



USER GUIDE  
PANORAMA WELL-BEING SURVEY



# ABOUT THIS SURVEY

## WHAT IS WELL-BEING AND WHY DOES IT MATTER?

Sometimes referred to as “youth positive development” or as “indicators of thriving,” student well-being is a predictor of outcomes including educational achievement, mental health, economic prosperity, and relationship success. It is commonly valued, but not commonly measured, in schools.

Well-being can be broken down into objective and subjective elements. Objective well-being consists of the actual behaviors, life circumstances, or other outwardly observable indicators—such as sleep, exercise, and stable housing—that correlate with or contribute to quality of life.

Subjective well-being refers to how people experience their lives and is composed of social, emotional, and cognitive aspects. Emotionally, it is the relative balance of positive and negative emotions experienced: Are students’ days mostly filled with moments of sadness and anxiety, or happiness and calmness? Cognitively, it is a reflection on those experiences: Do students find satisfaction in their daily activities? Socially, well-being depends on the support students receive and offer others: Do students have family and friends they can confide in, and do others entrust students with helping them?

## HOW CAN SCHOOLS MEASURE WELL-BEING?

By asking students to reflect on their well-being through surveys, schools and districts

can gather actionable data to better support students socially and emotionally. Measuring well-being can contribute to a “whole child” educational approach, signal to students and their families the importance of mental health, help focus limited counseling resources on at-risk students, and inform a community-wide response to the trauma of student suicide.

From a student perspective, measuring well-being can give students an opportunity to share their inner aspirations and struggles, and ultimately lead to interventions that improve something they value highly: their own happiness.

The Panorama Well-Being Survey exists as a set of three scales, or groups of survey questions, each focused on a single construct, or topic (e.g., Positive Feelings). Schools and districts can select the topics that align with their strategic priorities or add custom questions, although we recommend using the full survey.



### WHO SHOULD USE THE PANORAMA WELL-BEING SURVEY?

Panorama’s survey helps educators understand students’ positive and negative feelings, as well as the social supports that students receive from and provide to others.

The questions are applicable to all types of K-12 school settings—including public, independent, and charter schools—and to communities serving students from a range of socioeconomic backgrounds. Panorama provides developmentally appropriate versions of the survey for students in grades 3-5 and students in grades 6-12.

### SURVEY DEVELOPMENT PROCESS

The Panorama Well-Being Survey was developed by the Panorama research team, led by Dr. Samuel Moulton. To develop the survey, we interviewed district leaders and educators from across the country, reviewed relevant scholarship and instrumentation, collected and analyzed pilot data, and followed best practices in the science of survey design (as summarized by Panorama’s Senior Research Adviser, Dr. Hunter Gehlbach, in [this peer-reviewed publication](#)). A forthcoming validity report will detail the survey instrument’s psychometric properties.

### USING THE PANORAMA WELL-BEING SURVEY

Schools and districts may use the Panorama Well-Being Survey on its own, or combine

topics on this instrument with related topics from the [Panorama Social-Emotional Learning Survey](#), the [Panorama Student Survey](#), and the [Panorama Equity and Inclusion Survey](#), such as Social Awareness, Self-Management, and School Safety.

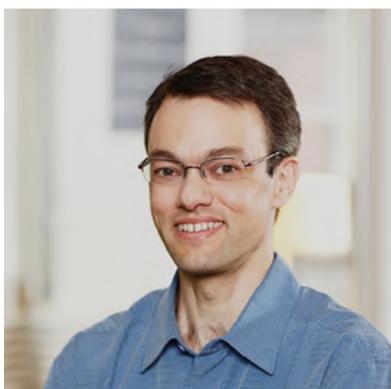
At Panorama, we believe that all educators deserve access to the best tools available. We invite educators to use the Panorama Well-Being Survey free of charge. We only ask that you identify the survey as the “Panorama Well-Being Survey” created by Panorama Education so that others may find this resource as well. If you have any feedback or questions, please contact us at [contact@panoramaed.com](mailto:contact@panoramaed.com).

# ABOUT THE RESEARCH TEAM



**Dr. Samuel Moulton**, director of research at Panorama Education, has a passion for use-inspired research that informs educational practice and advances scholarly knowledge. Dr. Moulton wrote his doctoral dissertation on well-being and is an expert in positive psychology. At Panorama, he applies his expertise in educational psychology, research methodology, and statistics to projects that include survey scale development, SEL, multivariate and multilevel modeling, statistical inference, and data visualization.

