

Student Well-Being Index: Educator Guide



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Why Should I Measure Well-Being in My Classroom?

Assessing student perceptions of their own well-being is one way to more deeply understand them and create effective supports that nurture their learning and development. All students have unique strengths and needs that vary over time and are expressed differently. When schools recognize and personalize experiences for individual students and remove barriers to learning, they create the conditions that support thriving.¹ Equity in thriving has been denied to many students, with practices like labeling and tracking and faulty assumptions about the scarcity of talent, but the science is optimistic and research shows that with the right supports, all children can thrive.

- A. By **emphasizing** well-being, we show students that we care about them and want to support their individual needs.
- B. By **assessing** well-being in students, we are able to see each student's unique set of strengths and needs and begin thinking about them in a holistic way.
- C. By **talking to students** about their well-being, we empower them and support their agency toward their goals.

Many existing resources for understanding student functioning take a deficit-based approach – asking what is wrong with students – which leads to interventions to “fix” them. For example, deficit-based thinking can lead to attributing differences in scores among racial groups to limitations in students without examining the impact of systemic racism on those students. This has led to overidentification of students who have historically been marginalized by our current system, reinforcing implicit bias rather than supporting reflection on structured inequalities.

Now, more than ever, it is important that schools take an assets-based approach to understanding student functioning – one that values subjective student experience, creates space for students to directly voice how they are doing, and invites them into the problem-solving process. Interventions grounded in a strengths-based approach are less stigmatizing and more equitable than those grounded in a deficit-based approach. **Emphasizing, assessing and talking to students about their well-being can contribute to this strengths-based approach.**

When a group of high school students who completed a strengths-based survey² on well-being were asked about their experience, here's what they said:

- *“... trying to find out the well-being of students to see how their health is and how the educational system can be beneficial instead of detrimental.”*
- *“The activity is especially relevant since in low income or people of color populated areas, well-being or mental health is not a priority. This could encourage my peers to reflect on their well-being without much pressure.”*
- *“I think students are asked these questions to have an understanding of how students feel and are dealing with situations during these times.”*

¹ Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24, 97–140. DOI: 10.1080/10888691.2018.1537791

² This study was conducted by Turnaround for Children as part of the Character Lab Research Network, a consortium of schools and researchers working collaboratively to advance scientific insights that help all kids thrive. We thank them for the opportunity to hear from students and test our tools.

How Can the Well-Being Index Help?

Turnaround's **Well-Being Index** (WBI) provides a holistic view of each student's sense of their well-being and, through its use, facilitates an assets-based approach to building both universal and integrated supports for individual students. This brief self-assessment includes multiple aspects of well-being (physical, social, emotional, cognitive and psychological) to promote an equitable and comprehensive approach to support. All items are positively worded to further facilitate an approach that does not stigmatize students. There are two versions designed to be developmentally appropriate for use with elementary and secondary school students.

With the help of the WBI, you can hear **directly**, **quickly** and **frequently** from your students about how they are feeling and functioning.

- **Directly:** This is a self-assessment that can be taken by students in grades 3 and above and aims to ensure students feel comfortable expressing themselves and feel valued for who they are.
- **Quickly:** This is short, positively worded, and measures key indicators of student well-being.
- **Frequently:** You can use it as often as weekly to check in on students, unlike a traditional pre-post assessment that is only administered 1-2x times a year.

Table 1: Snapshot of Purpose of the Well-Being Index

THE WELL-BEING INDEX IS ...	THE WELL-BEING INDEX IS NOT ...
An individualized snapshot of a student's well-being at a point in time	A clinical screening tool or diagnostic assessment of students' mental health for clinical advice; it is not fine-grained enough to be aligned to specific interventions
Intended to be one source of information about a student to be used in combination with an educator's knowledge of context, conversations with the child, other staff observations and other sources of data on the child	Intended to be used in isolation
Framed using a strengths-based approach, with a focus on positive well-being	Framed from a deficit-oriented perspective, which can perpetuate inequities
Meant to be an individual assessment, though it could be utilized by a school or district to assess overall needs and gap areas within and across schools and to direct resources accordingly	A population assessment
Intended to support reflection and meaningful conversation	A checklist to label students as good or bad

The WBI is intended to support a process for stopping and reflecting on your students holistically, as well as capturing and tracking real-time changes in student well-being. The first step is to listen to your students and hear from them how they have been doing, instead of relying on assumptions about the child or responding to overt behaviors. **Ultimately, this tool can help you deeply understand your students and begin conversations with them – creating opportunities for student agency.**

The WBI can also help a child reflect on their current state. The pilot study of the tool with high school students mentioned above resulted in rich data on students' experiences in taking the self-assessment. When asked how relevant the WBI felt, one student responded, "It showed me that I have a lot to be thankful for." Developing the skill of self-reflection can be very helpful for success in school and beyond.

