

### **School Assessments**

The assessments below are not designed to be a measure of individuals, but rather reflect the school as an organization. The instruments generally include all stakeholders in the survey and evaluation process.

Expand All | Collapse All

#### **11 Principles of Effective Character Education: A Framework for School Success (2010 Revision)** (click for details)

Tom Lickona, Ph.D, Eric Schaps, Ph.D, and Catherine Lewis, Ph.D., wrote the Eleven Principles of Effective Character Education in 1995. Based on the practices of effective schools, it has since become the cornerstone of CEP's philosophy on effective character education, well respected in the field, and widely used by practitioners. Updated in 2010, the revised [11 Principles document](#) explains each of the 11 Principles, defines each in terms of two to four scoring items that describe what the principle should "look like" when implemented, and includes a scoring guide. Key indicators of exemplary implementation describe how effective schools most commonly implement the principles and offer benchmarks of successful practice. This document and its scoring guide can help educators examine their current character education practices, identify short- and long-term objectives, and develop or strengthen a strategic plan for continuous improvement by scoring each item. After a school determines its baseline data, it can use the Eleven Principles Scoring Guide again later to assess progress.

A reproducible scoring guide is provided on the back inside cover of the 11 Principles document, and an Excel score sheet that will automatically calculate your scores is available at [www.character.org/nsocapplicationprocess](http://www.character.org/nsocapplicationprocess).

#### **The Academic Motivation & Integrity Survey (AMIS)** (click for details)

Designed to provide leaders in secondary schools information and analysis of student perceptions, beliefs and behaviors related to academic integrity and student self-report of cheating. Analysis of a completed AMIS creates a baseline of data for future comparison and meaningful information to guide the school community in strategies to advance academic integrity. AMIS is an assessment instrument of The School for Ethical Education's Integrity Works! program, and created by Jason M. Stephens and David B. Wangaard as a composite measure of original scales and existing scales.

For a detailed analysis of AMIS reliability and validity please visit—[http://www.ethicsed.org/programs/integrity-works/amis\\_survey.htm](http://www.ethicsed.org/programs/integrity-works/amis_survey.htm). The current version of AMIS (1/2011) requires about 20 minutes for students to complete using on-line administration. Once completed, school leaders will receive an AMIS summary report that describes results for individual grade levels and the school.

#### **Character in Action Survey (CiAS) – Student and Faculty/Staff Questionnaires -2006** (click for details)

Questionnaire to assess the current and/or a longitudinal gauge of students' views and their character development as it relates to pro-social attitudes, school social climate, students' experiences of caring community, ethical behavior, experiences of character education, and the adults' character development practices. The questionnaires for both are identical, allowing for triangulation of several perspectives of the attitudes and experiences previously listed. There are 65-items in each version, with several demographic questions that differ for each version. Five response choices (Likert type).

Authors: V.T. Khmelkov and M.L. Davidson. 2006. Cornerstone Consulting & Evaluation, LLC. [CornerstoneCE@gmail.com](mailto:CornerstoneCE@gmail.com). See also [www.cortland.edu/character](http://www.cortland.edu/character)  
School – Student/ school climate and pro-social behavior. One-time assess or as a progress indicator conducted at intervals.

### **CHARACTERPLUS® Way Surveys** (click for details)

Surveys for schools and districts in their program evaluation and planning, and for research. Designed to measure the school environment and student pro-social behaviors and based on the work of Carl Rogers, William Glasser, and others that is known as the ABCs of Healthy Schools.

[www.charactersurvey.com](http://www.charactersurvey.com) School or District. Surveys designed to be administered on-line. Student, Staff, Implementation and Parent Surveys.

### **Classroom Environment Scale (CESC) -2002** (click for details)

High School/ Middle School. Evaluates effect of teacher personality, teaching methods, course content, class composition and characteristics of overall classroom environment. Use to diagnose problems, monitor and promote change and program improvement, leadership development. Measure with 90- items has nine subscales in three areas: relationship, personal growth/goal orientation, and system maintenance and change. Time to complete survey is 15 minutes. Translations in multiple languages.

