend for survey administration, reporting, and professional learning, please contact us at [hello@transcendeducation.org](mailto:hello@transcendeducation.org).

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<sup>1</sup> Suggested citation: Nitkin, D., Lyons, S., Student, S., Shoukry, Y., & Picucci, A. (2022). Leaps Student Voice Surveys. Transcend and Lyons Assessment Consulting.



## Pulse Check Scales

Below are the questions on the **pulse check** version of the survey.

High Expectations with Unlimited Opportunities	
Item	Response Categories
[In school], people don't give up when the work gets hard.	Strongly Disagree to Strongly Agree [5 point scale]
I feel like I have access to all of the opportunities [my school] offers	
[In school], it feels like I'm expected -- and supported -- to learn a ton	
When you feel like giving up on a difficult task, how likely is it that someone [at your school] will help you keep trying?	Not at all likely to Extremely likely [5 point scale]

Whole-Child Focus	
Item	Response Categories
[At my school] I learn to understand my emotions.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school] I learn how to figure out who I am as a person.	
[In school] everyone wants me to not just learn, but also be happy and healthy in mind and body.	

Rigorous Learning	
Item	Response Categories
[In this school] we use our thinking skills, rather than just memorizing things.	Strongly Disagree to Strongly Agree [5 point scale]
[In this school] we have time to explain our ideas.	
[In this school] I get to develop my own ideas.	Almost never to Almost always [5 point scale]



Relevance	
Item	Response Categories
[At my school] what I'm learning matters a lot to me.	Almost never to Almost always [5 point scale]
[At my school] what we learn is often connected to life outside the classroom.	
[At my school] I get to learn things I'm interested in.	

Affirmation of Self & Others	
Item	Response Categories
[In school] it feels like being yourself is a great thing. I feel safe and appreciated for who I am.	Strongly Disagree to Strongly Agree [5 point scale]
[In my school] I feel proud of who I am.	
I can be myself [at school].	

Social Consciousness & Action	
Item	Response Categories
[In school] we learn about racism in the United States.	Strongly Disagree to Strongly Agree [5 point scale]
[In school] we take action to fix problems in society, such as racism and discrimination.	

Connection & Community	
Item	Response Categories
I feel part of the community [at my school]. There are a lot of people who know and care about me.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school] I feel included by other students.	
Overall, how much do you feel like you belong [at your school]?	Do not belong to Completely belong [5 point scale]



Customization	
Item	Response Categories
[At my school], I have the resources I need to support my learning.	Almost never to Almost always [5 point scale]
[At my school], I do work that meets me where I am in my learning.	
[At my school] I am able to catch up if I am behind.	

Active Self-Direction	
Item	Response Categories
[At my school] I feel like I have a say about what happens to me.	Almost never to Almost always [5 point scale]
[At my school] I can choose how to do my work.	
[At my school] I have goals for my learning, and I have choices about how I pursue those goals.	Strongly Disagree to Strongly Agree [5 point scale]
[Adults at my school] respect my ideas and suggestions.	

Anytime, Anywhere Learning	
Item	Response Categories
[At my school] we spend time learning outside of our school building.	Strongly Disagree to Strongly Agree [5 point scale]
I interact with people outside [my school] to help me learn.	
I can make progress on my learning when I am not [in school]	
[School] gives me the tools to be learning everywhere, from everyone, all the time.	

Overall Experience	
Item	Response Categories
Overall, most of the time, I love [school].	Strongly Disagree to Strongly Agree [5 point scale]
Overall, most of the time, I'm learning a lot [in school].	



## Deep Dive Scales

For a **deeper dive** into specific leaps, below are the full set of questions available for each leap. The survey can be set up to show as many full leaps and pulse check questions as needed.

