



ASSESSING WELLBEING IN EDUCATION

Assessment Manual

November 2016

www.awesomeschools.com

Assessment Overview

Background

The AWE assessment was developed December 2013 – February 2014 by [Dr. Aaron Jarden](#), [Dr. Sarah Anticich](#), and [Dr Denise Quinlan](#) and with feedback and input from eminent wellbeing assessment scientists and school psychology experts. In October 2016 the assessment was extended to include 'AWE Junior' for 8 to 12 year old's.

- ▶ Dr Jarden is a senior lecturer who specialises in the areas of positive psychology, organisational psychology, psychometric assessment, research methodologies, positive education, and wellbeing science.
- ▶ Dr Anticich is an experienced practicing clinical psychologist who specialises in the areas of child and adolescent clinical psychology and school based wellbeing.
- ▶ Dr Quinlan is an experienced researcher and practitioner in the area of wellbeing in schools specialising in psychometric assessment and design and implementation of strengths-based approaches.

Aims and purpose

The aims in developing the AWE assessment were to utilise current assessment science to empirically measure, track and report on school community wellbeing (students, school staff, and parents). In creating this measure and tool, best practice online measurement guidelines and recommendations for online psychometric testing were adhered to (i.e., American Psychological Association Internet Task Force guidelines: Naglieri, Drasgow, Schmit, Handler, Prifitera, Margolis, & Velasquez, 2004). This is particularly important given that the measurement of wellbeing has unique and sensitive features (e.g., see the OECD guidelines on measuring subjective wellbeing: OECD, 2013).

Assessment content

AWE consists of an adult (parent, school staff) and two student assessments (AWE Senior and AWE Junior). AWE Senior is ages 12-18 and AWE Junior is ages 8-12. The content of these assessments are based on published scientific research and use a combination of:

- ▶ Empirically validated measures.

- ▶ Sub-components from established measures.
- ▶ Empirically validated questions.
- ▶ Scientifically informed questions on sub-components.

Comparing the Adult and Student Assessments

	Adult Assessment	AWE Senior Assessment	AWE Junior Assessment
Global Wellbeing	14 questions	5 questions	3 questions
Domain Wellbeing	10 questions	5 questions	-
School / Work Wellbeing	19 questions – work wellbeing	10 questions – school wellbeing	7 questions – school wellbeing
Component Wellbeing	9 questions	9 questions	2 questions
	<i>52 questions</i>	<i>29 questions</i>	<i>12 questions</i>

Note: AWE Senior ages 12-18, AWE Junior ages 8-12.

Adult Assessment

The adult assessment has four main domains:

- A global assessment of wellbeing
- A life domain assessment of wellbeing across specific contexts
- An assessment of workplace wellbeing (if employed)
- An assessment of school related wellbeing and component factors underpinning wellbeing that are related and relevant to a school context.

AWE Senior Assessment

The student assessment has three domains:

- A global assessment of wellbeing
- A life domain assessment of wellbeing across specific contexts
- An assessment of school related wellbeing and component factors underpinning wellbeing that are related and relevant to a school context.

AWE Junior Assessment

The student assessment has two domains:

- A global assessment of wellbeing
- An assessment of school related wellbeing and component factors underpinning wellbeing that are related and relevant to a school context.

The assessment is also balanced with regard to the span of assessment (i.e., today, yesterday, last week, in general, all things considered) ensuring consistency with the sensitivity of the constructs measured. For example, emotions are more sensitive and fluctuate regularly therefore a short assessment timeframe is required, whereas cognitive judgements are more stable allowing more accurate judgements over longer timeframes.

Functionality Overview

In addition to the content of the assessment (i.e., questions & scales), AWE includes quite specific IT functionality useful in a school context:

- ▶ **School report:** A group level overview report of the school community's wellbeing, and a group level tracking report (i.e., wellbeing overtime); anonymous information only provided. This is constructed from both the student's assessment and adult's (staff, parents) assessment.
- ▶ **Individual report:** Each individual who completes the assessment, instantly receives a personalised report with an overview of their own wellbeing over time.
- ▶ **Student question level report:** A reports which shows an aggregate of all the selected students at a question level.
- ▶ **Free text reports:** An anonymous report so students and adults free text responses to the three available questions that require typing in responses.
- ▶ **Extra questions:** Ability to add extra questions and measures in various formats (free text questions, scale questions, grid questions) to assessments. A library of over 50 suggested extra measures is available to add.
- ▶ **Excel data:** The school gets raw anonymous data of all questions and results in an csv file.
- ▶ **Low wellbeing and bullying warnings:** Scientifically developed algorithms based on normed scores that insert custom text into reports recommending the adult or student obtain

professional assistance. If notifications of student's low wellbeing warnings or bullying are triggered the student's name only (not the report or any scores) is sent to the administrator of the school wellbeing assessment (i.e., the AWE account holder for the school). The warning and the student's names are also put on the school dashboard.

