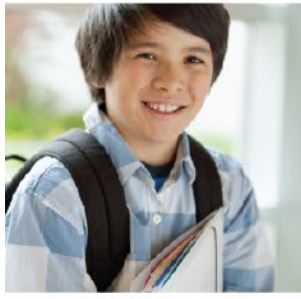


CBE Student Survey | 2024-2025



learning | as unique | as every student



**Calgary Board
of Education**

CBE Student Survey Questions List | 2024-2025

- All question responses are Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know unless otherwise indicated.

Table of Contents

Optional Module - Results 2 - Academic Success	3
Optional	3
Results 3 – Citizenship	3
Enduring	3
Results 4 - Personal Development	5
Enduring	5
Optional	5
Results 5 – Character	6
Enduring	6
Optional	6
Holistic Lifelong Learning Framework	7
Enduring	7
Literacy Framework	7
Enduring	7
Optional	8
Mathematics Framework	8
Enduring	8
Optional	8
Well-Being	9
Enduring	9
Optional Module - Health (Mental and Physical)	10
Optional	10
Optional Module - Learning Environment	11
Optional	11
Optional Module - School Culture	12

Optional	12
Strategy Questions	12
Optional	12
Teaching and Learning with Technology.....	13
Enduring.....	13

Optional Module - Results 2 - Academic Success

Optional

Grade 5,6

- I can contribute to conversations about current issues in my community (Examples of community are school, neighborhood, Calgary, Alberta and Canada).

Grade 5,6,8,9,11,12

- When I'm creating a piece of art, I can use my skills, materials, and styles to express my idea. (A piece of art can be music, visual art, dance, performance art and more)
- When I'm viewing or listening to works of art, I can understand what the artist is trying to communicate.
- I can contribute to conversations about science.
- When I'm solving a science problem, I can apply strategies I've learned and used before.
- I can tell if stories in the news are real or made up.

Grade 8,9,11,12

- I can contribute to conversations about current issues in Canada and/or the world.

Results 3 – Citizenship

Enduring

Grade 5,6,8,9,11,12

- I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.
- I talk to my fellow students about ways we can protect the environment.
- I try to get others to reduce, reuse, and recycle in my school.

- I use resources responsibly by reducing, reusing, and recycling.
- I want to know how people in the rest of Canada live their lives.
- I am interested in how people of other cultures see the world.
- I talk to people about issues like peace and climate change.

Grade 5, 6, 8, 9, 11, 12 in R3 and Grade 11, 12 in R5

- I am responsible for myself and my actions.
- I think it's important to help other students when they need it.

Grade 8, 9, 11, 12

- I think it is important to obey the law.
- I talk to people about what is happening in other countries.

Grade 11, 12

- When a classmate needs help, I help them.
- When my school organizes an activity to help others in our local community I join in.
- When my school organizes an activity to help others in our local community I try to get others to join in.
- When my school organizes an activity to help others nationally or internationally I join in.
- When my school organizes an activity to help others nationally or internationally I try to get others to join in.
- When there is a decision in my school that will impact students I contribute my ideas to the discussion.
- When there is a decision in my school that will impact students I encourage others to share their ideas.
- When there's an opportunity to volunteer within my school to help others I join in.
- When there's an opportunity to volunteer within my school to help others I try to get others to join in.
- What are the barriers that you experience related to volunteering? (Please check all that apply: Job; School Course Work; In-school Clubs; In-school Athletics; Out-of-school extra curricular; Family commitment; Transportation; I am not aware of any volunteering opportunities; I can't find a role that fits my interest; Volunteering is not included in my courses; No barriers)
- What stops you from encouraging others to participate in volunteering?
- What stops you from encouraging others to share their ideas in decision making that impacts students at school?
- What stops you from participating in decision making that impacts students at school? (Please check all that apply: This doesn't really interest me; I don't think my participation would matter; I am not aware of opportunities to participate in discussion; I need more information about issues; I need more guidance about

how to participate; Decision making discussions are outside my comfort zone; I choose not to contribute my ideas)

- How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]
- When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]
- I find ideas from other cultures to be interesting.
- I like to be around people from different cultures and identities than mine.
- In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.
- People's different cultures and identities should be valued.
- I can learn with and from people who look, think, or behave differently than me.
- I easily make friends with people with different perspectives than I.
- I sometimes try to understand my classmates better by imagining how things look from their perspective.
- I think about how my decisions will affect other people.
- I cooperate with people around me.
- I know what is expected of me in different social situations.
- When working with others, I encourage everyone to have their say.
- When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.
- When working with others, I treat them respectfully even if they think differently than I do.