High Expectations with Unlimited Opportunities	
Item	Response Categories
[In school], people don't give up when the work gets hard.	Strongly Disagree to Strongly Agree [5 point scale]
I feel like I have access to all of the opportunities [my school] offers	
[In school], it feels like I'm expected -- and supported -- to learn a ton	
[Adults at my school] work hard to make sure that all students are learning.	
[Adults in my school] pay attention to all students, not just the top students.	
[At school], my questions get just as much attention as other students' questions.	
I am treated the same as other kids [in my school].	
I receive the same encouragement from adults [at my school] as other kids do.	
I get the same opportunity to contribute to class discussions as others.	
I get the same opportunity to answer questions as other kids [at my school].	
When you feel like giving up on a difficult task, how likely is it that someone [at your school] will help you keep trying?	Not at all likely to Extremely likely [5 point scale]

Whole-Child Focus	
Item	Response Categories
[At my school] I learn to understand my emotions.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school] I learn how to figure out who I am as a person.	
[In school], I'm growing in many different ways -- such as my physical health, my emotional well-being, and understanding myself better.	
[At my school] I learn how to keep my body healthy.	
[At my school] I learn how to eat well.	
[At my school] I learn how to stay physically active.	
[At my school] I learn how to cope with stress in my life.	



[At my school] I learn how to understand the perspectives of others.	
[At my school] I learn how to recognize my strengths.	
[At my school] we talk about feelings and emotions.	
[In school] everyone wants me to not just learn, but also be happy and healthy in mind and body.	

Rigorous Learning	
Item	Response Categories
[In this school] we use our thinking skills, rather than just memorizing things.	Strongly Disagree to Strongly Agree [5 point scale]
[In this school] we have time to explain our ideas.	
[At school] I think hard, analyze ideas, and solve complicated problems.	
[At school] I explain my answers -- why I think what I think.	
[At school] we learn a lot almost every day.	
[At school] we learn to correct our mistakes.	
[At school] I think about other possible ways of understanding what I am learning.	
[At school] I consider different opinions to see which one makes more sense.	Almost never to Almost always [5 point scale]
[In this school] I get to develop my own ideas.	
[At school] I get to come up with new ideas.	
[At school] I get to be creative.	

Relevance	
Item	Response Categories
[At my school] what I'm learning matters a lot to me.	Almost never to Almost always [5 point scale]
[At my school] what we learn is often connected to life outside the classroom.	
[At my school] I get to learn things I'm interested in.	
[Adults at my school] help me see how what I am learning relates to my life.	
[Adults at my school] talk about the connections between what we study and what happens in real life.	
[Adults at my school] help me relate my personal experiences to what I am learning.	
[Adults at my school] help me connect the content with things I learned in the past.	



[At my school] I can apply what I'm learning to my own interests.	
[At my school] we talk about current events related to what we are learning.	
[At my school] I apply the knowledge I have to solve real-life problems.	
[Adults at my school] care whether what I am learning is interesting to me.	Strongly Disagree to Strongly Agree [5 point scale]

Affirmation of Self & Others	
Item	Response Categories
[In your school] how often do you see people like you represented in what you study?	Almost never to Almost always [5 point scale]
[In your school] how often do you see many different kinds of people represented in what you study?	
I can be myself [at school].	Strongly Disagree to Strongly Agree [5 point scale]
[In my school] I feel proud of who I am.	
People [at my school] appreciate me for who I am.	
[In school] I learn new things about my culture.	
[This school] provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	
[In school] it feels like being yourself is a great thing. I feel safe and appreciated for who I am.	Not at all valued to Tremendously valued [5 point scale]
How valued do you think all students' home cultures and languages are in the [school] curriculum?	
How valued do you think your home culture and language are in the [school] curriculum?	

Social Consciousness & Action	
Item	Response Categories
[In school] we learn about racism in the United States.	Strongly Disagree to Strongly Agree [5 point scale]
[In school] we take action to fix problems in society, such as racism and discrimination.	
How well does [your school] help students speak out against injustices in society, such as racism?	Not at all well to Extremely well [5 point scale]
How often [in school] do you learn about people from different races, ethnicities, or cultures?	Almost never to Almost always



How often [in school] do you think about what someone of a different race, ethnicity, or culture experiences?	[5 point scale]
[At your school], how often are you encouraged to think more deeply about injustices and inequities in society with other students?	
How often do students [at your school] have important conversations about injustices and inequities in society, even when they might be uncomfortable?	
When there are major events related to race, how often do adults [at your school] talk about them with students?	
How often do students [at your school] have important conversations about race, even when they might be uncomfortable?	
How confident are you that students [at your school] can have honest conversations with each other about injustices and inequities in society, such as racism?	Not at all confident to Extremely confident [5 point scale]
How comfortable are you sharing your thoughts about race-related topics with other students [at your school]?	Not at all comfortable to Extremely comfortable [5 point scale]