- ▶ **Sub-groups:** Ability to add sub-groups for reporting purposes – e.g., School Team 1, School Team 2, etc.
- ▶ **Customisability:** Ability to turn on or off various settings, such as: who the school report goes to and when, which groups of participants to include in an assessment (e.g., just staff, just students, all, etc), which groups of participants get which sets of questions you add, to disable student dashboard results and pdf reports, to have access to student results before the students do, to disable demographic questions and various notifications.
- ▶ **User registration:** Ability to upload users or have them register themselves.
- ▶ **Validity warnings:** An algorithm that disables an assessment result if the assessment is completed too quickly in order to be accurate (e.g., a quick 'click through').
- ▶ **Email reminders:** Schools can set email reminders for adults and students to prompt an AWE re-assessment at selected intervals.
- ▶ **Logo placement:** The school can upload their logo to go on the cover page, and last page, of all reports.
- ▶ **Wellbeing contact:** Ability to specify a school wellbeing contact (e.g., guidance counsellor) on the students and school staff reports.
- ▶ **Assessment scheduling:** Ability to set up assessment schedules, and length of assessment periods (e.g., open for one week, two weeks).
- ▶ **Share reports:** Adults (school staff, parents) and school students can enter up to 3 email addresses to easily share their reports in full in .pdf format, in real time if they wish. In addition, adults and students can enter one email address to automatically always share their .pdf report if they wish. Sharing is always at the level of the user – i.e., shared outward.
- ▶ **Consent:** Gain research consent (or informed assent) or message the participants before the assessment begins.

Assessment Design

Assessment details

Adult Assessment

The AWE adult assessment includes 14 questions assessing global wellbeing, 10 life domain wellbeing questions, and 19 workplace wellbeing questions (if employed). In addition, there are 9 questions on resilience, health and lifestyle factors, and school wellbeing.

	Focus	Construct	Question	Response Scale	Source & Notes
AQ1	Global wellbeing	Life satisfaction	<ul style="list-style-type: none">Overall, how satisfied are you with life as a whole these days?	0 to 10: 0 = Not at all satisfied 10 = Completely satisfied	<ul style="list-style-type: none">See (Diener, Inglehart, & Tay, 2012).See also, (Diener, & Gonzalez, 2011).Recommended question by (OECD, 2013).
AQ2	Global wellbeing	Life evaluation	<ul style="list-style-type: none">On which step of the ladder would you say you personally feel you stand at this time?	0 to 10: 0 = Worst possible life 10 = Best possible life	<ul style="list-style-type: none">The Cantril Self-Anchoring Striving Scale (Cantril, 1965).Used in Gallup's World Poll.

AQ3	Global wellbeing	Eudemonia	<ul style="list-style-type: none"> Overall, to what extent do you feel the things you do in your life are worthwhile? 	<p>0 to 10: 0 = Not at all worthwhile 10 = Completely worthwhile</p>	<ul style="list-style-type: none"> Recommended question by (OECD, 2013). Used by Office for National Statistics in UK.
AQ4	Global wellbeing	Happiness (quantity)	<ul style="list-style-type: none"> How happy were you yesterday? 	<p>0 to 10: 0 = Did not feel happy at all yesterday 10 = Felt happy all of the time yesterday</p>	<ul style="list-style-type: none"> Recommended question by (OECD, 2013). Used by Office for National Statistics in UK.
AQ5	Global wellbeing	Anxiety	<ul style="list-style-type: none"> How worried or anxious were you yesterday? 	<p>0 to 10: 0 = Did not feel worried or anxious at all yesterday 10 = Felt worried or anxious all of the time yesterday ▶ (reverse scored)</p>	<ul style="list-style-type: none"> Recommended question by (OECD, 2013) – use “worry”. Used by Office for National Statistics in UK – use “anxious”.
AQ6	Global wellbeing	Happiness (quality)	<ul style="list-style-type: none"> In general, how happy or unhappy do you usually feel? 	<ul style="list-style-type: none"> Extremely happy (feeling ecstatic, joyous, fantastic) Very happy (feeling really good, elated) Pretty happy (spirits high, feeling good) Mildly happy (feeling fairly good & somewhat cheerful) Slightly happy (just a bit above normal) 	<ul style="list-style-type: none"> The Happiness Measures (Fordyce, 1988) - also known as the Fordyce Emotion Questionnaire. Provides a qualitative, rather than quantitative, feel of happiness.