Authors: Rudolf H. Moos and Edison Trickett. 2002 Third Edition Manual. Available [www.mindgarden.com](http://www.mindgarden.com)  
Classroom environment. High School and Middle School.

### **Culture of Excellence and Ethics Assessment (CEEA) (formerly CREE)** (click for details)

CEEA surveys measure the extent to which the climate and culture of a school are conducive to the development of student competencies of excellence and ethics, or their performance character and moral character. In addition, CEEA surveys measure whether the school climate is safe, supportive, and engaging for students; whether staff engage in supportive collegial relationships; and the extent to which the school engages student families in support of student

learning. CEEA surveys and reports are designed to provide internal comparisons: students and staff are asked identical items, so that student results can be compared to those of staff, and vice versa (a parent survey is also available for complete triangulation of data). In addition, if consistently implemented across a district or a region, each school's results can be compared to the rest of the sample.

For more information, contact the Institute for Excellence & Ethics (IEE) at [www.excellenceandethics.com](http://www.excellenceandethics.com).

### **Comer School Development Program- School Climate Survey - (click for details)**

Designed as a pre-implementation and progress assessment for schools using the Comer Process. The Comer Process uses six developmental pathways as a framework for making decisions that benefit children. These six areas include the physical, cognitive, psychological, language, social and ethical. All stakeholders are expected to take the survey (school staff including custodial and paraprofessionals). There are four versions of the School Climate Survey: elementary/middle school students (grade 3 and higher), high school students, parents, and staff. Surveys are available for purchase and are paper and pencil tests. The results are scored by an outside consultant. One report is prepared for each survey. A School Implementation Questionnaire-Abbreviated (SIQA) is completed by staff and team members to measure the implementation of the Comer Process.

Comer School Development Program, 55 College St., New Haven, CT 06510, ph 203-737-1020. [schooldevelopmentprogram@yale.edu](mailto:schooldevelopmentprogram@yale.edu)  
Program related. Outside scoring and reports generated.

### **Community Bonding Scale -2004 (click for details)**

Measures the connectedness of student to social institutions beyond the family. Scale has 14-items related to how student sees self in relation to community and about sense of caring by community (neighborhood to country). Uses five-point Likert-type scale response. Was used in Minnesota Community Voices and Character Education project (Narvaez, Bock, Endicott and Lies, 2004) along with measures of school climate.

Author: Darcia Narvaez. 2007. Instrument and guide available from author. Contact: Darcia Narvaez, Ethical Development and Education laboratory, University of Notre Dame, 118 Haggard Hall, Notre Dame, IN 46556, ph 574-631-7835. [dnarvaez@nd.edu](mailto:dnarvaez@nd.edu)  
Student self-report. Sense of community.

### **Comprehensive School Climate Inventory (CSCI) - (click for details)**

National School Climate Center (NSCC) (formerly, the Center for Social and Emotional Education) Survey used extensively to assess strengths and needs of a school. The survey has

four subcategories (Safety, Teaching and Learning, Relationships and Environment) that measure ten dimensions of school climate. There are six versions of the CSCI: School Personnel, Parent Survey (available in Spanish and English), Student Version I (High School, 9-12th grade), Student Version II (Middle School, 6-8th grade), Student Version III (elementary, K-5th grade) and a new scale for community members. All versions take about 20 minutes or less to complete. Each survey has sixteen-items, with a 5-point Likert type scale response (strongly disagree to strongly agree) and two response choices for don't know/doesn't apply. NSCC will analyze the data and send final report that details the school profile and includes charts, tables and text.

