



**ASSC School Climate Assessment Instrument  
Secondary Student Version (SCAI-S-S)**

**Directions:** Rate each item below. For each item there are three descriptions. Select the rating that best describes the current state at your school as a whole -- Level 3 (high), 2 (middle) or 1 (low). If you feel that the practices at your school rates between two of the descriptions provided then select the middle level option. Each item should receive only one rating/mark.

| <b>1. Physical Appearance</b>   |                    |   |                   |  |        |
|---|--------------------|---|-------------------|--|--------|
| <b>Level – 3 (high)</b>   |                    | <b>Level – 2 (middle)</b>   |                   | <b>Level – 1 (low)</b>   |        |
| <i>High</i>   | <i>high-middle</i> | <i>middle</i>   | <i>middle-low</i> | <i>low</i>   |        |
| 1.a-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| My school projects a welcoming exterior. It is easy to find my way around     |                    | There are signs at the school, but it is only somewhat welcoming.             |                   | My school is not very welcoming to outsiders.  |        |
| 1.b-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| There is a purposeful use of school colors/symbols.                           |                    | There is some use of school colors/symbols but mostly associated with sports. |                   | Students at the school associate school colors negatively.                             |        |
| 1.c-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| Students feel ownership of the schools appearance.                            |                    | Students mostly refrain from vandalism and litter.                            |                   | Students have no respect for the school and it shows.                                  |        |
| 1.d-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| I see little if any litter.   |                    | Litter cleaned at the end of most days.                                       |                   | People have given up the battle over litter.   |        |
| 1.e-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| Current student work is displayed to show pride and ownership by students.    |                    | I see few and/or only top performances are displayed.                         |                   | All I can see are decades-old trophies and athletic records in dusty cases.            |        |
| 1.f-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| Most things at the school work.   |                    | There is always are few things broken.  |                   | There are many things at the school that are broken.                                   |        |
| 1.g-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| Staff and students have respect for custodians.                               |                    | Most staff members are cordial with custodians.                               |                   | Custodians are demeaned.   |        |
| 1.h-----○-----  | ○-----             | ○-----  | ○-----            | ○-----   | ○----- |
| Graffiti is rare because students feel some sense of ownership of the school. |                    | Graffiti occurs occasionally, but is dealt with by the staff.                 |                   | Graffiti occurs frequently and projects the hostility of students toward their school. |        |

| <b>3. Student Interactions</b>   |                       |   |                       |  |
|--|-----------------------|---|-----------------------|--|
| <b>Level - 3</b>   |                       | <b>Level - 2</b>  |                       | <b>Level -1</b>  |
| <i>High</i>  | <i>high-middle</i>    | <i>middle</i>   | <i>middle-low</i>     | <i>low</i>   |
| 3.a  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| My school feels like a community in which I belong                           |                       | I have friends at the school and feel safe, but I do not feel any special connection to it.       |                       | I would rather not have to go to this school.  |
| 3.b  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Most students get along. Students of different groups interact positively.   |                       | Most students stick to their own group, but there is not a great deal of conflict.                |                       | There is a conflict regularly, and different groups are mostly hostile to one another. |
| 3.c  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Students readily accept the purpose of zero tolerance for "put-downs."       |                       | Students think put-downs are just part of their everyday language.                                |                       | Put-downs lead to hostility and occasional violence.                                   |
| 3.d  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Many students attend school events.  |                       | A few regulars attend school events.  |                       | It is un-cool to attend school events.   |
| 3.e  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| "Popular" students are respectful of the other students at the school.       |                       | "Popular" students treat the other popular students well.   |                       | "Popular" students use popularity to disrespect less popular students.                 |
| 3.f  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Most students feel safe from violence.                                       |                       | Most students don't expect much severe violence but accept minor acts of harassment almost daily. |                       | Most students do not feel safe from violent acts, large or small.                      |
| 3.g  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Many students of all groups are active in school leadership.                 |                       | Some students get involved in school leadership.  |                       | Most students avoid leadership roles of any kind.                                      |
| 3.h  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Most athletes are humble and act as leaders at the school.                   |                       | Most students assume that some athletes are just jocks and feel entitled.                         |                       | Athletes tend to treat other students poorly and feel entitled and special.            |
| 3.i  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Most students expect to be given ownership over decisions that affect them.  |                       | Most students are upset when rights are withdrawn, but typically take little action.              |                       | Most students assume that they have no rights.   |
| 3.j  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>  |
| Mostly in my classes, I feel like I am given responsibility for my learning. |                       | In my classes, I have to figure out what each teacher expects, but I usually do.                  |                       | I only care about a few classes, where I think the teachers care.                      |

