OREGON DEPARTMENT OF EDUCATION
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RESEARCH BRIEF

Office of Research, Assessment, Data, Accountability, and Reporting

FAST FACTS: Opportunity to Learn – Mathematics by Grade and Student Group

Definition: Students' Mathematics learning experiences.

ODE calculates an **Opportunity to Learn – Mathematics** domain score among 4th, 7th, and 10th graders that has a possible range of 0 to 100. This score is based off students' responses to 12 to 14 items on the SEED Survey (on a 4-point scale with response options being: Never; Rarely; Sometimes; Often). Example items[1] are:

4th Grade Example Items	7th Grade Example Items	10th Grade Example Items
Think about what you did in your math class this year. How often did you do the following? • Work in pairs or small groups to talk about a math problem. • Show multiplication in more than one way. (For example, array, repeated addition, skip-counting, etc., to multiply multidigit numbers like 23 X 17.)	Think about what you did in your math class this year. How often did you do the following? • Connect what you are learning in your math class to math concepts you already learned. • Calculate and use a unit rate to solve math problems. (For example, which is the better deal, a 10-ounce drink for $1.99 or a 12-ounce drink for $2.29?)	Think about what you did in your high school math classes. How often did you do the following? • Have a class discussion about a math problem your class is working on. • Solve real-world problems using trigonometric ratios and properties of similar triangles. (For example, a tower casts a shadow that is 60 feet long when the angle of elevation of the sun is 65. How tall is the tower?)

1% of students had a score of 100, meaning that they had frequent exposure to all of these learning opportunities

<1% of students had a score of 0, meaning that they did not report exposure to any of the learning opportunities

[1] The full list of items can be found in Understanding SEED Domain Scores.

November 2025

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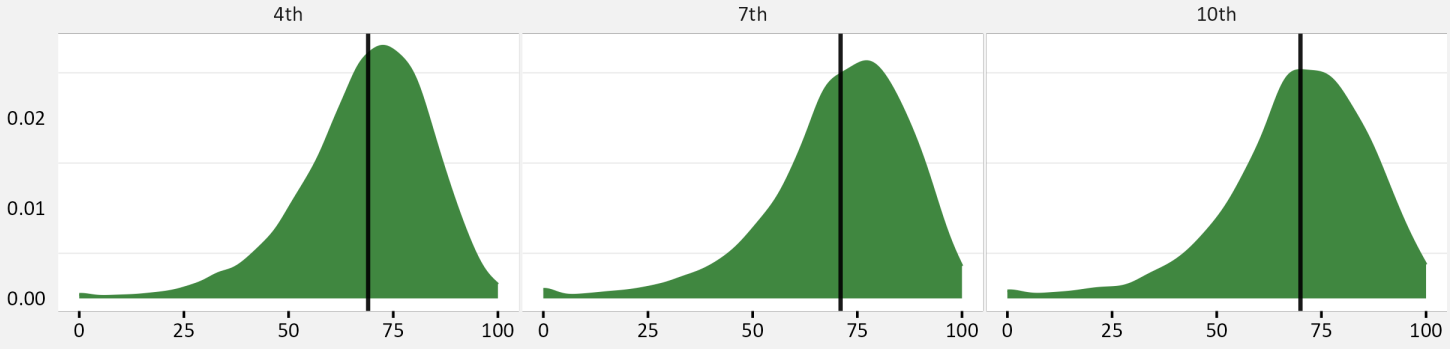
Opportunity to Learn – Mathematics increased from 4th to 7th grade and decreased slightly from 7th to 10th grade.