Research based assessment. [www.schoolclimate.org/climate/practice.phpSchool](http://www.schoolclimate.org/climate/practice.phpSchool). The CSCI is yolked to a web-based School Climate Resource Center (<http://scrc.schoolclimate.org/>). Multiple surveys for various stakeholders. Available on-line or pencil and paper.

### **Developmental Assets Checklist - (click for details)**

Adolescents (12-18 yrs), Spanish and French available. Middle Childhood (8-12 yrs), Spanish available. List of 40 developmental assets (capital) children need to grow up healthy, caring and responsible. The assets tap dimensions of homes, schools, and communities. Provides a checklist for assessing the extent of a positive developmental environment.

Peter Benson, 1997. Search Institute. Contact Search Institute, The Banks Building, 615 First Avenue NE, Suite 125, Minneapolis, MN. 55413. [www.search-institute.org](http://www.search-institute.org)  
Assets for youth in their environment/community. Translations available.

### **Global Portrait of Social & Moral Health -2003 (click for details)**

Survey that measures the overall social and moral health of a community and its schools. Parallel surveys with multiple scales and subscales gives respondent opportunity to respond to same question as it pertains to them, others around them, their school setting and their community. Can be used to evaluate a specific program.

Available for schools and communities for development of national normative data. Scantron format. Authors: Matthew L. Davidson and Vladimir Khmelkov. 2003. Permission to use from Matthew Davidson, [Institute.Excellence.Ethics@gmail.com](mailto:Institute.Excellence.Ethics@gmail.com) . See also [www.cortland.edu/character](http://www.cortland.edu/character)  
School, Community, Program.

### **Group Openness and Trust -1993 (click for details)**

Measure levels of openness and trust within a group or between the leader and the group. Has five subscales for measuring truth: character, truthfulness, ability, confidentiality, and predictability; two subscales for measuring openness: listening and telling.

Survey is available for free from author. Instructions, instrumentation, computer scanforms, analysis of data, and report scoring available. Author: Clete Bulach, PhD. Contact. Professional Development and Assessment Center, Clete Bulach, PhD, ph 770-214-8318, [cbulach@comcast.net](mailto:cbulach@comcast.net). See [www.westga.edu/~cbulach](http://www.westga.edu/~cbulach)  
Trust in group or between leader and group.

### **Individual and Team Character in Sports Questionnaire (ITCSQ) -2006** (click for details)

Survey for individual and/or team to measure character-related outcomes in sport activities. There are three scales: Values Rating, Community Climate and Character Development Experiences. 48-item survey with 5 Likert-type response scale (agree/disagree continuum).

Authors: Matthew L. Davidson, Vladimir T. Khmelkov, Kelli E. Moran-Miller. Revised 2006. May be used or duplicated without permission of the authors. For-fee data analysis and additional services, Cornerstone Consulting & Evaluation, LLC. Contact [DavidsonM@cortland.edu](mailto:DavidsonM@cortland.edu). See also [www.cortland.edu/character](http://www.cortland.edu/character)  
Team, individual.

### **Instructional Improvement Survey -1999** (click for details)

Tool to measure school culture and climate using demographic factors and behaviors. There are four culture variables (psychological attribute): group openness, group trust, group cooperation, and group atmosphere. The measure includes climate variables (institutional) that are viewed as effective school variables: discipline, instructional leadership, classroom instruction, expectations, parent/community involvement, assessment/time on task, and sense of mission. Teacher-report on 96-items using a five-point Likert-type scale (completely disagree to completely agree).

Survey is available for free from author. Instructions, instrumentation, computer scanforms, analysis of data, and report scoring available. Author: Clete Bulach, PhD. Contact. Professional Development and Assessment Center, Clete Bulach, PhD, ph 770-214-8318, [cbulach@comcast.net](mailto:cbulach@comcast.net). See [www.westga.edu/~cbulach](http://www.westga.edu/~cbulach)  
Teacher-report on school culture and climate.

### **Involvement in Positive Group Activities -2000** (click for details)

Questionnaire with 6-items for Middle School students. Students are asked about their level of participation in school organizations and outside of school organizations.