| <b>5. Discipline Environment</b>   |                       |   |                       |   |
|--|-----------------------|---|-----------------------|---|
| <b>Level – 3</b>   |                       | <b>Level - 2</b>  |                       | <b>Level – 1</b>  |
| <b>High</b>  | <b>high-middle</b>    | <b>middle</b>   | <b>middle-low</b>     | <b>low</b>  |
| 5.a  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| My impression is that the school has a consistent discipline policy.   |                       | It seems like the school has a discipline policy, but it is not consistent.   |                       | I see no evidence that the school has a discipline policy   |
| 5.b  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| In my classes the behavioral expectations are clear.   |                       | In some of my classes the behavioral expectations are clear.  |                       | I have a difficult time understanding what the teacher expects in my classes.   |
| 5.c  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| Most teachers use effective discipline strategies that are defined by logical consequences and refrain from punishments or shaming.                |                       | Most teachers use some form of positive or assertive discipline but accept the notion that punishment and shaming are necessary with some students. |                       | Most teachers accept the notion that the only thing the students in the school understand is punishment and/or personal challenges.       |
| 5.d  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| Classrooms are positive places, and teachers maintain a positive attitude, and follow-through with consequences in a calm and non-personal manner. |                       | Most teachers maintain a positive climate, but some days they just feel the need to complain about the class and/or get fed up with the “bad kids.” |                       | Classrooms are places where teachers get easily angered by students and there is a sense of antagonism between the class and the teacher. |
| 5.e  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| I have had some say in making the rules in my class.   |                       | The teachers make the rules, but consider our feelings.   |                       | The teachers resent it when we question why a rule exists.  |
| 5.f  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| I feel my basic need for power, belonging, freedom and fun are mostly met.   |                       | I can tell the teachers care about my needs, but they are seldom met.   |                       | Student needs for power, freedom, fun and belonging are not respected or considered.  |
| 5.g  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| Teacher-student interactions could be typically described as supportive and respectful.  |                       | Teacher-student interactions could be typically described as fair but teacher-dominated.  |                       | Teacher-student interactions are mostly teacher-dominated and reactive.   |
| 5.h  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| When disciplining students, teachers typically focus on the problematic behavior, not the student as a person.                                     |                       | When disciplining students, teachers are typically assertive yet often reactive, and give an overall inconsistent message.                          |                       | When disciplining students, teachers are typically personal and often antagonistic.   |
| 5.i  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| I feel like I am given a greater degree of self-direction and responsibility. I feel like I am growing as a person.                                |                       | I do not think that the discipline at the school does much to improve us as people, it is just about getting order..                                |                       | It seems like the discipline at the school just tends to make us all mostly hostile over time.  |
| 5.j  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   |
| In most of my classes, I feel as sense of belonging and community.   |                       | I feel that in most of my classes things run smoothly.  |                       | In most of my classes there are perpetual student behavioral problems.  |