How Is Well-Being Measured with the WBI?

The Well-Being Index is designed to assess students' positive **"feeling"** and **"functioning,"** with half of the items grouped into each domain. The full WBI is taken by secondary grades (6–12) and consists of 12 questions (or "items") that broadly index a student's energy level, sleep, hopefulness, mood, engagement, sense of connectedness, and the feeling of being valued and accepted. A shorter six-item survey that is developmentally appropriate for elementary students (grades 3–5) is also available.

Each individual item is important, but the two domains of "feeling" and "functioning" are designed to add meaning and direction for next steps. For example, a student may be feeling good and optimistic but may struggle with performing day-to-day tasks. Alternatively, a student could be active and engaged but may not be feeling heard or cared about by peers. In each case, this knowledge about the student would point to different supports.

Feeling and Functioning Domains³

WBI-Secondary

Feeling refers to perceived state of mind. The WBI-Secondary includes the following items under "Feeling":

- I've been in a good mood
- I've been relaxed
- I've been hopeful about the future
- I've been feeling accepted for who I am (my race, my culture, my gender)
- I've been feeling heard by others
- I've been feeling cared about by others

Functioning refers to how a student is getting along with daily activities and experiences, with items covering social, cognitive and psychological elements of well-being. The items in WBI-Secondary that fall under "Functioning" are:

- I've been active
- I've been waking up feeling rested
- I've been engaged in my daily activities
- I've been thinking clearly
- I've been dealing with problems well
- I've been getting along well with others

WBI-Elementary

The elementary version also covers both feeling and functioning domains but uses a small subset of items from the larger WBI that are more foundational in nature and developmentally appropriate. The six items and their respective domains are listed below:

- I've been in a good mood (feeling)
- I've been interested in my daily activities (feeling)

³ Feeling-functioning source: Stewart-Brown, Sarah L. (2017). Population level: Well-being in the general population. In M. Slade, L. Oades, & A. Jarden (Eds.), *Well-being, recovery, and mental health* (Chapter 18). Cambridge, MA: Cambridge University Press.

- I've been feeling cared about by others (feeling)
- I've been eating healthy foods (functioning)
- I've been active (functioning)
- I've been getting enough sleep (functioning)

Scale

Students respond to each item using a [Likert-scale](#) – a 10-point scale for secondary grades and a 5-point scale for elementary grades. **The scales range from “None of the Time” to “All of the Time,” with a higher score indicating a higher level of well-being.** The WBI should only take students a few minutes to complete.

Implementing the WBI

Whether you're using the manual or automated version of the Well-Being Index, you can follow a **3-step process for implementing the tool: Administer, Review and Reflect.** “Administer” includes the protocol and methodology for administering the tool with your class of students. “Review” refers to how you can score and look at student data after administration. “Reflect” refers to what you can do with the student scores, including how you can reflect and act on the data. These three steps of the WBI process are elaborated on in the next sections of this guide.



Step 1: Administering the WBI

The Well-Being Index can be administered in spaces where educators have regular time to connect with students, such as in homeroom or Advisory, or during Class Meeting. It can be used in both in-person and remote environments, and you can administer it as frequently as weekly or on a cadence that supports your practice and meets students' needs. The Elementary version can be taken independently by students, or you may read the items as they complete the assessment to ensure they understand the meaning.

When introducing the tool to students, explain to them its purpose – e.g., “This is for you to share how you are doing – not just in math, but how you are feeling lately so I can better support your needs.” Ask them to reflect on their experience over the past week and choose the number that best reflects how they’ve been doing. Let students know how the data will be used – i.e., not to go on their “report card” but formatively as a starting point for conversations between teachers and students. Student data is for educators alone to support reflection and meaningful conversation.