Positive/negative responses. Developmental Studies Center. 2000. Contact. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA, 94606-5300, ph 800-666-7270. [www.devstu.org](http://www.devstu.org)  
Middle School level of participation in/out school.

**K12 Associates – Climate Surveys -customized** (click for details)

Climate survey designed to measure various aspects of school climate, including bullying, victimization, pro-social behaviors, student fear, attitudes toward cultural diversity, and adult perception of student behavior. Seven surveys with four for these levels: 2nd-3rd grade, 4th-5th grade, Middle School and High School students, and three for each of these groups: Parent, Teacher/Paraprofessional and Administrator that cover similar topics to allow for connections and patterns.

Online or paper and pencil. Scored by outside survey lab. Reports are prepared by survey-type. Data is compared to aggregate data of database compiled from over 75,000 students in over 50 school districts. Longitudinal data can be tracked. Contact K12 Associates [info@k12associates.com](mailto:info@k12associates.com), ph 608-836-8893. [www.k12associates.com](http://www.k12associates.com) School or District.

**Kettering Scale of School Climate Profile -1987** (click for details)

(Charles F. Kettering School Climate Profile)

Widely used instrument to measure school climate. Measures: general climate factors, program determinants, process determinants, and material/ resource determinants. Takes about 20-25 minutes to do survey.

Assessment is copyrighted, but is available for use in school climate studies or for other purposes. Written permission not required. May not be reproduced for resale to others. Book: Handbook for Conducting School Climate Improvement Projects, Howard E. Howell Phi Delta Kappa Education Foundation. Bloomington, IN. 1987. Strengths and weakness of school climate. Benchmark for changes.

**Leadership Behavior -1998** (click for details)

Instrument that measures subordinates' perception of their superior's leadership style. There are five areas measured that are associated with positive or negative supervisory climate: human relations, trust, control, conflict, and instructional leadership. Survey is available for free from author. Instructions, instrumentation, computer scanforms, analysis of data, and report scoring available.

Author: Clete Bulach, PhD. Contact. Professional Development and Assessment Center, Clete Bulach, PhD, ph 770-214-8318, [cbulach@comcast.net](mailto:cbulach@comcast.net). See [www.westga.edu/~cbulach](http://www.westga.edu/~cbulach) Teacher perception of Principal/supervisory leadership.

**Liking for School – 2000** (click for details)

Elementary. Seven-item questionnaire with five-point Likert-type scale response (1= disagree a lot to 5=agree a lot). Child Development Project. 1993. Developmental Studies Center, [www.devstu.org](http://www.devstu.org). Middle School. Six-item questionnaire with five-point Likert-type scale response as above. Developmental Studies Center. 2000.

Contact. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA, 94606-5300, ph 800-666-7270, [www.devstu.org](http://www.devstu.org)  
Short student-report. May combine with other assessments.

**Multi-Dimensional Education, Inc. (MDEDInc.™) MDED Assessment Instrument – customized** (click for details)

Multi-dimensional survey and analysis that blends school environment data, academic achievement and behavioral-type data to assess a schools' performance. Data is collected that assesses student, teacher and parent perception of the total school environment and educational effort. Pre-coded booklets contain the survey and are administered anonymously. Assistance is provided in collecting and analyzing data on student achievement and student behavioral records (e.g. behavior/discipline codes, truancy). Surveys and other data are then analyzed and a report is issued that includes statistics of school performance and empirical information to help determine why a school is performing well or poorly. Random selection of schools (for district), stratified samples and alternate annual assessments (purposive sampling) are available. Assessments for: grades 3-5, grades 6-12, faculty/staff and parents/guardians. Survey takes approximately one hour. Annual basis.