| <b>6. Learning/Assessment</b>   |                       |  |                       |  |
|---|-----------------------|--|-----------------------|--|
| <b>Level – 3</b>  |                       | <b>Level – 2</b>   |                       | <b>Level – 1</b>   |
| <i>High</i>   | <i>high-middle</i>    | <i>middle</i>  | <i>middle-low</i>     | <i>low</i>   |
| <b>6.a</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| I know what it takes to get a good grade in my classes.   |                       | I feel like the grading is fair in the school, but the goals are not always clear.   |                       | It seems like sometimes grades are given for random and personal reasons.  |
| <b>6.b</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| I feel motivated and in control of my learning.   |                       | I feel like I am learning valuable content, but I often feel passive and unmotivated.  |                       | I feel like what I am learning is not very valuable, and I am not learning what I do think is valuable.  |
| <b>6.c</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| The grading in my classes focuses on both the end result and the process.   |                       | Focusing on the process is encouraged but what is graded is mostly the end result of the work.   |                       | Teachers only seem to care about and grade the final products.   |
| <b>6.d</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| In most of my classes my teacher knows my learning style.   |                       | In my classes we do a variety of different kinds of learning tasks, but few or none of my teachers have formally determined my learning style.                         |                       | Most of the learning tasks are similar at the school, and there is little or no mention of learning styles.  |
| <b>6.e</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| Instruction in my classes is dynamic, involving, learner-centered, and challenging.   |                       | Instruction in my classes is mostly based on relevant ideas but often seems to be busy-work.   |                       | Instruction in my classes is mostly based on lectures and tests.   |
| <b>6.f</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| In most every class, students learn to work cooperatively and as members of teams.  |                       | In some of my classes the teachers buy into the idea of cooperative learning.  |                       | In most of the classes cooperative learning is seen as leading to chaos and cheating so is rare or non-existent.   |
| <b>6.g</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| In my classes we are encouraged to reflect on the quality of our work and the process aspects of the task.  |                       | Most of the time students tend to focus on what is next and occasionally on the process of the learning.   |                       | Most of the focus is on the product and there are few opportunities to formally reflect.   |
| <b>6.h</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| Students are seen as the primary users of assessment information, and assessment is used for the purpose of informing the learning process and is never used to punish or shame.                  |                       | Assessment is seen as something that occurs at the end of assignments. Grades are used primarily for student-to-student comparison.                                    |                       | Assessment is used to compare students to one another and/or to send a message to lazy students.   |
| <b>6.i</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| The discussions in class encourage us to think critically and process concepts.   |                       | The discussions in class are helpful, but mostly related to the facts and the practical aspects of the assignment.   |                       | I feel like there are few class discussions, and those that do take place are mostly teacher-dominated.  |
| <b>6.j</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| I feel like I learn the subject matter in my classes in-depth.  |                       | I feel like I learn the most essential content in my classes, but not always in depth.   |                       | I feel like the subject matter I learn in my classes is not very meaningful.   |
| <b>6.k</b>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  |
| Teachers promote the view that intelligence and ability are a function of each students' effort and application, and are not fixed. The major emphasis is placed on the process over the product. |                       | Teachers promote the view that effort has a lot to do with how much students are able to accomplish. The major emphasis is placed on working to produce good products. |                       | Teachers promote the view that intelligence and ability are fixed/innate traits and not all students have what it takes. The major emphasis is on the comparison of products/grades. |