Dr. Moulton holds B.A., M.A., and Ph.D. degrees in psychology from Harvard University and has served as a research associate, lecturer, and Fellow in Harvard's Department of Psychology. Prior to joining Panorama, Dr. Moulton served as director of educational research and assessment for Harvard's president and provost.



**Dr. Hunter Gehlbach** is the senior research advisor at Panorama Education, as well as a professor and vice dean at the Johns Hopkins School of Education. He is an educational psychologist with an academic focus on helping social scientists and practitioners design better surveys and questionnaires.

Dr. Gehlbach is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.

## What the Survey Measures

### **POSITIVE FEELINGS P. 6**

How frequently students feel positive emotions.

*Example Question: During the past week, how often did you feel happy?*

### **NEGATIVE FEELINGS P. 8**

How frequently students feel negative emotions.

*Example Question: During the past week, how often did you feel lonely?*

### **SOCIAL SUPPORT P. 9**

How much support students receive from and provide to others.

*Example Question: Do you have a teacher or other adult from school who you can count on to help you, no matter what?*

### **BACKGROUND QUESTIONS P. 11**

Demographic questions about students that could be included in the survey and may be of interest to many schools.

*Example Question: What language do you mostly speak at home?*

## Positive Feelings

How frequently students feel positive emotions.

Grades 6-12

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>helpful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>kind</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>optimistic</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>grateful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>curious</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>hopeful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

## Positive Feelings

How frequently students feel positive emotions.

Grades 3-5

Question	Response Options					
<b><i>During the past week, how often did you feel _____ ?</i></b>						
<b>excited</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>happy</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>loved</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>safe</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>helpful</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>kind</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

## Negative Feelings

How frequently students feel negative emotions.

Grades 6-12

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>mad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>bored</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>stressed out</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>frustrated</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>afraid</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

Grades 3-5

Question	Response Options					
<i>During the past week, how often did you feel _____ ?</i>						
<b>mad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>bored</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>lonely</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>sad</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>nervous</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>worried</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	
<b>afraid</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always	

## Social Support

How much support students receive from and provide to others.

Grades 6-12

Question	Response Options				
Do you have a teacher or other adult from school who you can count on to help you, no matter what?	No	Yes			
Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	No	Yes			
Do you have a friend from school who you can count on to help you, no matter what?	No	Yes			
Do you have a teacher or other adult from school who you can be yourself around?	No	Yes			
Do you have a family member or other adult outside of school who you can be yourself around?	No	Yes			
Do you have a friend from school who you can be yourself around?	No	Yes			
When one of your friends is sad, how hard do you try to help them feel better?	Do not try at all	Try a little bit	Try some	Try quite a bit	Try a lot
When one of your friends is sad, how much does it upset you?	Does not upset me at all	Upsets me a little bit	Upsets me some	Upsets me quite a bit	Upsets me a lot
When one of your friends is sad, how often do you know why?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Do you feel bullied by other students?	No	Yes			
Would you like to talk privately with someone about your well-being, another student's well-being, or any of the things we asked you about on this survey?	No	Yes			

## FREE-RESPONSE QUESTION

What can teachers or other adults at school do to better support you?

## Social Support

How much support students receive from and provide to others.

Grades 3-5

Question	Response Options				
<b>Do you have a teacher or other adult from school who you can count on to help you, no matter what?</b>	No	Yes			
<b>Do you have a family member or other adult outside of school who you can count on to help you, no matter what?</b>	No	Yes			
<b>Do you have a friend from school who you can count on to help you, no matter what?</b>	No	Yes			
<b>When one of your friends is sad, how hard do you try to help them feel better?</b>	Do not try at all	Try a little bit	Try some	Try quite a bit	Try a lot
<b>When one of your friends is sad, how much does it upset you?</b>	Does not upset me at all	Upsets me a little bit	Upsets me some	Upsets me quite a bit	Upsets me a lot
<b>When one of your friends is sad, how often do you know why?</b>	Almost never	Once in a while	Sometimes	Frequently	Almost always
<b>Do you feel bullied by other students?</b>	No	Yes			

## FREE-RESPONSE QUESTION

What can teachers or other adults at school do to better support you?



## Additional Questions

### BACKGROUND QUESTIONS

What is your gender?

What is your race or ethnicity?

What grade are you in?

What language do you mostly speak at home?



**Panorama Education** partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 10 million students in 11,500 schools across 46 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.

**Learn more about Panorama:**

[www.panoramaed.com](http://www.panoramaed.com) | [contact@panoramaed.com](mailto:contact@panoramaed.com) | (617) 356-8123

24 School Street, 4th Floor, Boston, MA 02108