Results 4 - Personal Development

Enduring

Grade 5,6,8,9,11,12

- I ask for help when I need it.
- I have strategies to help myself that I use if I feel stressed about school.
- I talk to my caregivers, friends, classmates, and/or teachers about how I feel.
- I take care of myself by choosing healthy snacks when I am able.
- I take care of myself by exercising regularly when I am able.
- I take care of myself by getting enough sleep when I am able.
- I take care of myself by making sure I don't have too much screen time. (Screen time can include TV, computer, tablet, smart phone and more)

Optional

Grade 5,6,8,9,11,12

- I feel comfortable using the technology available at school to help me learn.
- I have enough opportunity to use technology in my learning.

- I use technology to help my learning.
- When I learn about a new way to use school technology, I want to try it.
- I am careful about what I share online.
- I communicate online the same way I do face-to-face.
- I trust the information I see online.
- If I use information I find online, I note where it came from.
- When I see information online, I can tell if it is true or made up.
- When I'm reading information online, I can tell if it is true or made up.
- I have the skills I need to use technology at school to help me in my learning.

Grade 11,12

- I am curious about the things I am learning at school.
- I ask questions in class when I have them.
- I can defend my thinking when I give an answer a question.
- When I'm upset with someone, I try to take the perspective of that person for a while.
- I use feedback to improve my learning

Results 5 – Character

Enduring

Grade 5,6,8,9,11,12

- I respectfully speak up when I don't agree with a decision made by a:
(Classmate; Teacher; School staff)
- I respectfully speak up when I don't agree with the rules.
- I do what I believe is right even when it is difficult or unpopular to do so.

Optional

Grade 5, 6, 8, 9, 11, 12

- I base my decisions on what I think is fair and unfair.
- I am careful about how much of my friends' personal information I share.
(Personal Information includes your age, where you live, your contact information and more)
- I am thoughtful about when I share my personal information. (Personal Information includes your age, where you live, your contact information and more)
- I keep my online passwords secure.

Grade 11,12

- I consider my values before making a decision.
- When working with others, I consider their thoughts and opinions even if they are different than my own.

- I make an effort to build respectful relationships in my classes and school.
- I speak up appropriately for my beliefs.
- I can provide evidence in support of my thinking when I give an answer to a question.
- I think about the impact of my actions on others.
- I am responsible for myself and my actions.
- I think it's important to help other students when they need it.

Holistic Lifelong Learning Framework

Enduring

Grade 5,6,8,9,11,12

- At my school I have opportunities to learn from the land.
- I get enough opportunities to be active during the school day
- I like the kinds of physical activities I get to do at school
- I feel included at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel welcome at school. [Always, Often, Sometimes, Never, Don't Know]
- My teacher(s) care about me.
- My teacher(s) want me to be successful.
- There is at least one adult at school who I really connect with. [Yes, No, Don't Know]
- At my school I learn about Indigenous ways of being, belonging, doing & knowing.
- I have confidence in myself as a student. [Always, Often, Sometimes, Never, Don't Know]
- There are high expectations for me to be successful in my learning.
- At my school I get to learn from Indigenous Elders, Knowledge Keepers.
- I am proud to be a part of my school.
- I can see my culture reflected in my school.
- The things I'm learning in school are meaningful to me.

Literacy Framework

Enduring

Grade 5,6,8,9,11,12

- I am a good (competent) writer.
- I can contribute to conversations about books, poems, non-fiction or other texts.
- I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.
- I know what to do next to improve my reading skills.
- I know what to do next to improve my writing skills.

- I understand what I read.
- In my classes, I have the opportunity to (check all that apply: read, write, and talk with my classmates every day; read interesting books; write on topics that interest me; receive feedback from others to improve my writing; learn with different people in different spaces to improve my reading and writing skills)
- My reading and writing skills help me achieve my future goals.