				<ul style="list-style-type: none"> • Neutral (not particularly happy or unhappy) • Slightly unhappy (just a bit below neutral) • Mildly unhappy (just a little low) • Pretty unhappy (somewhat 'blue', spirits down) • Very unhappy (depressed, spirits very low) • Extremely unhappy (utterly depressed, completely down) 	
<p>AQ7</p> <p>AQ8</p> <p>AQ9</p> <p>AQ10</p> <p>AQ11</p> <p>AQ12</p> <p>AQ13</p> <p>AQ14</p>	Global wellbeing	Flourishing	<ul style="list-style-type: none"> • I lead a purposeful and meaningful life • My social relationships are supportive and rewarding • I am engaged and interested in my daily activities • I actively contribute to the happiness and wellbeing of others • I am competent and capable in the activities that are important to me • I am a good person and live a good life 	<ul style="list-style-type: none"> • Strongly agree • Agree • Slightly agree • Neither agree nor disagree • Slightly disagree • Disagree • Strongly disagree 	<ul style="list-style-type: none"> • The Flourishing Scale (Diener et al, 2010). • Can benchmark against the 10,000+ New Zealand representative sample from the Sovereign Wellbeing Index which uses the Flourishing Scale.

			<ul style="list-style-type: none"> • I am optimistic about my future • People respect me 		
<p>AQ15</p> <p>AQ16</p> <p>AQ17</p> <p>AQ18</p> <p>AQ19</p> <p>AQ20</p> <p>AQ21</p> <p>AQ22</p> <p>AQ23</p> <p>AQ24</p>	Domain wellbeing	Life domains	<ul style="list-style-type: none"> • Intimate relationship • Family • Friendships and social life • Work • Education • Community life • Physical health • Fun and leisure • Financial matters • Spirituality 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all important 10 = Completely important • 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> • There is no 'gold standard' as yet for assessing domain wellbeing. See The Scale of Life Domain Satisfaction (Campbell, Converse, & Rodgers, 1976). The WoW scale was informed by the most common domains identified in the literature – e.g., see the Valued Living Questionnaire (Wilson, Sandoz, Kitchens, & Roberts, 2010) or the Pemberton Happiness Index (Hervás & Vázquez, 2013). Other domain measures assess differ domains (e.g., The Personal Wellbeing Index –

					<p>Cummings, 2006 - assesses standards of living, achievement, safety, future security, local environment).</p> <ul style="list-style-type: none"> • Importance and satisfaction allow a discrepancy score to be calculated.
AQ25	Work wellbeing	Job satisfaction	<ul style="list-style-type: none"> • All things considered, how satisfied are you with your present job? 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> • Used in the European Social Survey (European Social Survey, 2006) and British Household Panel Survey (1991).
AQ26	Work wellbeing	Work / life balance	<ul style="list-style-type: none"> • How satisfied are you with the balance between the time you spend on your paid work, and the time you spend on other aspects of your life? 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> • Used by Office for National Statistics in UK.
AQ27	Work wellbeing	Work happiness	<ul style="list-style-type: none"> • How happy do you generally feel at work? 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all happy 10 = Completely happy 	<ul style="list-style-type: none"> • New item. • Google search indicates this phrasing is not used in any other measure.

AQ28	Work wellbeing	Work relationships (SDT)	<ul style="list-style-type: none"> How satisfied are you with your workplace relationships? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> Informed by (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010) and (Fernet, Austin, Trépanier, & Dussault, 2013).
AQ29	Work wellbeing	Work vitality	<ul style="list-style-type: none"> In general, how alive and vital do you feel in your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all alive and vital 10 = Completely alive and vital 	<ul style="list-style-type: none"> Adapted from The Vitality Scale (Ryan & Frederick, 1997).
AQ30	Work wellbeing	Work motivation	<ul style="list-style-type: none"> How motivated are you in what you are doing for your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all motivated 10 = Completely motivated 	<ul style="list-style-type: none"> New item. Research indicates work motivation is strongly linked to performance – see (Latham, 2007) or (Kanfer, Chen, & Pritchard, 2008).
AQ31	Work wellbeing	Work autonomy (SDT)	<ul style="list-style-type: none"> How much control over the important aspects of your job do you have? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all in control 10 = Completely in control 	<ul style="list-style-type: none"> Informed by (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010) and (Fernet, Austin, Trépanier, & Dussault, 2013).

