SEED Survey Quick Start Guide: Domain Scores

Domain scores provide a quick summary of SEED Survey results. They are available for the following domains:

Access to Learning Resources
Students' access to technology and other educational tools, materials, or supports.
Grades: 3-5, 6-8, 9-11

Sense of Belonging: Representation
How students' identities and communities are represented in school.
Grades: 3-5, 6-8, 9-11

Sense of Belonging: General Belonging
Students' emotional and social connection to school.
Grades: 3-5, 6-8, 9-11

Opportunity to Learn: English Language Arts
Students' learning experiences in English Language Arts.
Grades: 6 & 9

Opportunity to Learn: Mathematics
Students' learning experiences in Mathematics.
Grades: 4, 7, & 10

Opportunity to Learn: Science
Students' learning experiences in Science.
Grades: 5, 8, & 11

Self-Efficacy: English Language Arts
Students' confidence in grade-specific English Language Arts skills.
Grades: 3, 6, & 9

Self-Efficacy: Mathematics
Students' confidence in grade-specific Mathematics skills.
Grades: 4, 7, & 10

Self-Efficacy: Science
Students' confidence in grade-specific Science skills.
Grades: 5, 8, & 11

Career Connected Learning
The opportunities students have been given to explore and prepare for their future career.
Grades: 9-11

Well-Rounded Education
Students' access to classes that are personally meaningful and interesting.
Grades: 7-8, 9-11

Domain scores are provided for the state overall, each education service district (ESD), and each school district. They are available for the following student groups:

All Students. Students who participated in the SEED Survey regardless of background, identity, or program involvement.

Gender. Students identified as female, male, or nonbinary; based on the gender-sex marker (F, M, X) associated with their Secure Student ID (SSID).

Race/Ethnicity. Students identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Multiracial, Native Hawaiian/Pacific Islander, or White according to federally defined race/ethnicity reporting categories; based on race/ethnicity data associated with students' SSID.

English Learner. Students who received English language instruction, supports, and services as part of an English language development program.

Student with Disabilities. Students who had an Individualized Education Program (IEP).

Experiencing Poverty. Students who received SNAP or TANF services [as specified by the Oregon Department of Human Services (ODHS)], Migrant Education services, were in foster care, or experienced homelessness.

Experiencing Homelessness. Students who received McKinney-Vento program services.

Recent Arriver. Students who were not born in any U.S. state or Puerto Rico and have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years.

In Migrant Education. Students who received Title I-C Migrant Education Program services.

In Foster Care. Students who were in foster care, as specified by ODHS.

Currently or Formerly Incarcerated. Students who were currently attending or formerly attended the Oregon Juvenile Detention Education Program (JDEP) or the Oregon Youth Corrections Education Program (YCEP).

Pregnant and Parenting. Students who were receiving pregnant and parenting program services.

To explore domain score data, visit the SEED Survey Dashboard. Domain score data files are also available on the SEED Survey webpage.

Domain scores are created by assigning a set of 'response points' to each SEED Survey item (e.g., Strongly Disagree = 0, Disagree = 1, Agree = 2, Strongly Agree = 3). Response points are summed together, divided by the total possible points, and multiplied by 100. In other words:

Domain score = [sum of response points ÷ total points] × 100.

Students are included in the calculation if they answered at least one item that contributes to the domain score. Skipped items are treated as missing. Appendix A describes which items are used in domain scores. Additionally, the SEED Survey Domain Score Technical Report describes ODE's development and validation process.

Example calculation:

Student	Item	Response	Response Points	Possible Points
Barbara	1	Strongly Agree	3	3
Barbara	2	Disagree	1	3
Barbara	3	Strongly Disagree	0	3
Barbara	4	Skip	Null	Null
Barbara	5	Agree	2	3
Barbara	6	Strongly Agree	3	3
Total			9	15

Domain Score = [9 ÷ 15] × 100 = 60

Domain scores have a possible range of 0-100. Scores are grouped into three ranges:

- **Mostly Negative (< 34):** largely negative schooling experiences and perceptions
- **Mixed (34 to 66):** a combination of positive and negative schooling experiences and perceptions
- **Mostly Positive (67+):** largely positive schooling experiences and perceptions

Domain scores for each student group are also accompanied by a 'Difference from All Students' number. Negative numbers indicate less favorable schooling experiences when compared to 'All Students' and positive numbers indicate more favorable experiences.

Example calculation:

Domain	Area	Student Group	Domain Score
Opportunity to Learn	Science	All Students	78
Opportunity to Learn	Science	Student Group A	72

Difference from All Students = 72 - 78 = -6

To protect student confidentiality, ODE applies the following rules when reporting domain scores:

- **If the number of students is less than 10,** the count is reported as "< 10" and the score is reported as an asterisk (*).
- **If domain scores that are < 5 or > 95,** they are reported as "< 5" and "> 95".
- **District only: Counts for all gender groups are reported as an asterisk (*).**

ODE recommends the following approach when exploring and interpreting domain scores:

- ✓ Consider the range each domain score falls under (i.e., Mostly Negative, Mixed, or Mostly Positive). Use Appendix A to anchor yourself in the specific experiences reflected by each score.

- ✓ Check how many students were included in each domain score. Scores based on at least 30 students are generally stable and can be interpreted with confidence. Scores based on fewer than 30 students should be interpreted with some caution, as they may be less stable and more influenced by outliers. Even when a score is statistically stable, it is important to keep in mind that the data may not fully reflect the perceptions of all students.

- ✓ Consider the size and direction of the 'Difference from All Students' number. Differences begin to reach a meaningful threshold at -2 or 2. Differences between |2 to 4| can be considered small, those |5 to 7| can be considered medium, and those |8+| can be considered large. Even small differences can be important, especially if they result in a jump from one interpretive threshold to another (i.e., from Mixed to Mostly Negative).

