Purpose of the High School Student-Rated Needs Assessment

One of the essential functions of data-based decision making is to use data to establish need. Students' perceptions about themselves, and their learning and behavioral needs, provide valuable information that can be used by adults to guide students in their pursuit of excellence.

This template is designed to be used by school counselors when they are meeting one-on-one with their students. It is intended to help the counselor determine individual student needs related to the CBA constructs and sub-constructs. Student responses can help counselors identify particular learning issues so they can be discussed and be used to adjust the student's learning plan where needed. Even though the needs assessment is designed for individual students, it can also be used with small groups or whole classes to establish a profile of student needs related to the CBA constructs and sub-constructs.

Header Row

The template consists of four tables that contain statements about students' perceptions about their learning processes. The table statements are grouped according to the four CBA constructs. The header row is the same for each table and consists of three columns:

– **#**: This column contains codes that correspond to the CBA sub-constructs. Each sub-construct has two or more statements. The table below displays the codes and corresponding sub-construct names.

Sub-Construct Codes	
Motivation	**Self-Knowledge**
M1=Achievement Motivation	SK1=Metacognitive Awareness
M2=Intrinsic and Extrinsic Motivation	SK2=Metacognitive Skills
M3=Self-Determination	SK3=Attribution Styles
M4=Possible Selves	SK4=Causal Attribution
M5=Self-Efficacy	SK5=Learned Optimism
Self-Direction	**Relationships**
SD1=Self-Directed Learning	R1=Social Skills
SD2=Self-Regulated Learning	R2=Help Seeking
SD3=Self-Regulation of Emotions	R3=Critical Consciousness
SD4=Executive Functions	R4=Social Justice
SD5=Goal Setting/Action Planning	

– **Statements**: This column contains the statements about the learning process which students are expected to review and decide the extent to which they agree or disagree with the statement.

– **Code**: Students are expected to enter a code in this column that most accurately reflects the extent to which they agree or disagree with the statement. Possible codes are:

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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│        Step-by Step Instructions         │
│      for Completing the Template         │
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Step	Action Steps	Description
1	Give template to student.	– In a counseling session, give the student a copy of the template, explain its purpose and ask them to complete it while you wait.
2	Review student results	– Review the student's responses. Especially note those with a 1, 2 or 3 response. These potentially indicate an area in which the student is having issues or difficulties.
3	Discuss responses with students	– Discuss the responses to gather more information about where the student perceives problems with learning.
4	Counsel student	– Provide advice to the student that addresses perceived problems and ask the student to come up with initial steps s/he will take to resolve their issues and improve their learning.
5	Review all individual needs assessment	– Once you have a critical mass of needs assessments completed by your students, review their responses in order to identify patterns and plan for appropriate actions.

#	Step	Action
6	Analyze the data.	– Patterns and trends are established. In addition, information about individual students can be used to identify needs, select and deliver appropriate interventions, and evaluate the impact of the interventions on student development and achievement.
7	Report survey results.	– Report the results to those who need it to make informed decisions.
8	Take corrective action as needed.	– Actions are planned and implemented based on the data gathered by the survey.