AQ32	Work wellbeing	Work strengths	<ul style="list-style-type: none"> To what extent are you using your strengths in your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all using my strengths 10 = Completely using my strengths 	<ul style="list-style-type: none"> New item. Based on The Strengths Use Scale – (Govindji & Linley, 2007).
AQ33	Work wellbeing	Work competence (SDT)	<ul style="list-style-type: none"> To what extent are you successful at completing difficult tasks and projects in your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all successful 10 = Completely successful 	<ul style="list-style-type: none"> Informed by (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010) and (Fernet, Austin, Trépanier, & Dussault, 2013).
AQ34	Work wellbeing	Work effort	<ul style="list-style-type: none"> On average, how much effort do you put into your job on a daily basis? 	<ul style="list-style-type: none"> 0 to 10: 0 = No effort at all (0%) 10 = Complete effort (100%) 	<ul style="list-style-type: none"> New item. Based on the importance of effort, see (De Jonge, Bosma, Peter, & Siegrist, 2000).
AQ35	Work wellbeing	Work pride	<ul style="list-style-type: none"> How proud do you feel to work for your organisation? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all proud 10 = Completely proud 	<ul style="list-style-type: none"> New item. Based on (Cook & Wall, 1980).
AQ36	Work wellbeing	Work meaning	<ul style="list-style-type: none"> How meaningful is the work you do? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all meaningful 10 = Completely meaningful 	<ul style="list-style-type: none"> New item. Based on (Steger, Dik., & Shim, <i>in press</i>).

AQ37	Work wellbeing	Valued at work	<ul style="list-style-type: none"> How valued do you feel by your organisation? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all valued 10 = Completely valued 	<ul style="list-style-type: none"> New item. Based on (Cook & Wall, 1980).
AQ38	Work wellbeing	Work stress	<ul style="list-style-type: none"> On average, how stressful is your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all stressful 10 = Completely stressful ▶ (reverse scored) 	<ul style="list-style-type: none"> New item. Based on The Stress in General Scale, see (Stanton, Balzer, Smith, Parra, & Ironson, 2001).
AQ39	Work wellbeing	Job security	<ul style="list-style-type: none"> How worried are you that you might lose your job in the next six months? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all worried 10 = Completely worried ▶ (reverse scored) 	<ul style="list-style-type: none"> New item. Informed by (Weisberg, 1994).
AQ40	Work wellbeing	Time use	<ul style="list-style-type: none"> In general, how rushed and pressured for time do you feel in your job? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all rushed 10 = Completely rushed ▶ (reverse scored) 	<ul style="list-style-type: none"> New item. Informed by The Stress in General Scale, see (Stanton, Balzer, Smith, Parra, & Ironson, 2001).
AQ41	Work wellbeing	Intention to leave	<ul style="list-style-type: none"> How likely is it that you will leave your job in the next six months? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all likely 10 = Completely likely ▶ (reverse scored) 	<ul style="list-style-type: none"> New item. Informed by (Weisberg, 1994).
AQ42	Work wellbeing	Positive work aspects (work enablers)	<ul style="list-style-type: none"> What one thing, more than anything else, makes your organisation a great place to work? 	<ul style="list-style-type: none"> Free text 	<ul style="list-style-type: none"> New item. Soliciting qualitative feedback to enable wellbeing co-creation.

					<ul style="list-style-type: none"> This question is not included in a school report.
AQ43	Work wellbeing	Negative work aspects (work disablers)	<ul style="list-style-type: none"> What one thing, more than anything else, needs to change to make your organisation a great place to work? 	<ul style="list-style-type: none"> Free text 	<ul style="list-style-type: none"> New item. Soliciting qualitative feedback to enable wellbeing co-creation. This question is not included in a school report.
AQ44 AQ45 AQ46	Wellbeing components	Resilience	<ul style="list-style-type: none"> I tend to bounce back quickly after hard times. I usually come through difficult times with little trouble. It does not take me long to recover from a stressful event. 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all like me 10 = Completely like me 	<ul style="list-style-type: none"> Questions from the Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). New response scale.
AQ47 AQ48 AQ49 AQ50	Wellbeing components	Health & Lifestyle	<ul style="list-style-type: none"> In general, how satisfied are you with your health? In general, how satisfied are you with your diet? In general, how satisfied are you with the quality of your sleep? In general, how satisfied are you with your level of 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> New scale. Informed by the Sovereign Wellbeing Index, see (Human Potential Centre, 2013).

