

Elevate: Measures Summary



Research is clear: Students are more engaged and successful when they experience certain learning conditions. [Elevate](#) makes it easy for educators to measure and improve the quality and equity of these learning conditions.





Survey response options are: “Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree.” Elevate reports reflect the portion of students who select “Strongly Agree” or “Agree,” unless otherwise noted.



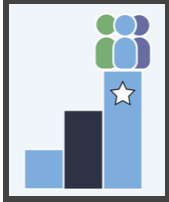

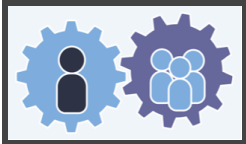
For practice recommendations associated with each condition, visit: perts.net/elevate/practices or click on the condition titles below.

Primary Learning Conditions*

<p><u>Affirming Identities</u></p> 	<p>Why does it matter? Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities.</p> <p>Measures:</p> <ul style="list-style-type: none">• This teacher makes sure different backgrounds and perspectives are valued and supported.• I see positive examples of people like me in the things we learn in this class.
<p><u>Classroom Community</u></p> 	<p>Why does it matter? Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.</p> <p>Measures:</p> <ul style="list-style-type: none">• In this class, we have lots of opportunities to interact with each other.• This class is a welcoming place for everyone.• I feel comfortable sharing my thoughts and opinions in this class.

<p><u>Feedback for Growth</u></p> 	<p>Why does it matter? Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve.</p> <p>Measures:</p> <ul style="list-style-type: none"> • This teacher lets me know they believe I can do well in this class. • I get specific suggestions about how to improve my work. • In this class, it is more important to try than to get things right the first time.
<p><u>Meaningful Work</u></p> 	<p>Why does it matter? Students are more motivated to learn when the work in class feels interesting and relevant to them.</p> <p>Measures:</p> <ul style="list-style-type: none"> • In this class, we do meaningful work, not busy work. • What we learn in this class is connected to real-life. • This teacher makes what we're learning really interesting.
<p><u>Student Voice</u></p> 	<p>Why does it matter? Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I have the opportunity to make choices about my work in this class. • In this class, my ideas are taken seriously. • This teacher responds to student suggestions to make our class better.
<p><u>Teacher Caring</u></p> 	<p>Why does it matter? Students engage more deeply in their work when they feel their teacher likes and cares about them.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I feel like this teacher is glad that I am in their class. • This teacher cares about my life outside of school. • This teacher treats me with respect.

Additional Learning Conditions⁺

<p><u>Learning Goals</u></p> 	<p>Why does it matter? Students learn more effectively when it is clear to them what they are supposed to be learning and how it fits into the big ideas of that subject area.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I know how the new things we're learning in this class connect to what we've learned before. • This teacher helps me see my progress as I learn more.
<p><u>Supportive Teaching</u></p> 	<p>Why does it matter? Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.</p> <p>Measures:</p> <ul style="list-style-type: none"> • This teacher regularly checks in to make sure we understand the class material. • This teacher explains things in different ways if we're confused. • The teacher knows my strengths and weaknesses in this class.
<p><u>Well-Organized Class</u></p> 	<p>Why does it matter? Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I feel like this class is organized to help me do well. • This teacher does a good job keeping track of and returning our work. • It's always clear what we're supposed to be doing in this class.

* The primary learning conditions are "on" by default and automatically appear in the student survey.

+ The additional learning conditions are "off" by default and must be [turned on in Elevate](#) to appear in the student survey.

Citations

Numerous studies have shown that each of these learning conditions affects students' academic engagement and promotes more equitable social, emotional, and/or academic outcomes. Below you'll find relevant research for each learning condition.

Primary Learning Conditions*

Affirming Identities

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Classroom Community

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5. Marryshow, D., Hurley, E., Allen, B., Tyler, K., & Boykin, A. (2005). Impact of learning orientation on African American children's attitudes toward high-achieving peers. *The American Journal of Psychology*, 118(4), 603-618.
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<http://studentexperiencenetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>

Feedback for Growth

1. Cimpian, A., Arce, H.-M. C., Markman, E. M., & Dweck, C. S. (2007). Subtle linguistic cues affect children's motivation. *Psychological Science*, 18(4), 314–316. <https://doi.org/10.1111/j.1467-9280.2007.01896.x>
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Additional Learning Conditions⁺

Learning Goals

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