**SSWQ**

**Student Subjective Wellbeing Questionnaire**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age (years): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade (circle one): 6 … 7 … 8 … 9 … 10 … 11 … 12

Gender (circle one): female … male … transgender … nonconforming … other/prefer not to say

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Here are some questions about what you think, feel, and do at school. Read each sentence and choose the one best answer for how you felt over the past month.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Almost Never** | **Some-times** | **Often** | **Almost Always** |
| 1. | I get excited about learning new things in class.  | 1 | 2 | 3 | 4 |
| 2. | I feel like I belong at my school.  | 1 | 2 | 3 | 4 |
| 3. | I feel like the things I do at school are important.  | 1 | 2 | 3 | 4 |
| 4. | I am a successful student.  | 1 | 2 | 3 | 4 |
| 5. | I am really interested in the things I am doing at school.  | 1 | 2 | 3 | 4 |
| 6. | I can really by myself at school.  | 1 | 2 | 3 | 4 |
| 7. | I think school matters and should be taken seriously.  | 1 | 2 | 3 | 4 |
| 8. | I do good work at school.  | 1 | 2 | 3 | 4 |
| 9. | I enjoy working on class projects and assignments.  | 1 | 2 | 3 | 4 |
| 10. | I feel like people at my school care about me.  | 1 | 2 | 3 | 4 |
| 11. | I feel it is important to do well in my classes. | 1 | 2 | 3 | 4 |
| 12. | I do well on my class assignments.  | 1 | 2 | 3 | 4 |
| 13. | I feel happy when I am working and learning at school.  | 1 | 2 | 3 | 4 |
| 14. | I am treated with respect at my school.  | 1 | 2 | 3 | 4 |
| 15. | I believe things I learn at school will help me in my life.  | 1 | 2 | 3 | 4 |
| 16. | I get good grades in my classes.  | 1 | 2 | 3 | 4 |

**Thank you for completing this survey!**

 **SSWQ Scoring & Interpretation Guide**

Higher SSWQ scale scores are interpreted as indicating greater levels of student subjective wellbeing. More specifically, higher scores suggest students experience wellbeing at school with greater frequency. For example, a total score of “58” suggests that a student *almost always* experiences wellbeing at school; whereas a score of “26” suggests the student only *sometimes* experiences wellbeing at school.

Using the table below, follow these steps to score and interpret the SSWQ:

1. Copy responses for each item on the survey into the appropriate spot below the item numbers for each subscale on the table.
2. Use a calculator to sum all responses and put the result in each subscale’s “Score” spot.
3. Copy the JL, SC, EP, and AE scores from the second-to-last column into the appropriate spot below each subscale’s abbreviation (in the last row of the table).
4. Use a calculator to sum all subscale scores and put the result in the “gSW Score” spot.
5. Use the interpretation guidelines (see below) to find the description that matches each score and then write these in the “Interpretation” spots on the table.

JL, SC, EP, and AE subscale score interpretation ranges:

* 4–5 = *almost never*
* 6–9 = *sometimes*
* 10–13 *= often*
* 14–16 *= almost always*

SW total scale score interpretation ranges:

* 16–23 = *almost never*
* 24–39 = *sometimes*
* 40–55 *= often*
* 56–64 *= almost always*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Joy of Learning** | Item 1  | Item 5 | Item 9 | Item 13 | JL Score | Interpretation |
| *Subscale* |  | + | + | + | = |  |
|  |  |  |  |  |  |  |
| **School Connectedness** | Item 2 | Item 6 | Item 10  | Item 14 | SC Score | Interpretation |
| *Subscale* |  | + | + | + | = |  |
|  |  |  |  |  |  |  |
| **Educational Purpose** | Item 3 | Item 7 | Item 11 | Item 15 | EP Score | Interpretation |
| *Subscale* |  | + | + | + | = |  |
|  |  |  |  |  |  |  |
| **Academic Efficacy** | Item 4 | Item 8 | Item 12 | Item 16 | AE Score | Interpretation |
| *Subscale* |  | + | + | + | = |  |
|  |  |  |  |  |  |  |
| **Student Wellbeing**  | JL Score | SC Score | EP Score | AE Score | SW Score | Interpretation |
| *Total scale* |  | + | + | + | = |  |

*NOTE.* More information about using the SSWQ is available at [www.tyrenshaw.org/sswq](http://www.tyrenshaw.org/sswq).