			physical activity and exercise?		
AQ51 AQ52	Wellbeing components	Enabling wellbeing	<ul style="list-style-type: none"> In general, how satisfied are you that your school supports and enables student wellbeing? In general, how satisfied are you with your role in supporting and enabling student wellbeing? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> New scale.
AD1	Demographics	Gender	<ul style="list-style-type: none"> Are you male or female? 	<ul style="list-style-type: none"> Male Female 	<ul style="list-style-type: none"> Common phrasing in most large panel surveys and by national statistics agencies.
AD2	Demographics	Age	<ul style="list-style-type: none"> Date of Birth? 	<ul style="list-style-type: none"> Day / Month / Year 	<ul style="list-style-type: none"> Common phrasing in most large panel surveys and by national statistics agencies.
AD3	Demographics	Location	<ul style="list-style-type: none"> Where do you live? 	<ul style="list-style-type: none"> Country State Town 	<ul style="list-style-type: none"> Common phrasing in most large panel surveys and by national statistics agencies.
AD4	Demographics	Relationship status	<ul style="list-style-type: none"> Which option best matches your current relationship status? 	<ul style="list-style-type: none"> Single In a relationship (under 1 year) In a long-term relationship (over 1 year) 	<ul style="list-style-type: none"> Common phrasing in most large panel surveys and by

				<ul style="list-style-type: none"> • Married • Divorced • Separated but not divorced • Widowed • Others 	national statistics agencies.
AD5	Demographics	Education	<ul style="list-style-type: none"> • What is the highest level of education you have completed? 	<ul style="list-style-type: none"> • Primary school • Some high school • High school graduate • Trade / technical / vocational training • Some college / university • College / university graduate • Post graduate qualification • Other 	<ul style="list-style-type: none"> • Common phrasing in most large panel surveys and by national statistics agencies.
AD6	Demographics	Employment status	<ul style="list-style-type: none"> • Which of the following categories best describes your employment status? 	<ul style="list-style-type: none"> • Employed, working less than 35 hours per week • Employed, working 35 or more hours per week • Self-employed, working less than 35 hours per week • Self-employed, working 35 or more hours per week • Not employed, looking for work • Not employed, not looking for work • Homemaker, taking care of a family member, or on maternity/paternity leave • Retired 	<ul style="list-style-type: none"> • Common phrasing in most large panel surveys and by national statistics agencies.

				<ul style="list-style-type: none"> • Not able to work • Unsure of my status 	
AD7	Demographics	Work history	<ul style="list-style-type: none"> • How long have you worked for your current main employer? 	<ul style="list-style-type: none"> • Dropdown – Years • Dropdown – Months 	<ul style="list-style-type: none"> • New item.
AD8	Demographics	School relationship	<ul style="list-style-type: none"> • What is your relationship to the school? 	<ul style="list-style-type: none"> • School principal • Assistant principal • Teacher – Senior (5+ years' experience) • Teacher – Junior (0-5 years' experience) • Non-teaching staff • School governance (e.g., board of trustees) • Parent • Parent and teacher • Parent and non-teaching staff 	<ul style="list-style-type: none"> • New item.
AD9			<ul style="list-style-type: none"> • Please use the space below to add any more comments you wish to make. 	<ul style="list-style-type: none"> • Free text 	

Note: SDT = Self Determination Theory

- ▶ The parent's or school staff qualitative information (AQ42 & AQ43) on the Work Wellbeing module is not included in the School Report, however this qualitative information from the school staff only is sent to the school account holder.

The AWE Senior Assessment

The AWE Senior assessment asks 5 questions on global wellbeing, 5 on life domain wellbeing, and 10 on school wellbeing.