Contact Michael W. Corrigan, Ed.D. Doug Grove, Ph.D., Philip Fitch Vincent, Ed.D., ph. 866-599-6333. [info@MDEDInc.com](mailto:info@MDEDInc.com). See also [www.mdedinc.com](http://www.mdedinc.com)  
School or District.

**National Association of Independent Schools – School Climate Survey – Assessment of Inclusivity and Multiculturalism** (click for details)

Two part assessment designed for independent schools to assess the diverse and inclusive culture of the school. Use as a blueprint for goal of equity and justice. On-line anonymous assessment that is taken by all stakeholders in school community (students, teachers, school trustees, administrators, parents/guardians and alumni). 15-20 minutes to administer, with a 5 point rating scale. The other component of the assessment is a Self-Assessment process that is completed by committees and is similar to the accreditation or re-creditation process. The results of survey and self-assessment are tabulated and a report is prepared. The report provides pie chart display of results and an average scoring result for each stakeholder group. School. Committee component for additional data.

National Association of Independent Schools. Contact: ph 202-973-9700 or [info@nais.org](mailto:info@nais.org)  
Independent Schools. Diversity and climate.

**Neighborhood Disorder – 2000** (click for details)

Six-item questionnaire for Middle School Students asking them to report on their neighborhood (activities such as drug use, police arrests, stealing). Frequency response scale with 1= never to 4 = all of the time.

Developmental Studies Center. 2000. Contact. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA, 94606-5300, ph 800-666-7270, [www.devstu.org](http://www.devstu.org)  
Middle School external environment.

**Personal Characteristics and School Safety Survey – 1999** (click for details)

Measure of student perception of their exposure to bullying behavior. Measures the following dimensions: where bullying occurs, the type and reason for bullying, the way students are treated, how bullying is reported, and feelings of self-efficacy. Survey is available for free from author. Instructions, instrumentation, computer scanforms, analysis of data, and report scoring available.

Authors: C. R. Bulach and J. Penland. Contact. Professional Development and Assessment Center, Cleve Bulach, PhD, ph 770-214-8318, [cbulach@comcast.net](mailto:cbulach@comcast.net). See [www.westga.edu/~cbulach](http://www.westga.edu/~cbulach)

**Principal Team Culture Survey – 2004** (click for details)

Instrument used to assess the building level leadership culture in a school district. The 13-item principal-report anonymous survey asks principals to respond to these items in two ways: first to circle the ten-point scale that reflects their perception of its presence in their ranks, and then to circle the same scale in terms of how they rate the importance of item statement. The survey defines culture as: the beliefs, attitudes and behaviors that characterize the district's principals in terms of how they treat and value each other in a professional sense, extent to which principals feel included and appreciated within their peer group, and rituals and traditions that reflect collaboration and collegiality within their group. Complimentary surveys to schools and researchers with permission – see contact information.

Christopher R. Wagner. 2004. Center for Improving School Culture, Box 51632, Bowling Green, KY 42104-6632, ph 270-796-3905. Contact. [CISchoolculture@aol.com](mailto:CISchoolculture@aol.com). See also [www.schoolculture.net](http://www.schoolculture.net)  
District building level leadership culture.

**School as a Caring Community Profile-II (SCCP-II) – 2003** (click for details)

Center for the 4th and 5th Rs  
Survey that can be completed by both students and adults to assess themselves as caring



communities. Can be used as a pre-programmatic assessment and as a measure of progress during implementation. 42-question survey, with 25 items related to perceptions of students, and 17 items for perceptions of adults. Five-point Likert- type scale responses (almost never to almost always). Broad participation by all or varied constituents increases the validity.

Authors: Thomas Lickona and Matthew L. Davidson and developed by the Center for 4th and 5th R's. 2003. See [www.cortland.edu/character](http://www.cortland.edu/character)  
School as caring community.