Practice examples are provided below to help orient students to the scale the first few times you administer the survey.

Image 1: Practice Question for WBI-Secondary

In the past week...	None of the Time									All of the Time
	1	2	3	4	5	6	7	8	9	10
1. I've been eating healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Image 2: Practice Question for WBI-Elementary

In the past week...	None of the Time	Rarely	Some of the Time	Often	All of the Time
	1	2	3	4	5
1. I've been attending school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Step 2: Reviewing the WBI Data

After completing administration, you will be able to see a profile of scores for your class, including individual student scores and classroom summary scores. Supplementary tools are provided to document these scores and serve as running reports that can be used to see real-time changes in children and classroom well-being over repeated administrations of the WBI.

Below, we explain how individual scores and class summary scores are reported, as well as how to score and review scores on your own.

1. Scoring Using the Excel Tool/Automated Tool

This step looks different depending on whether you used the PDF version or automated version of the Well-Being Index.

a) If you used the manual version:

After you administer the Well-Being Index to your students, your first step is to gather your filled sheets and input the data into the Excel scoring support tool. As you input each student's item-specific data, the Excel scoring tool will auto-populate individual well-being scores and class summary scores. For a step-by-step guide to using the Excel tool to score and review student well-being data, please see the accompanying [Appendix B](#).

b) If you used the automated version:

See [Appendix C](#) for instructions on setting up your Google Form to share with students and Sheets to review data. In this step, there is no manual input of data as the Google Sheet will auto-populate individual and class well-being scores after a one-time setup.

2. Reviewing Individual Well-Being Scores

The total well-being score for a student is the average score across all items and will be reported on the same scale as individual items (i.e., between 1 and 10 for WBI-Secondary and between 1 and 5 for WBI-Elementary). An individual student's scores are then reported in the following ways:

- c) **Item scores** = Score per individual item
- d) **Total well-being score** = Mean scores across all items
- e) **Feeling score** = Mean scores across all "feeling" items (only reported in WBI-Secondary)
- f) **Functioning score** = Mean scores across all "functioning" items (only reported in WBI-Secondary)

Table 2: Guidance on Interpreting Individual Scores

TYPE OF SCORE	INTERPRETATION	WBI-SECONDARY	WBI-ELEMENTARY
High score	The student is doing really well on that particular well-being item/domain/in total; it is a strength for the student.	A score of 8–10	A score of 4–5
Indication of positive well-being	The student is responding relatively positively to the particular item/domain/in total; it is an area to sustain and bolster.	Greater than 5	Greater than 3

Low score	The student may need support to improve on that particular item/domain/in total; it is an area of need for the student.	3 or below	2 or below
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3. Reviewing Class Summary Scores

You can look at your class's summary scores for each item, domain and total well-being in the following ways:

- a) **N** = Number of students who responded to an item
- b) **Mean** = Average score in class per item, per domain, and total well-being score across all students who took the WBI
- c) **Min** = The lowest score in class among all students on an item, domain, or total well-being score
- d) **Max** = The highest score in class among all students on an item, domain, or total well-being score
- e) **Range** = The difference between max (the highest score in class on an item, domain, or total well-being score) and min (the lowest score in class on an item, domain, or total well-being score)

Looking at class summary data will enable you to zoom out of individual student well-being and think about your class overall. **Looking through this lens can help you reflect on your classroom's key strengths and needs.** For example, a high mean on the item *"I've been feeling cared about by others"* could mean that on average, students feel like they have some form of social support either from teachers, peers or family members. This signals a classroom strength. On the other hand, a low mean on the domain "functioning" might mean that on average, students are not active or not engaged, or may not optimally perform day-to-day tasks and interactions. This signals an area of need in your classroom.

The min and max score on an item can be as important as the mean. Let's assume the item *"I've been active"* has a low mean; we may interpret that to mean all the children in class are not getting enough physical activity or exercise. However, also looking at the min and max can tell you if individual student scores cluster around the mean score or if there is more variation in scores, with some students scoring high and some scoring low. Having this added information can help you reflect on score variation across items in your classroom, as averages often mask important differences. A protocol to help you reflect on your student and classroom scores is provided in the next section.