	Focus	Construct	Question	Response Scale	Source & Notes
SQ1	Global wellbeing	Happiness (quantity)	<ul style="list-style-type: none"> How happy were you yesterday? 	0 to 10: 0 = Did not feel happy at all yesterday 10 = Felt happy all of the time yesterday	<ul style="list-style-type: none"> Recommended question by (OECD, 2013). Used by Office for National Statistics in UK.
SQ2	Global wellbeing	Anxiety	<ul style="list-style-type: none"> How worried or anxious were you yesterday? 	0 to 10: 0 = Did not feel worried or anxious at all yesterday 10 = Felt worried or anxious all of the time yesterday ▶ (reverse scored)	<ul style="list-style-type: none"> Recommended question by (OECD, 2013) – use “worry”. Used by Office for National Statistics in UK – use “anxious”.
SQ3	Global wellbeing	Happiness / unhappiness (quality)	<ul style="list-style-type: none"> In general, how happy or unhappy do you usually feel? 	<ul style="list-style-type: none"> Extremely happy (feeling ecstatic, joyous, fantastic) Very happy (feeling really good, elated) Pretty happy (spirits high, feeling good) Mildly happy (feeling fairly good & somewhat cheerful) 	<ul style="list-style-type: none"> The Happiness Measures (Fordyce, 1988) – also known as the Fordyce Emotion Questionnaire. Provides a qualitative, rather than quantitative, feel of happiness.

				<ul style="list-style-type: none"> • Slightly happy (just a bit above normal) • Neutral (not particularly happy or unhappy) • Slightly unhappy (just a bit below neutral) • Mildly unhappy (just a little low) • Pretty unhappy (somewhat 'blue', spirits down) • Very unhappy (depressed, spirits very low) • Extremely unhappy (utterly depressed, completely down) 	
SQ4	Global wellbeing	Eudemonia	<ul style="list-style-type: none"> • Overall, to what extent do you feel the things you do in your life are worthwhile? 	0 to 10: 0 = Not at all worthwhile 10 = Completely worthwhile	<ul style="list-style-type: none"> • Recommended question by (OECD, 2013). • Used by Office for National Statistics in UK.
SQ5	Global wellbeing	Life satisfaction	<ul style="list-style-type: none"> • Overall, how satisfied are you with life as a whole these days? 	0 to 10: 0 = Not at all satisfied 10 = Completely satisfied	<ul style="list-style-type: none"> • See (Diener, Inglehart, & Tay, 2012). • See also, (Diener, & Gonzalez, 2011). • Recommended question by (OECD, 2013). Used in Good Child Index (Rees, Goswami & Bradshaw, 2010).

<p>SQ6</p> <p>SQ7</p> <p>SQ8</p> <p>SQ9</p> <p>SQ10</p>	<p>Domain wellbeing</p>	<p>Life domains</p>	<ul style="list-style-type: none"> • Family • Friendships and social life • Education • Physical health • Fun and leisure 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all important 10 = Completely important • 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> • There is no 'gold standard' as yet for assessing domain wellbeing. See The Scale of Life Domain Satisfaction (Campbell, Converse, & Rodgers, 1976). The WoW scale was informed by the most common domains identified in the literature – e.g., see the Valued Living Questionnaire (Wilson, Sandoz, Kitchens, & Roberts, 2010) or the Pemberton Happiness Index (Hervás & Vázquez, 2013). Other domain measures assess different domains (e.g., The Personal Wellbeing Index – Cummings, 2006 – assesses standards of living, achievement, safety, future security, local environment). • Importance and satisfaction allow a discrepancy score to be calculated.
<p>SQ11</p>	<p>School wellbeing</p>	<p>Peer relationships</p>	<ul style="list-style-type: none"> • My relationships with other students at school are fantastic. 	<p>0 to 10: 0 = Not at all like me 10 = Completely like me</p>	<ul style="list-style-type: none"> • New item. • Informed by Good Childhood Index (2010).

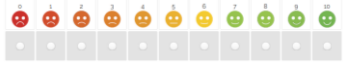
SQ12	School wellbeing	Social evaluation / appearance	<ul style="list-style-type: none"> I feel good about my appearance. 	0 to 10: 0 = Not at all like me 10 = Completely like me	<ul style="list-style-type: none"> New item.
SQ13	School wellbeing	Engagement / belonging	<ul style="list-style-type: none"> I feel like I fit in at my school. 	0 to 10: 0 = Not at all like me 10 = Completely like me	<ul style="list-style-type: none"> New item. Informed by The School Children's Happiness Inventory (Ivens, 2007).
SQ14	School wellbeing	Somatic symptoms (anxiety)	<ul style="list-style-type: none"> I suffer from headaches, stomach pains, or feel sick at school. 	0 to 10: 0 = Not at all 10 = All of the time ▶ (reverse scored)	<ul style="list-style-type: none"> Informed by the Strengths and Difficulties and Questionnaire (Goodman, 1997) and the Spence Children's Anxiety Scale (Spence, Barrett, & Turner, 2003).
SQ15	School wellbeing	Bullying	<ul style="list-style-type: none"> I get bullied by students at my school. (Bullying is when a person keeps picking on someone because they think they are cooler, smarter, stronger, or better than them) 	0 to 10: 0 = Not at all 10 = All of the time ▶ (reverse scored)	<ul style="list-style-type: none"> Informed by the Strengths and Difficulties and Questionnaire (Goodman, 1997) and The Health Behaviour of School Age Children Survey (Currie, Elton, Todd & Platt, 1997)
SQ16	School wellbeing	Sadness	<ul style="list-style-type: none"> I feel sad at school. 	0 to 10: 0 = Not at all 10 = All of the time ▶ (reverse scored)	<ul style="list-style-type: none"> New item.
SQ17	School wellbeing	Competence / self-efficacy	<ul style="list-style-type: none"> I am able to deal with my problems at school. 	0 to 10: 0 = Not at all well 10 = Completely well	<ul style="list-style-type: none"> New item.