### **School Culture Scale – 1997** (click for details)

Assessment of school culture. Students, teachers, staff, administrators, and parents respond as informants about school culture by answering 25-items on four subscales: student peer relationships, teacher student relationships, democratic classroom and school practices, and normative expectations. Responses are given on five-point Likert-type scale. Potential to use as classroom and school dialogue to effect positive change. Scale is easily adapted to address specific program outcomes.

Authors: A. Higgins-D'Alessandro, D. Sath. 1997. Contact: A. Higgins at [ahiggins@fordham.edu](mailto:ahiggins@fordham.edu) or [annhda@aol.com](mailto:annhda@aol.com). Available to teachers, administrators, researchers. Published and current research in progress in schools and in sports. Multiple perspectives on school culture by all stakeholders. Can be adapted. On-going research.<

### **School Culture Triage Survey – 2004** (click for details)

Survey to measure three aspects of school culture to assist principals to gauge the current status of their school culture. Three areas are: professional collaboration, affiliative collegiality and self-determination/efficacy. This 17-item survey has a 5-point Likert- type scale response (never to always or almost always). Scored in house. Authors suggest involving teachers in the tabulation of the surveys. May be used as a follow-up to monitor progress. Complimentary surveys to schools and researchers with permission – see contact information.

Christopher R. Wagner. 2004. Center for Improving School Culture, Box 51632, Bowling Green, KY 42104-6632, ph 270-796-3905. Contact: [CISchoolculture@aol.com](mailto:CISchoolculture@aol.com). See also [www.schoolculture.net](http://www.schoolculture.net)  
Teachers and Administrators. Anonymous individual survey.

### **School Perceptions – Bullying and Harassment Survey -** (click for details)

Survey to measure student, parent and staff perceptions about bullying and harassment and ascertain where and when bullying is taking place. Survey for students, parents and staff. Available online, also paper-and-pencil. If doing survey online, students can complete in school as a group or individually at home (access to computers/internet). Spanish version. Survey can be

customized for school. Time to complete is 15 minutes. Report is online; data can be segmented by groups identified in any demographic question. Online reporting allows for multiple access by various individuals.

Written report by consultant can be obtained. [www.schoolperceptions.com](http://www.schoolperceptions.com)  
School- Bullying and Harassment. Online/paper and pencil. Online report data.

### **Sense of School as Community -1993/2000** (click for details)

*Elementary.* 38-item questionnaire, broken into two areas: 1) Classroom and School Supportiveness, and 2) Autonomy and Influence. Questions ask students to report on peer interactions in the classroom/school and also to report their sense of ability or opportunities to have a voice and choice. Five-point Likert-type scale responses (1=disagree a lot to 5= agree a lot).

Child Development Project. 1993. Developmental Studies Center. [www.devstu.org](http://www.devstu.org)  
*Middle School.* 18-item questionnaire, with two sub-scales to gauge 1) Classroom and School Supportiveness and 2) Autonomy and Influence. Five-point Likert- type scale responses (1 = disagree a lot to 5 = agree a lot). Developmental Studies Center. 2000. Contact. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA, 94606-5300, ph 800-666-7270, [www.devstu.org](http://www.devstu.org)  
Elementary and Middle School Versions. Student voice and choice included.

### **Six Seconds – Assessment of School Climate (ASC) -2005** (click for details)

Climate survey that seeks to define the supporting and interfering attributes that exist in the school/district. Measures four aspects of the school climate: empathy, accountability, respect and trust. Can be customized depending on school and school level. Confidential on-line assessment for all or selected employees. Time to complete is 10-20 minutes. 23-items, with additional if requested (for specific areas of concern or effect of particular initiative/program). Scored and reports produced by Six Seconds. Reports include graphs, narrative and suggested actions.

Developed by Six Seconds, Anabel Jensen, Ph.D. and Joshua Freedman. 2008. Contact Marsha Rideout, Director of Instruction, [marsha@6seconds.org](mailto:marsha@6seconds.org), ph 650-685-9885. [www.6seconds.org](http://www.6seconds.org)  
School or District.

