



MI Student VOICE[®]

Student Perception Survey

Raising voices to drive school quality

2025-2026



Survey Questions



Domains

The MI Student Voice Perception Survey consists of three domains that districts can choose from: Social- Emotional Learning, Student Engagement, and Belonging.

Scale

Students answer questions using two scales: Frequency Scale and Perception Scale.

A frequency scale measures the rate at which something occurs. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.


- | | | |
|------------------|-------------------|---------------|
| (1) Almost Never | (2) Rarely | (3) Sometimes |
| (4) Often | (5) Almost Always | |

A perception scale measures how a student feels about a subject. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.

- | | | |
|----------------|---------------|--------------|
| (1) Not At All | (2) Slightly | (3) Somewhat |
| (4) Quite | (5) Extremely | |

Customizations

Several customizations can be made to the Student survey.

- Administration Window – Districts can choose which administration window(s) they want their schools to take the survey in.
 - Demographics – Districts can decide which demographics questions they want in the survey, including which options are available to students.
 - Domains – Districts can elect which domains they want to include in the survey.
 - Grades – The survey was designed for students in grades 5-12. Districts can choose which grades to have available in the survey.
- 



References

- Gehlbach, H., Brinkworth, M. E., & Harris, A. (2011). Social motivation in the classroom: Assessing teacher-student relationships from both perspectives. Retrieved from <https://files.eric.ed.gov/fulltext/ED525284.pdf>
- Gioia, G. A., Isquith, P. K., Guy, S. C., & Kenworthy, L. (2015). Behavior Rating Inventory of Executive Function® Second Edition (BRIEF®2, BRIEF2, BRIEF-2) [Database record]. APA PsycTests. <https://doi.org/10.1037/t79467-000>
- Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the difficulties in emotion regulation scale. *Journal of Psychopathology and Behavioral Assessment*, 26(1), 41-54. <https://doi.org/10.1023/B:JOBA.0000007455.08539.94>
- Measure and understand social-emotional learning. (2019). Panorama Education. Retrieved from <https://www.panoramaed.com/social-emotional-learning>
- Panorama Equity and Inclusion Survey. Panorama Education (2022). Retrieved from www.panoramaed.com
- Panorama Student Survey. Panorama Education (2022). Retrieved from www.panoramaed.com
- Project, H. F. R. (2013, February 7). A new tool for understanding family–school relationships: The Harvard Graduate School of Education Pre K-12 Parent Survey. <https://archive.globalfrp.org/family-involvement/publications-resources/a-new-tool-for-understanding-family-school-relationships-the-harvard-graduate-school-of-education-prek-12-parent-survey>
- Social and Emotional Learning. CASEL Framework. Retrieved from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#the-casel-5>
- Student Perception Survey. Hamilton Southeastern Schools. Retrieved from <https://www.hseschools.org/happenings/surveys/6-12-survey-questions>





Social-Emotional Learning

Self-Management

- Are you able to stay calm when things are going wrong for you?
- Are you able to control your emotions when you need to?
- Are you able to stay calm when people around you are angry?

Social Awareness

- Do you care about other people's feelings?
- Do you respect other people's point of view, even if they disagree with you?
- Do you think about how your actions affect others?

Self-Awareness

- When you are upset, do you take time to figure out what you're really feeling?
- Are you able to tell the difference between your thoughts on something and how you feel about it?
- Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Relationship Skills

- Do people in your school understand you as a person?
- Do you feel connected to the students at your school?
- Do you feel like you belong at your school?

Responsible Decision-Making

- Are you usually happy with the choices you make?
- Do you usually plan ahead for important things?
- Do you usually behave like the kind of person you want to be?

Student Engagement

Teacher Relationships

- Do your teachers respect you?
- Do you feel like you have a connection with at least one adult at your school?





- Would your teachers be concerned if you walked into your class upset?
- Would you be excited to have your teachers again?

Classroom Climate

- Do your teachers talk about how your actions affect others?
- Do your teachers talk about ways to resolve disagreements?

Classroom Rigor

- Do your teachers encourage you to do your best?
- Do your teachers take time to make sure you understand the lesson?

Valuing of Subject

- Do you put effort into paying attention in class?
- Do you put effort into learning at school?

Growth Mindset

- Do you feel like you can get smarter with hard work?
- Do you feel like you are capable of learning anything?
- Do you feel like you can do well on all your tests, even if they are hard?

Belonging

Cultural Awareness

- Do you find it helpful to have classes with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?
- Do you find it helpful to hang out with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.) at school or school-related events?
- Do you find it helpful to have honest conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Inclusive Environment

- Does your school feel like a place where you are able to try and do your best?
- Does your school make all types of people feel welcomed and included?





- Does your school prepare you to be respectful of different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?
- Do you believe positive classroom experiences are provided to students from all backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

Fairness

- Do **students** at your school treat people from all backgrounds fairly? (This includes people from all cultures, races/ethnicities, religions, abilities, etc.)
- Do **adults** at your school treat people from all backgrounds fairly? (This includes people from all cultures, races/ethnicities, religions, abilities, etc.)
- Are you given the same chances to do well in school as students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities etc.)?
- Are you satisfied with how discipline is handled at your school?
- Are resources at your school shared fairly across all students?

Demographics

- What is your gender identity? (Choose one option)
 - Option 1: Female, Male, Non-Binary/Third Gender, Other (Prefer to self-describe), Prefer not to answer
 - Option 2: Female, Male, Prefer not to answer
 - Option 3: Don't ask this question at all
- Which of the following best represents your racial or ethnic heritage? Select all that apply.
 - American Indian or Alaska Native
 - Asian or Asian American
 - Black or African American
 - Hispanic, Latinx or Spanish Origin
 - Middle Eastern or North African
 - Native Hawaiian or Other Pacific Islander
 - White
 - Other
 - Prefer not to answer