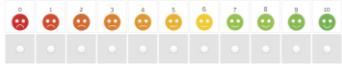
SQ18	School wellbeing	Belonging / caring	<ul style="list-style-type: none"> The teachers at my school care about me. 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all care 10 = Completely care 	<ul style="list-style-type: none"> New item. Informed by The School Children's Happiness Inventory.
SQ19	School wellbeing	Positive school aspects (school enablers)	<ul style="list-style-type: none"> What one thing, more than anything else, makes your school a great place? 	<ul style="list-style-type: none"> Free text 	<ul style="list-style-type: none"> New item. Soliciting qualitative feedback to enable wellbeing co-creation. This question is not included in a school report.
SQ20	School wellbeing	Positive school aspects (school disablers)	<ul style="list-style-type: none"> What one thing, more than anything else, needs to change to make your school a great place? 	<ul style="list-style-type: none"> Free text 	<ul style="list-style-type: none"> New item. Soliciting qualitative feedback to enable wellbeing co-creation. This question is not included in a school report.
SQ21 SQ22 SQ23	Wellbeing components	Resilience	<ul style="list-style-type: none"> I tend to bounce back quickly after hard times. I usually come through difficult times with little trouble. It does not take me long to recover from a stressful event. 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all like me 10 = Completely like me 	<ul style="list-style-type: none"> Questions from the Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). New response scale.
SQ24 SQ25 SQ26	Wellbeing components	Health & Lifestyle	<ul style="list-style-type: none"> In general, how satisfied are you with your health? In general, how satisfied are you with your diet? 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> New scale. Informed by the Sovereign Wellbeing Index, see (Human Potential Centre, 2013).

SQ27			<ul style="list-style-type: none"> • In general, how satisfied are you with the quality of your sleep? • In general, how satisfied are you with your level of physical activity and exercise? 		
SQ28 SQ29	Wellbeing components	Enabling wellbeing	<ul style="list-style-type: none"> • In general, how satisfied are you that your school supports and enables student wellbeing? • In general, how satisfied are you with your role in supporting and enabling student wellbeing? 	<ul style="list-style-type: none"> • 0 to 10: 0 = Not at all satisfied 10 = Completely satisfied 	<ul style="list-style-type: none"> • New scale.
SD1	Demographics	Gender	<ul style="list-style-type: none"> • Are you male or female? 	<ul style="list-style-type: none"> • Male • Female 	<ul style="list-style-type: none"> • Common phrasing in most large panel surveys and by national statistics agencies.
SD2	Demographics	Age	<ul style="list-style-type: none"> • Date of Birth? 	<ul style="list-style-type: none"> • Month / Year 	<ul style="list-style-type: none"> • Common phrasing in most large panel surveys and by national statistics agencies.
SD3			<ul style="list-style-type: none"> • Please use the space below to add any more comments you wish to make. 	<ul style="list-style-type: none"> • Free text 	

The AWE Junior Assessment

The AWE Junior assessment asks 3 questions on global wellbeing, and 10 on school wellbeing.