### **Tribes TLC® Assessment Kit -2006** (click for details)

Assessment kit designed to measure the impact of the Tribes program. Designed to allow for reflection of the Tribes process to strengthen the process/program, and to assist schools using the program to document outcomes of the program implementation. There are two student surveys, one for K-2 with 22-items with pictorial response choices. The student survey for grades 3 and above has 23-items with a response scale with five Likert-type scale (never to all the time).

There is a Reflecting on the Tribes TLC® Process survey instrument for classroom teachers, administrators, other school staff and parents involved in the school to complete. The 39-item questionnaire has a five Likert-type scale (never to all the time). The Tribes TLC® Process Review is completed/used by adults in the school and has seven questions to define areas for further attention and assistance. The Participatory Evaluation is a tool that allows for reflection and dialog on the Tribes program and process. The Tribe surveys that are completed by students and adults that do not relate to process may be useful for schools not in the program. The process components relate directly to practices of the Tribe program.

1996, reprint ©2006 CenterSource Systems, LLC, 7975 Cameron Drive, Bldg 500, Windsor, CA 95492, ph 800-810-1701, [www.tribes.com](http://www.tribes.com) .

Multiple assessments to evaluate Tribes program. Some applicability to others.

### **Twelve Component Assessment and Planning (TCAP) -2004** (click for details)

Assessment and planning tool for use with the Center for the 4th and 5th R's 12-Point Comprehensive Approach to Character Education. Directed at outcomes for schoolwide and classroom strategies. The assessment can be used in a comprehensive manner or done in components. Assessment allows for additional items (supplemental) to be added according to the needs of the school.

Authors; Matthew L. Davidson, Thomas Lickona and Vladimir Khmelkov. 2004. Center for 4th and 5th R's. See [www.cortland.edu//character](http://www.cortland.edu//character) School program assessment and planning.

### **\*WASSC – Western Alliance for the Study of School Climate -2004** (click for details)

School Climate Quality Analytic Assessment Instrument

Classroom Climate Quality Analytic Assessment Instrument

School climate assessment is designed to be completed and scored by selected individuals in schools working individually or as a team. Requires ability to answer and analyze the information in a non-personalized way and focus on systemic patterns in their schools. There are eight subscales: Physical appearance, faculty relations, student interactions, leadership-decisions, discipline environment, learning-assessment, attitude and culture, and community relations. There are three performance levels under the subscales. Participants are asked to rate each performance level statement by a subscale of: high, middle, low, with regard to how the statement best reflects the current state at the school. The survey is designed for internal use and interpretation and not by outside evaluators. The intent is to provide an assessment team with an overall qualitative assessment of their current school climate and the varying levels of current status in the eight areas. The Classroom Climate assessment is designed for high school students to evaluate their classroom environment.

Permission from WASSC to reproduce survey is required. Western Alliance for the Study of School Climate. 2004. [www.calstela.edu/centers/schoolclimate/school\\_survey.html](http://www.calstela.edu/centers/schoolclimate/school_survey.html)

\*Waiting for response to see if still available

**Youth Risk Behavior Survey (YRBS) -2007/biennial** (click for details)

Center for Disease Control.

Biennial survey conducted by the Centers for Disease Control and Prevention. Confidential survey of adolescent health risks and behaviors: smoking, drinking, drug use, diet and physical activity. The YRBS is used to gain information about adolescent risk behaviors that affect health and safety and use the information to evaluate and develop federal, state and local public health initiatives. Provides longitudinal data.

Website:[www.cdc.gov/HealthyYouth/yrbs/index.htm](http://www.cdc.gov/HealthyYouth/yrbs/index.htm). To view a state site for State Youth Risk Behavior Survey, see Wisconsin Youth Risk Behavior Survey at [www.dpi.wi.gov/sspw/yrbsindx.htm](http://www.dpi.wi.gov/sspw/yrbsindx.htm)