<b>Connection &amp; Community</b>	
<b>Item</b>	<b>Response Categories</b>
I feel part of the community [at my school]. There are a lot of people who know and care about me.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school] adults are there for me when I need them.	
[At my school] I feel included by other students.	
[At my school] students like me the way I am.	
[At my school] I feel comfortable.	
[At my school] I work together with other people to learn new things.	
[At my school] I get helpful comments about my work from other students.	
[At my school] I feel included by other students.	
Overall, how much do you feel like you belong [at your school]?	Do not belong to Completely belong [5 point scale]
How well do people [at your school] understand you as a person?	Do not understand at all to Completely understand [5 point scale]
How connected do you feel to the people [at your school]?	Not at all connected to Extremely connected [5 point scale]





<b>Customization</b>	
<b>Item</b>	<b>Response Categories</b>
[At my school] I get to work at my own speed.	Almost never to Almost always [5 point scale]
[At my school], I have the resources I need to support my learning.	
[At my school] I get specific suggestions about how I can improve my work.	
[At my school] I get extra help if I need it.	
[At my school] students who work faster, move on to the next topic	
[At my school] when I am doing something that interests me, I have enough time to finish it.	
[At my school] I am able to catch up if I am behind.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school], I do work that meets me where I am in my learning.	
[School] works just right for me. I am able to learn at my own pace and in my own way	
[Adults at my school] notice if I have trouble learning something.	
[Adults at my school] explain things in a different way if I don't understand something.	
[Adults at my school] give me individual attention when I need it.	
[Adults at my school] understand how I learn best.	
The learning materials used by [my school] meet my needs.	
The work I do [at my school] allows me to really show what I know.	

<b>Active Self-Direction</b>	
<b>Item</b>	<b>Response Categories</b>
[At my school] I feel like I have a say about what happens to me.	Almost never to Almost always [5 point scale]
[At my school] I can choose how to do my work.	
[At my school] I have choices on different ways to complete assignments.	
[At my school] I can choose to study topics that interest me.	
[Adults at my school] respect my ideas and suggestions.	Strongly Disagree to Strongly Agree [5 point scale]
[At my school] I have goals for my learning, and I have choices about how I pursue those goals.	
[Adults at my school] ask us if there are things we would like to change in the way we study.	



[Adults at my school] encourage me to work in my own way.	
[Adults at my school] are open to suggestions from students.	
[Adults at my school] respect my ideas and suggestions.	

<b>Anytime, Anywhere Learning</b>	
<b>Item</b>	<b>Response Categories</b>
[At my school] we spend time learning outside of our school building.	Strongly Disagree to Strongly Agree [5 point scale]
I interact with people outside [my school] to help me learn.	
I can make progress on my learning when I am not [in school]	
[My school] organizes field trips.	
[My school] offers community service opportunities.	
[My school] values the activities I do outside of school.	
[At my school] I have opportunities to learn from lots of people, not just the teachers.	
[My school] provides technology to support my learning.	
[My school] hosts events before school or after the school day ends.	
We spend time in the community outside of [our school].	
[At my school], I have opportunities to learn from local community members.	
Adults [in my school] are interested in what I am learning outside of school.	
Adults [in my school] are interested in my experiences at home.	
I am able to access my [schoolwork] online.	
If [school] was closed for a day, I would still be able to make progress on my schoolwork.	
I have a way to communicate with my teachers when I am not [in school].	
[School] encourages and gives me the tools to be learning everywhere, from everyone, all the time.	
[School] gives me the tools to be learning everywhere, from everyone, all the time.	



Overall Experience	
Item	Response Categories
Overall, most of the time, I love [school].	Strongly Disagree to Strongly Agree [5 point scale]
Overall, most of the time, I'm learning a lot [in school].	

This survey was developed, in part, by adopting and modifying some items from existing survey instruments. We are grateful to the authors of these scales for their permission to use selected items for the purposes of the Leaps Student Voice Survey System. The original items can be found in the following source documents:

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