	Focus	Construct	Question	Response Scale	Source & Notes
JQ1	Global wellbeing	Overall wellbeing	<ul style="list-style-type: none"> Which face best describes how you feel about your life? 	 <p>10 point picture scale</p>	<ul style="list-style-type: none"> Adapted from the British Household Panel Survey / Understanding Society (7 point scale). New response scale.
JQ2	Global wellbeing	Happiness / unhappiness (quality)	<ul style="list-style-type: none"> In general, how happy or unhappy do you usually feel? 	<ul style="list-style-type: none"> Extremely happy (feeling ecstatic, joyous, fantastic) Very happy (feeling really good, elated) Pretty happy (spirits high, feeling good) Mildly happy (feeling fairly good & somewhat cheerful) Slightly happy (just a bit above normal) Neutral (not particularly happy or unhappy) Slightly unhappy (just a bit below neutral) Mildly unhappy (just a little low) 	<ul style="list-style-type: none"> The Happiness Measures (Fordyce, 1988) - also known as the Fordyce Emotion Questionnaire. Provides a qualitative, rather than quantitative, feel of happiness.

				<ul style="list-style-type: none"> • Pretty unhappy (somewhat 'blue', spirits down) • Very unhappy (depressed, spirits very low) • Extremely unhappy (utterly depressed, completely down) 	
JQ3	Global wellbeing	Anxiety	<ul style="list-style-type: none"> • I worry a lot. 	0 to 10: 0 = Not at all like me 10 = Completely like me ▶ (reverse scored)	<ul style="list-style-type: none"> • Question used in many scales, such as the Strengths and Difficulties Questionnaires (e.g., "I worry a lot"). New response scale.
JQ4	School wellbeing	Belonging / caring	<ul style="list-style-type: none"> • Which face best describes how you feel about your school? 	 10 point picture scale	<ul style="list-style-type: none"> • Adapted from the British Household Panel Survey / Understanding Society (7 point scale). New response scale.
JQ5	School wellbeing	Peer relationships	<ul style="list-style-type: none"> • My relationships with other students at school are fantastic. 	0 to 10: 0 = Not at all like me 10 = Completely like me	<ul style="list-style-type: none"> • New item. • Informed by Good Childhood Index (2010).
JQ6	School wellbeing	Engagement / belonging	<ul style="list-style-type: none"> • I fell like I fit in at my school. 	0 to 10: 0 = Not at all like me 10 = Completely like me	<ul style="list-style-type: none"> • New item. • Informed by The School Children's Happiness Inventory (Ivens, 2007).
JQ7	School wellbeing	Bullying	<ul style="list-style-type: none"> • I get bullied by students at my school. 	0 to 10: 0 = Not at all 10 = All of the time ▶ (reverse scored)	<ul style="list-style-type: none"> • Informed by the Strengths and Difficulties and Questionnaire (Goodman, 1997) and The Health

					Behaviour of School Age Children Survey (Currie, Elton, Todd & Platt, 1997)
JQ8	School wellbeing	Sadness	<ul style="list-style-type: none"> I feel sad at school. 	0 to 10: 0 = Not at all 10 = All of the time ▶ (reverse scored)	<ul style="list-style-type: none"> New item.
JQ9	School wellbeing	Competence / self-efficacy	<ul style="list-style-type: none"> I am able to deal with my problems at school. 	0 to 10: 0 = Not at all well 10 = Completely well	<ul style="list-style-type: none"> New item.
JQ10	School wellbeing	Belonging / caring	<ul style="list-style-type: none"> The teachers at my school care about me. 	0 to 10: 0 = Not at all care 10 = Completely care	<ul style="list-style-type: none"> New item. Informed by The School Children's Happiness Inventory.
JQ11	Wellbeing components	Resilience	<ul style="list-style-type: none"> I usually come through difficult times with little trouble. 	<ul style="list-style-type: none"> 0 to 10: 0 = Not at all like me 10 = Completely like me 	<ul style="list-style-type: none"> Questions from the Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). New response scale.
JQ12	Wellbeing components	Health	<ul style="list-style-type: none"> Which face best describes how you feel about your health? 	 10 point picture scale	<ul style="list-style-type: none"> Adapted from the British Household Panel Survey / Understanding Society (7 point scale). New response scale.
JD1	Demographics	Gender	<ul style="list-style-type: none"> Are you male or female? 	<ul style="list-style-type: none"> Male Female 	<ul style="list-style-type: none"> Common phrasing in most large panel surveys and by national statistics agencies.

JD2	Demographics	Age	<ul style="list-style-type: none"> • Date of Birth? 	<ul style="list-style-type: none"> • Month / Year 	<ul style="list-style-type: none"> • Common phrasing in most large panel surveys and by national statistics agencies.
JD3			<ul style="list-style-type: none"> • Please use the space below to add any more comments you wish to make. 	<ul style="list-style-type: none"> • Free text 	

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