Figure 1: Distribution of Student Domain Scores



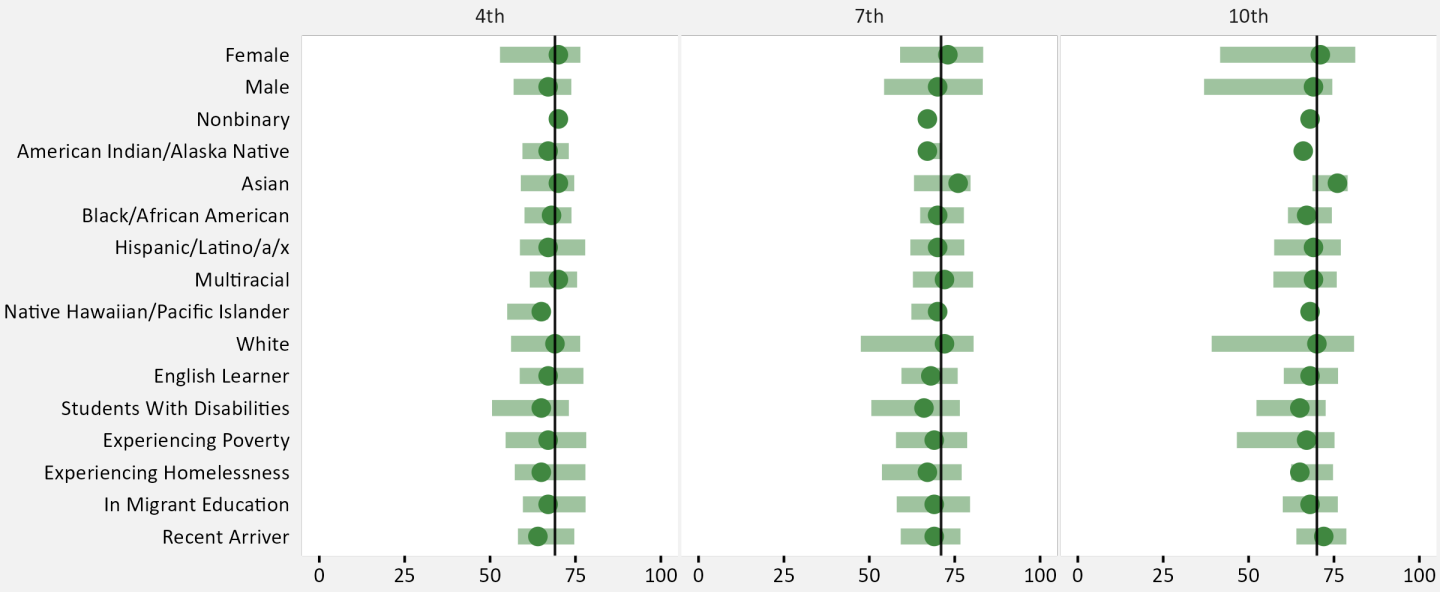
Note.The vertical black line indicates the state-level score for all students combined

Grade	State Domain Score	Equivalency
4th	69	Roughly equivalent to responding 'Sometimes' to 11 items and 'Often' to 1 item
7th	71	Roughly equivalent to responding 'Sometimes' to 11 items and 'Often' to 2 items
10th	70	Roughly equivalent to responding 'Sometimes' to 12 items and 'Often' to 2 items

Some student groups had lower domain scores across all three grades:

- Male students
- American Indian/Alaska Native students
- Black/African American students
- Hispanic/Latino/a/x students
- Native Hawaiian/Pacific Islander students
- Students who are English learners
- Students with disabilities
- Students experiencing poverty
- Students experiencing homelessness
- Students in migrant education

Figure 2: Domain Score by Student Group



Note. The dark green circle indicates the state-level score for each group, and the light green box indicates the score range across districts in Oregon with at least 10 responses. The vertical black line indicates the state-level score for all students combined.

Resources

SEED Survey

- SEED Survey
- Understanding SEED Domain Scores
- 2024-2025 State Level SEED Survey Domain Score Data
- 2024-2025 District Level SEED Survey Domain Score Data

Additional Resources

- Student Success Plans
- Math Educator Resources
- Tribal History/Shared History: Math Resources
- STEAM Toolkit
- Math Educator Update
- Oregon Math Project
- Cultivating Identity and Belonging in STEAM
- Oregon Council of Teachers of Mathematics