4. Data Visualization

The last step to the data scoring and reporting process is visualizing your class WBI data. This is an optional step and can be followed if you like to see visual representation of your data. Visuals in the form of bar graphs are provided at the bottom of each "time" tab in the Excel/Google sheet for easy review. The bar graphs will auto-populate and show mean scores across items at each administration time as you fill in student WBI data.

Step 3: Reflecting on WBI Data

We often want to prioritize students' well-being – but without a specific method, we end up resorting to observable behaviors or assumptions about children that may, with or without our knowledge, reflect our implicit biases about a child. The WBI aims to move away from using data to label and track students and instead use data as guideposts in understanding and learning more about the whole child, thereby reflecting on how the system can benefit the child instead of contributing to more inequities and racial disparities. **Using this tool is just one way to learn more about your students and one step toward creating conditions that help each and every one of them thrive.**

Reflecting on Data from One Administration

We recognize that you as an educator are the expert of your own context, so we will be providing data reflection prompts and suggestions for next steps without prescribing rigid solutions. As you reflect on WBI data, start by looking at **individual profiles of scores** to gauge strengths and differentiated needs present among students in the class. **Below is a protocol and some guidance to reflect on individual student scores.**

Table 3a: Individual Student Scores Reflection Questions

Protocol	Guidance	Suggested Next Steps
Here's what	<p>On the Excel sheet, look at each student's response to the WBI (under STUDENT WELL-BEING INDEX: INDIVIDUAL PROFILE OF SCORES) and ask:</p> <ul style="list-style-type: none"> For this student, are scores high, low or average? Which items are the highest/lowest? Do items have similar scores or is there variation? If there is variation, where is the variation? <ul style="list-style-type: none"> e.g. 1, Is the student functioning well but does not feel heard or accepted? e.g. 2, Is the student doing well on foundational elements like mood, energy and sleep but finding it harder to cope with everyday tasks? <p>Look at each student's responses to feeling and functioning and ask:</p> <ul style="list-style-type: none"> What are the similarities or differences in the child's feeling and functioning? <ul style="list-style-type: none"> e.g., feeling is low, functioning is high OR feeling is high, functioning is low 	<ul style="list-style-type: none"> Talk to the student, deepen your understanding about them, and ask them what they need. Do not assume what they might need; instead, ask them and problem-solve together. Use this understanding of individual student well-being to plan for integrated, differentiated supports that promote strengths and support needs. Take the data and reflections to grade-level/department meetings to collaborate and plan with other teaching staff. Administer frequently and look at whether individual patterns change as you learn more about what the student needs and support them accordingly.
So what?	<ul style="list-style-type: none"> To what extent can I potentially leverage and sustain the student's strengths? What aspects of my students' well-being might I need to better understand to support them? What other data on the student do I have that might help me make sense of the data I see in the WBI? <ul style="list-style-type: none"> e.g. 1, attendance data e.g. 2, academic data e.g. 3, other student surveys administered by the school 	

Now what?	<ul style="list-style-type: none"> What are 1 or 2 next steps I will take after reflecting on my students' data? Are there any immediate differentiated supports I could provide? 	
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You can also look at **class summary scores** to understand what patterns and trends emerge and reflect on your role and classroom practices. **Here are some questions to consider as you do so.**