Optional

Grade 5,6,8,9,11,12

- My reading skills help me when I need to choose a book or read something to get more information.
- My reading skills help me with work in all of my subjects.
- My writing skills help me when I need to communicate my thoughts.
- My writing skills help me with work in all of my subjects.
- When I need to read in my everyday life, I have the skills I need.
- When I need to write in my everyday life, I have the skills I need.
- When I'm writing, I can use information from my previous experiences and other sources to help express my thoughts.

Mathematics Framework

Enduring

Grade 5,6,8,9,11,12

- I enjoy working on challenging problems in mathematics.
- I know what to do next to improve in mathematics.
- I think deeply and slowly when solving mathematics problems.

Grade 5,6,8,9

- I am confident that I can learn mathematics.
- I share my ideas and ask questions in mathematics class.

Grade 11,12

- I can reach the level of success in mathematics that I need for my future goals.
- I see mathematics as a creative and interesting subject.
- I use written and oral communication skills in mathematics class.

Optional

Grade 5,6,8,9,11,12

- My math skills help me with work in all of my subjects.
- When I have a math problem to solve, I can find out the important information and how to solve it.

- When I'm solving a math problem, I can apply strategies I've learned and used before.

Grade 5,6,8,9

- I am active and use hands-on materials in math.
- I can use mental math for some problems.
- I have deep understanding of mathematics that I learn about (Number; Patterns and Relations; Shape and Space; Data and Probability)
- I have the skills to use math in my everyday life.
- I talk about math outside of school.

Grade 11,12

- I apply mathematical reasoning and knowledge in other areas of school and life.
- I see the connections between different areas of mathematics.

Well-Being

Enduring

Grade 5,6,8,9,11,12

- My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually, emotionally, socially) to all students.
- When racism and/or discrimination occur at my school, my school takes steps to address it.
- I'm an ally to people who look, behave, speak and/or identify differently than me.
- My school makes an effort to prevent and reduce bullying
- I am safe from bullying at school
- My teacher(s) check in with me often about my well-being.
- My teacher(s) show interest in the things I am passionate about.
- I have positive relationships with friends and family.
- I can adapt to new situations even when under stress or pressure.
- I can easily make and keep friends.
- If a relationship is no longer positive, I know what strategies I can use to address it.
- I treat people with the same respect online as I would face-to-face.
- I feel confident I can overcome challenges in my learning.
- I try hard at school even when I find it challenging to succeed in my learning.
- I want to keep learning even when I experience a setback.
- When I struggle with my school work, I can get through it and fix it.
- I am willing to try new things in my learning even if I'm not sure I will be successful.
- I try to join in when others are learning something I'm interested in.

- I can be flexible to meet the needs of new situations at school. (Examples of new situations could be a new teacher, change of classroom or change in schedule)
- I like learning new things at school even if I sometimes find it challenging.
- I know when my friendships or relationships become negative or unhealthy.

Grade 11, 12

- I can accept someone else's answer to a question even if it is different than my own.
- I try to look at all sides of an issue before I make a decision.
- I understand that there are at least two sides to every issue and I try to understand them.
- When I don't agree with someone, I try to understand their point of view.
- When I'm upset with someone I try to understand their point of view.
- I am comfortable learning about things that may have more than one answer.
- I bring my own ideas to learning tasks and activities at school.
- I can bounce back after a setback in my learning. (Example: an unexpected low mark).
- I have the support I need from my school to set learning goals and work towards them.
- I set goals for my learning and work towards them.
- I want to set and achieve learning goals.

Optional Module - Health (Mental and Physical)

Optional

Grade 5,6,8,9,11,12

- Adults at school are disrespectful towards me. [Always, Often, Sometimes, Never, Don't Know]
- How confident are you that you could do the following things on your own time outside of school hours (Responses: Not at all confident, A little bit confident, Quite confident, Very confident: Be physically active no matter how tired you might be; Be physically active even if you have a lot of homework; Ask someone to play a physical activity or sport with you; Be physically active most days of the week; Go to bed on time (if you wanted to?); Choose a healthy snack even if other options are available)
- I am disrespectful to adults at school. [Always, Often, Sometimes, Never, Don't Know]
- I am interested in the learning that is happening at school. [Always, Often, Sometimes, Never, Don't Know]
- I am physically aggressive towards people at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel healthy and well at school. [Always, Often, Sometimes, Never, Don't Know]

