

# Student Educational Equity Development (SEED) Survey

## 8<sup>th</sup> Grade Science

Education leaders in Oregon would like to know more about your school year. Your answers will help schools in Oregon.

Your answers will be private. In most cases, your school, parent, or guardian will not see your answers. Read each question carefully. Choose the answers that are true for you. There are no right or wrong answers. If you cannot find the perfect answer, it is okay to pick the best one. You can skip any question.

Use the tools in the survey to help you. If you have questions, ask your teacher.

### [Access to Learning Resources]

**The next questions will ask you about things that could help you with your school work. These may be things in your home, community, or school. Please read each question carefully. Choose the answers that are true for you.**

1. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Internet connection or Wi-Fi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desktop computer or laptop (such as Chromebook or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet (such as iPad or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smartphone (such as iPhone or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tools to help you talk with your teacher and other students (such as headphones, microphones or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Books or magazines to read for fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School supplies (such as paper, pencil, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook, workbook, or other things provided by your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books from your class library, school library, or public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Are these things available to help you with your school work?

	No, not available	Yes, sometimes available	Yes, always available	Skip question
Desk, table, or flat writing surface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet <u>place</u> to do school work (such as an office or bedroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend, other children, or adults (not including your teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet <u>time</u> to do school work with few distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring or extra help not provided by your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Sense of Belonging]**

**The next questions will ask about your feelings toward your school. Please read each question carefully. Choose the answers that are true for you.**

4. Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Skip question
  
5. Think about the tests you took this school year. How often did they have pictures or stories of people who are like you and your family?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Skip question
  
6. Think about the materials you used in class this school year. These could be textbooks, workbooks, or online materials. How often did they have pictures or stories of people who are like you and your family?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Skip question
  
7. Think about the things you read in class this school year. These things could be articles, stories, or books. How often did they show people who are like you and your family?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Skip question

8. Think about this school year and the people at your school. How much do you agree with each statement?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Skip question</b>
I have friends at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classmates care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are adults at my school who are like me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Think about this school year and the people at your school. How much do you agree with each statement?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Skip question</b>
There are adults at my school who care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe talking with adults at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe talking with students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have classmates who are like me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Opportunity to Learn]**

**The next questions will ask about your science classes in grades 6, 7, and 8. Please read each question carefully. Choose the answers that are true for you.**

10. Think about your science classes in grades 6, 7, and 8. How often did you learn about living things (such as plants, animals, bacteria, or cells)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

11. Think about your science classes in grades 6, 7, and 8. How often did you learn about electricity (such as circuits, batteries, or light bulbs)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

12. Think about your science classes in grades 6, 7, and 8. How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

13. Think about your science classes in grades 6, 7, and 8. How often did you learn about models of the sun, moon, or earth (such as layers of the earth, geosphere, or bodies in our solar system)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

14. Think about your science classes in grades 6, 7, and 8. How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

**The next questions will ask about your science class this year. Please read each question carefully. Choose the answers that are true for you.**

15. Think about what you did in your science class this year. How often did you read from a science textbook (print or digital)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

16. Think about what you did in your science class this year. How often did you read a book or magazine (print or digital) about science topics?

- Never
- Rarely
- Sometimes
- Often
- Skip question

17. Think about what you did in your science class this year. How often did you use the Internet to learn about science topics?

- Never
- Rarely
- Sometimes
- Often
- Skip question

18. Think about what you did in your science class this year. How often did you watch a short video clip, movie, or video about science topics?

- Never
- Rarely
- Sometimes
- Often
- Skip question

19. Think about what you did in your science class this year. How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)?

- Never
- Rarely
- Sometimes
- Often
- Skip question

20. Think about what you did in your science class this year. How often did you do the following?

	Never	Rarely	Sometimes	Often	Skip question
Come up with questions to explore how something works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make drawings that explain why or how something happens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Come up with experiments to answer a research question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use tables or graphs to identify relationships between variables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Think about what you did in your science class this year. How often did you do the following?

	Never	Rarely	Sometimes	Often	Skip question
Use math equations to explain or support scientific conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use evidence from experiments to explain why something happens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use factual information to disagree with someone about a scientific idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combine factual information about science from multiple sources (for example, books, websites, or articles) for an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Self-Efficacy Beliefs]**

**The next questions will ask about your science classes in grades 6, 7, and 8. Please read each question carefully. Choose the answers that are true for you.**

22. Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following?

	Not confident	A little confident	Somewhat confident	Mostly confident	Very confident	Skip question
I can describe how the length of a vibrating string affects the sound it makes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design an experiment to show how sunlight affects the growth of a plant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe what would happen to the number of frogs at a pond if all the insects were removed from the pond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can decide which tool to use if I want to measure wind speed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how light interacts with a glass window.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



23. Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following?

	Not confident	A little confident	Somewhat confident	Mostly confident	Very confident	Skip question
I can construct an argument based on evidence for how environmental and genetic factors influence the growth of an organism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a model to describe the function of a cell and the ways the parts of the cell contribute to the function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop and use models to describe the cause and effect of gene transmission that results in genetic variation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can construct an argument supported by evidence for the impacts of human populations on Earth's systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a model to describe the structure of a water molecule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**[Extracurricular Engagement]**

**The next questions will ask about events and activities at your school and in your community. Please read each question carefully. Choose the answers that are true for you.**

24. Think about school events and activities. How much do you agree with the following?  
*I regularly attend events sponsored by my school (such as school dances, sporting events, student concerts, etc.).*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Skip question

25. Think about school events and activities. How much do you agree with the following?  
*I regularly participate in extracurricular activities or clubs sponsored by my school (such as sports, robotics, drama, cultural club, academic club, etc.).*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Skip question

26. Think about school events and activities. How much do you agree with the following?  
*At my school, I have opportunities to create clubs, schedule activities, or plan school events.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Skip question

27. Think about school events and activities. How much do you agree with the following?  
*At my school, I have opportunities to participate in extracurricular activities or clubs.*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Skip question

28. Think about community events and activities. How much do you agree with the following?  
*I regularly participate in activities or clubs in my community (not sponsored by my school).*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Skip question

29. If you do not participate in any school or community activities or clubs, please describe why.  
(You may skip this item.)

**[Career and Technical Education]**

**The next questions will ask how you learned about career and technical education opportunities this year. Please read each question carefully. Choose the answers that are true for you.**

30. How often did you do the following things at your school?

	Never	Rarely	Sometimes	Often	Skip question
Connect what you are learning in your classes to potential career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak with a counselor or teacher at your school about career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the internet to gather information about careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Is there anything else about your school you would like to share?

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**This is the end of the survey. You may review and change your answers before submitting. Thank you for your time. Your answers will help improve Oregon schools.**