Table 3b: Class Summary Scores Reflection Questions

Protocol	Guidance	Suggested Next Steps
Here's what	<p>On the Excel sheet, look at the STUDENT WELL-BEING INDEX: CLASS SUMMARY SCORES (mean, min, max and range) and ask:</p> <ul style="list-style-type: none"> Are scores high, low or average? Which items are the highest/lowest across students? Do mean item scores look similar or is there variation? If there is variation, where is the variation? <ul style="list-style-type: none"> e.g. 1, On average, is the class functioning well but does not feel heard or accepted? e.g. 2, Is the class doing well on foundational elements like mood, energy and sleep but is finding it harder to cope with everyday tasks? <p>Look at the STUDENT WELL-BEING INDEX: INDIVIDUAL PROFILE OF SCORES and scan each item and domain-specific column:</p> <ul style="list-style-type: none"> Across students, are scores high, low or average on each item? Are there items where scores are mostly high/mostly low across all students? Do items have similar scores across students or is there variation? If there is variation, where is the variation? <p>Look at feeling and functioning scores (mean, min, max, range) under STUDENT WELL-BEING INDEX: CLASS SUMMARY SCORES and ask:</p> <ul style="list-style-type: none"> What are the similarities or differences in my class's feeling and functioning? <ul style="list-style-type: none"> e.g., feeling is low, functioning is high OR feeling is high, functioning is low 	<ul style="list-style-type: none"> Reflect on your classroom practices and strategies related to relationships, supportive environments, and the experiences you create for students. Talk to students, deepen your understanding about them, and ask them what they need. Do not assume what they might need; instead, ask them and problem-solve together. Use this understanding of classroom well-being to plan for integrated, universal supports that promote strengths and support needs. Take the data and reflections to grade-level/departments meetings to collaborate and plan with other teaching staff. Administer frequently and look at whether patterns change as you try different interventions/supports with your class.
So what?	<ul style="list-style-type: none"> What might be the reasons for the scores across my classroom? To what extent can I leverage and sustain my classroom strengths? What might be some universal needs in my classroom that I could better understand and support? What does this data say about my practices as a classroom teacher? 	
Now what?	<ul style="list-style-type: none"> What are some next steps I will take? Are there any immediate practices I could implement in my class? 	

Reflecting on Data Across Multiple Administrations

Table 3c: Class Scores Over Time Reflection Questions

Protocol	Guidance
Here's what	<p>Look at Tab 1 of the Excel tool, CLASS SCORES OVER TIME, and ask:</p> <ul style="list-style-type: none"> • What trends do I see? • Do Feeling scores look similar/different over repeated administrations of the WBI? • Do Functioning scores look similar/different over repeated administrations of the WBI? • What are the similarities/differences in changes in class feeling and functioning? • Do Total Well-Being scores look similar/different over repeated administrations of the WBI?
So what?	<ul style="list-style-type: none"> • What might be the reasons for these trends? Were there specific practices or strategies employed that may have contributed to the trends? • What worked/what didn't work?
Now what?	<ul style="list-style-type: none"> • What are some next steps I will take?

Appendix A

How Was the Well-Being Index Developed?

The Well-Being Index (WBI) was developed by first systematically reviewing relevant research and existing instruments. A holistic set of items were developed that covered social, emotional, physical and psychological elements of well-being and were relevant to students and the school context. Items were then categorized into “feeling” and “functioning” domains. Once the 12-item self-assessment for Secondary students was developed, items that were foundational in nature were chosen and modified to be developmentally appropriate for the grade band to arrive at the WBI-Elementary.

Appendix B

Excel Scoring Tool How-To

- 1) Begin by selecting the tool that is relevant to you (either Elementary or Secondary). Open the tool in Excel and save the file in a place where you will be able to access it again. **Remember, this is a file you will be coming back to with each administration of the tool.**
- 2) On the bottom of the sheet, you will see a number of tabs titled Class Scores Over Time, Time 0, Time 1, Time 2, etc. Time 0 is a sample filled-in sheet to refer to. If this is the first administration, select the tab named Time 1. On the top, fill out the date of administration.
- 3) Under column B, Student Name, on the same tab, list the names of all the students in your class. If applicable, include a student ID for each student and list the IDs next to the corresponding students under column A, Student ID. Once all student details have been documented, delete the extra student rows that have not been used. We have provided about 40 rows to fill out student names. **It is essential that you delete any extra rows to avoid any miscalculations.** In order to delete a row, select the rows you wish to delete, right-click, and choose Delete.
- 4) Each student in your classroom will now have a row assigned to them. Next, transfer data from student self-assessment sheets onto this Excel tool. Each item on the Well-Being Index has a column for itself, and you may manually input the data or use the dropdown box to include item-wise data for each student on a scale of 1 to 10. Some things to keep in mind when inputting data:
 - a. Column O (in Secondary) and Column I (in Elementary), Number of items that student has responded to, will auto-populate and tell us how many questions the student has answered in the Well-Being Index.
 - b. If a student hasn't responded to a few items, leave those cells blank.
 - c. If a student belongs to your class but did not take the Well-Being Index during that administration, do not include their name in the Excel sheet for that administration date.
- 5) When all the item-specific data for each student has been inputted, summary scores will be auto-populated. You will have two ways of looking at the data at one time point: (1) by individual student scores across items and domains to see how each child is doing, or (2) by summary scores to see how the class overall is feeling and functioning. In order to interpret the report accurately, go back to "Step 2: Reviewing the WBI Data."
- 6) Each "time" tab is identical and can be used to input data during each administration of the Well-Being Index. This way, you will be able to have all of the data on a student's feeling and functioning from multiple administrations in one spreadsheet. Class summary scores across administration periods can be seen in the first tab, titled Class Scores Over Time.