- I feel hungry during the school day. [Always, Often, Sometimes, Never, Don't Know]
- I feel hungry when I come to school. [Always, Often, Sometimes, Never, Don't Know]
- I feel okay about my life at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel the expectations for me as a student from the groups listed below are (Responses: Too high, Just right, Too low : My parent/guardian; My teacher; My friends and/or classmates; Myself)
- I feel tired during the school day. [Always, Often, Sometimes, Never, Don't Know]
- I feel tired when I come to school. [Always, Often, Sometimes, Never, Don't Know]
- I have friends at school. [Always, Often, Sometimes, Never, Don't Know]
- I stay home from school even when I'm not feeling sick. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, feeling nervous or anxious has interfered with my learning. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, feeling unhappy has made it difficult for me to learn. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, I have felt nervous or anxious about my learning. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, I have had trouble sleeping because of schoolwork. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, schoolwork has made me unhappy. [Always, Often, Sometimes, Never, Don't Know]
- My school has these resources available for me when I need help to feel better (check all that apply: School counselor; Community Agency; Pamphlets; Bulletin Boards; Sensory Room; An adult I feel comfortable talking to; My school does not have the resources I need)
- People at school are physically aggressive towards me. [Always, Often, Sometimes, Never, Don't Know]
- There are healthy snacks and foods available for me at school.

Optional Module - Learning Environment

Optional

Grade 5,6,8,9,11,12

- I can provide evidence that I have grown as a learner.
- I feel curious about the things I am learning at school.
- I feel I have grown as a student this year.
- I have opportunities to get feedback on my work as part of the learning process.
- The assignments I do help me to reflect on my understanding of a subject.

- The feedback I receive from my teachers is helpful in improving my understanding and work.
- The learning experiences I have help me understand a subject.
- The work I'm asked to do is hard enough to be worth doing but not so hard that I can't complete it.

Grade 8,9,11,12

- The assessments I do help me to reflect on my understanding of a subject or learning outcome.

Optional Module - School Culture

Optional

Grade 5,6,8,9,11,12

- I am bullied by someone or some people at school
- I bully people at school
- I can be successful in school.
- I feel safe... (check all that apply: before school; after school; between class; in hallways; in class; in the washroom; in the gym; in the Learning Commons; in Change rooms; other)
- I have at least one adult staff at school who I really connect with.
- I have places at school where I like to play and/or relax.
- I like coming to this school.
- I like going to school.
- I want to go to school.
- My school has extra-curricular activities that I'm interested in.
- My school is a better place because it is made up of many different types of people.
- My school makes me feel like I belong.
- Student work and activities are on display in my school.
- The classrooms in my school are good learning spaces
- The library/learning commons is a good learning space..

Strategy Questions

Optional

Grade 5,6,8,9,11,12

- At my school I have the opportunity to (check all that apply: learn about the contributions of Indigenous peoples; learn about Indigenous perspectives; use learning materials created by Indigenous peoples; make multiple attempts to

learn something before being assessed on it; invite my family into the school to share my learning; learn from the land or learn on the land; learn through story; have choice in demonstrating my learning; share with my classmates).

Grade 11,12

- In my high school classes or my high school, (check all that apply: I feel supported in my learning by my teachers; I feel school staff(teachers, principal etc.) know me as a learner; I feel school staff(teachers, staff etc.) know me as a person; My teachers use what they know about me to help me learn; I understand why we are learning something; There are flexible school structures; I feel welcome, cared for, respected and safe; I have been prepared for the next steps in my learning).

Teaching and Learning with Technology

Enduring

Grade 5,6,8,9,11,12

- I have access to technology to meet my learning needs at school.
- I learn new ways to use technology at school.
- I understand what Digital Citizenship means at my school.
- Which of the following do you need the most support with at school (choose one):
Using respectful words and actions when I'm online; Checking that the information I access online is reliable; Using technology to create and collaborate with my peers; Understanding when and how often I should use technology; Learning how to be safe online and how to protect my personal information; Understanding my online presence, making responsible decisions.