| <b>7. Attitude and Culture</b> |   |   |  |                  |
|--------------------------------|---|---|--|------------------|
| <b>Level – 3</b>               |   | <b>Level – 2</b>  |  | <b>Level – 1</b> |
| <i>High</i>                    | <i>high-middle</i>  | <i>middle</i>   | <i>middle-low</i>  | <i>low</i>       |
| 7.a                            | At school I feel as though I am part of a community.  | At school I feel as though I am part of a functional society.   | At school I feel as though I am an outsider or a visitor.                            |                  |
| 7.b                            | Students self-correct peers who use destructive and/or abusive language.                      | Students seek adult assistance to stop blatant verbal abuse.  | Students accept verbal abuse as a normal part of their day.                          |                  |
| 7.c                            | Students feel as though they are working toward collective goals.                             | Students feel as though they are working toward independent goals.  | Students feel as though they are competing with other students for scarce resources. |                  |
| 7.d                            | Students speak about the school in proud, positive terms.                                     | Students speak of the school in neutral or mixed terms.   | Students denigrate the school when they refer to it.                                 |                  |
| 7.e                            | Most students feel listened to, represented, and that they have a voice.                      | Most students see some evidence that some students have a voice.  | Most students feel they have very little voice when at school.                       |                  |
| 7.f                            | Most students feel a sense of belonging to something larger.                                  | Most students see some evidence that efforts are made to promote school spirit.                             | Most students feel alone, alienated and/or part of a hostile environment.            |                  |
| 7.g                            | Teachers share commonly high expectations for all students.                                   | Most teachers have high expectations for students who show promise.   | Often teachers openly express doubts about the ability of some students.             |                  |
| 7.h                            | Most students feel as though they owe their school a debt of gratitude upon graduation.       | Graduates feel that they had an acceptable school experience.   | A high number of students graduate feeling cheated.                                  |                  |
| 7.i                            | Students feel welcome and comfortable in talking to adults and/or designated peer counselors. | Some students have a few staff that they target for advice.   | Students assume adults do not have any interest in their problems.                   |                  |
| 7.j                            | School maintains traditions that promote school pride and a sense of historical continuity.   | School maintains traditions that some students are aware of but most see as irrelevant to their experience. | School has given up on maintaining traditions due the fact that no one cares.        |                  |

| <b>8. Community Relations</b>   |                    |  |                   |   |
|---|--------------------|--|-------------------|---|
| <b>Level – 3</b>  |                    | <b>Level – 2</b>   |                   | <b>Level – 1</b>  |
| <i>High</i>   | <i>high-middle</i> | <i>middle</i>  | <i>middle-low</i> | <i>low</i>  |
| 8.a   | ○                  | ○  | ○                 | ○   |
| School is perceived as welcoming to all parents.  |                    | School is perceived as welcoming to certain parents.   |                   | School is suspicious of why parents would want to visit.  |
| 8.b   | ○                  | ○  | ○                 | ○   |
| School sends out regular communication to community, including invitations to attend key events.                                |                    | School sends out a good amount of basic information to parents..   |                   | School sends out minimal and basic information to parents   |
| 8.c   | ○                  | ○  | ○                 | ○   |
| Community members are regularly invited to speak in classes.  |                    | Inconvenience leads to few community members speaking in classes.  |                   | The vast majority of community members have not seen the inside of the school since they went there.                              |
| 8.d   | ○                  | ○  | ○                 | ○   |
| Service learning efforts are regular, promoting student learning and positive community-relations.                              |                    | Service learning is performed, but very infrequently due to perceived inconvenience.                               |                   | Service learning is seen as just a glorified field trip and therefore not worth the time or expense.                              |
| 8.e   | ○                  | ○  | ○                 | ○   |
| Parents and coaches all work for the best interest of student-athletes.   |                    | Parents support the coaches and teams if things are going well.  |                   | Parents feel free to challenge coaches, coaches mistrust parents.   |
| 8.f   | ○                  | ○  | ○                 | ○   |
| Volunteer efforts are well coordinated, volunteers are plentiful, and conspicuously appreciated.                                |                    | Volunteers are willing, but are often unaware of the events and/or feel a lack of guidance.                        |                   | Volunteers are hard to find or unreliable.  |
| 8.g   | ○                  | ○  | ○                 | ○   |
| Athletic events and Fine Arts performances are well attended due to deliberate efforts toward promotion and crowd appreciation. |                    | Athletic events and Arts performances are attended by a die-hard following and/or only when things are going well. |                   | Athletic events and Fine Arts performances are poorly attended and as a result progressively less effort is made by participants. |