Appendix C

Google Form and Sheet Setup

The automated version of the Well-Being Index serves two purposes:

- a. It supports electronic administration that automatically inputs data into a spreadsheet to avoid manual data collection.
- b. It ensures that the data collected is your own and that teachers are the owners of all student well-being data. Turnaround won't have access to your survey or data.

You can follow the steps below to install this automated tool; it's a one-time setup, after which you should be good to go for every administration.

Below are two links to the backend Google spreadsheets for WBI-Secondary and WBI-Elementary. Here's a step-by-step guide on how to use them.

Click [HERE](#) to start setup for WBI-Elementary!

Click [HERE](#) to start setup for WBI-Secondary!

Part 1: Creating and Sharing your Google Form

- 1) Begin by selecting the link that is relevant to you (either Elementary or Secondary). Select "Make a Copy."
- 2) Next, go to your Google Drive. There should now be a copy of the Google Spreadsheet titled "Copy of Well-Being Index Reports" as well as a Google Form titled "Copy of Student Well-Being Index" saved. Remember to store these two files somewhere easy to find in your Drive, as you will be coming back to them with each administration of the tool.
- 3) Open the Google Form. Rename the file, something like "Student Well-Being Index 2021."
- 4) Review the questions in the Google Form. You have editing rights to this form.
 - A "Student ID" question has been included as the student identifier, but you can also change this to "Student Name" if that's an easier way to track well-being data.
 - As you read above in Appendix A, the tool was developed after extensive research and review to measure well-being with a comprehensive set of items, and so we request that you not change any of the items 6-12 on the survey.
- 5) Once the form is finalized and ready to be sent to students to take it, find the Send option, and either send the link to students or share by email if you prefer. If you're directly emailing the survey to students, **do not check** "Include form in email" before sending.
- 6) You can share the same link with students as often as 1x per week. Students will need to fill out the right date every time they take the survey for the data to show up in the spreadsheet, so be sure to show and remind them how to choose today's date in the Google form.

Part 2: Creating Individual and Class Reports of Well-Being Data

- 7) You have now administered the tool to your entire class and want to see results. Go back to the Google Spreadsheet you copied and saved in Step 2, titled "Copy of Well-Being Index Reports." You can rename this sheet, too, as you please.
- 8) Check the first tab titled "Form Responses 1" to make sure your class responses are showing up. You don't need to do anything additional with this tab. Please don't edit data on this tab – it is pulling the data directly from the

students' Google Forms. This information is then used to create reports with aggregate scores and visualizations for you.

- 9) Next, go to the second tab titled "Report Generator." Select a date range, ensuring you include the day you administered the survey (for example, if some students took the survey on Sept. 1, 2021, and some on Sept. 2, 2021, you would include the date range 8/31/21 to 9/4/21). Click on "Create Report."
- 10) *(Note: What happens next is a one-time process and is safe; Google just adds a number of extra security options for extra precaution. The data can only be accessed by your Google account.)* Google will provide a pop-up called "Authorization Required." Click on "Continue." Choose your Gmail account. Another pop-up will show up saying, "Google hasn't verified this app." Click on "Advanced" and then "Go to Well-Being Index." On the next pop-up, click "Allow."
- 11) Now, click on "Create Report" again. Check to see if the date range has been updated again.
- 12) As you do this, a new tab titled "Time 1" will show up to the right of existing tabs. Your report for Time 1 is ready! You will have two ways of looking at the data at one time point: (1) by individual student scores across items and domains to see how each child is doing, or (2) by summary scores to see how the class overall is feeling and functioning. In order to interpret the report accurately, go back to "Step 2: Reviewing the WBI Data."
- 13) You can create similar reports for every time you administer the survey. We recommend you use the same Google Form and Spreadsheet every time you administer the survey, so you're able to look at student scores over time.