- ✓ Compare domain scores with additional data sources, such as the Student Health Survey, local surveys, or empathy interviews. You can be more confident in your interpretation if you see the same pattern reflected across multiple data sources.

Appendix A: Domain Score Items

Access to Learning Resources
Grades 3 to 11

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

- Internet connection or Wi-Fi
- Desktop computer or laptop (such as Chromebook or similar)
- Tablet (such as iPad or similar)
- Smartphone (such as iPhone or similar)
- Tools to help you talk with your teacher and other students (such as headphones, microphones or similar)
- Books or magazines to read for fun
- School supplies (such as paper, pencil, etc.)
- Textbook, workbook, or other things provided by your school
- Books from your class library, school library, or public library
- Desk, table, or flat writing surface
- Quiet place to do school work (such as an office or bedroom)
- Friend, other children, or adults (not including your teachers)
- Quiet time to do school work with few distractions
- Tutoring or extra help not provided by your school

Response Options: No, Not Available (0), Yes, Sometimes Available (1), Yes, Always Available (2)

Sense of Belonging: Representation
Grades 3 to 11

- **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?
- **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?
- **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?
- **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?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Sense of Belonging: General Belonging
Grades 3 to 11

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

- I have friends at school.
- My classmates care about me.
- I feel welcome at my school.
- There are adults at my school who care about me.
- I feel safe talking with adults at my school.
- I feel safe talking with students at my school.
- I like going to school.

Response Options: Strongly Disagree (0), Disagree (1), Agree (2), Strongly Agree (3)

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

- Have a class discussion about something that the whole class has read.
- Work in pairs or small groups to talk about something that you have read.
- Evaluate the main evidence in a persuasive/argumentative text.
- Analyze the author's organization of information in the text.
- Summarize the text.
- Interpret the meaning of the text.
- Question the motives or feelings of the characters.
- Identify the main ideas of the text.
- Identify the themes of the text

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about your language arts class this year.

- How often did your assignments ask you to write several sentences?
- How often did you borrow books or magazines from your school library or media center?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school language arts classes. How often did you do the following?

- Make a presentation to the class about something that you have read.
- Do a project about something that you have read (such as create a video or website).
- Have a class discussion about something that the whole class has read.
- Discuss different interpretations of what you have read.
- Work in pairs or small groups to talk about something that you have read.
- Evaluate the main evidence in an argumentative text.
- Analyze the author's organization of information in the text.
- Analyze the author's point of view or purpose within a text.
- Summarize the text.
- Interpret the meaning of the text.
- Question the motives or feelings of the characters.
- Identify the main ideas of the text.
- Identify the themes of the text.
- Analyze two or more texts on the same topic.

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school language arts classes.

- How often did your assignments ask you to write several sentences or paragraphs?
- How often did you borrow books or magazines from your school library or media center?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

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

- Talk about new or difficult math vocabulary with your teacher or classmates.
- Work in pairs or small groups to talk about a math problem.
- Talk with the whole class about a math problem the class was working on.
- You got help with math when you needed it.
- Your teacher gave you helpful comments on a math test or assignment.
- Your classmates gave you helpful comments on a math test or assignment.
- Link what you are learning in math to things you already learned.
- Show multiplication in more than one way. (For example, array, repeated addition, skip-counting, etc., to multiply multi-digit numbers like 23 X 17.)
- Use a number line or visual model when solving a problem about fractions. (For example, which is larger, 1/5 or 1/4?)

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your math class this year.

- How often did you use different ways to show your thinking on a math problem (such as draw a picture, tell a story, or write an equation)?
- How often did your math assignments ask you to write several sentences?
- How often did you use a computer or other digital device to solve math problems?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

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

- Talk about new or difficult math vocabulary with your teacher or classmates.
- Work in pairs or small groups to talk about a math problem.
- Talk with the whole class about a math problem the class was working on.
- You got help with math when you needed it.
- Your teacher gave you helpful comments on a math test or assignment.
- Your classmates gave you helpful comments on a math test or assignment.
- 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?)
- Use a number line or visual model when solving a problem involving negative rational numbers. (For example, find the difference in altitude between a 1,493-foot mountain and a valley that is 38 feet below sea level.)
- Solve multi-step real-world problems by creating and solving simple equations using variables. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your math class this year.

- How often did you use different ways to show your thinking on a math problem (such as draw a picture, tell a story, or write an equation)?
- How often did your math assignments ask you to write several sentences?
- How often did you use a computer or other digital device to solve math problems?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school math classes. How often did you do the following?

- Discuss new or difficult math vocabulary with your teacher or classmates.
- Work in pairs or small groups to talk about a math problem.
- Have a class discussion about a math problem your class is working on.
- Your teacher gave you feedback on a math test or assignment. (Feedback is something helpful your teacher tells you or writes on your assignment.)
- Your classmates gave you feedback on a math test or assignment. (Feedback is something helpful your classmates tell you or write on your assignment.)
- You got help with math when you needed it.
- Connect what you are learning in your math class to math concepts you already learned.
- Use Desmos, Geogebra, or other online math tools.
- Solve a system of linear equations both algebraically and graphically. (For example, you buy three markers and three notebooks for $11.25. Your friend buys four markers and two notebooks for $10.00. How much do markers cost? How much do notebooks cost?)
- 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?)
- Analyze and interpret a set of data to make inferences and draw conclusions. (For example, a student is trying to determine whether to use the interquartile ranges or the standard deviations to compare the spread of two data sets. What additional information might the student need to determine how to compare the sets?)

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school math classes.

- How often did you use different ways to show your thinking on a math problem (such as draw a picture, tell a story, or write an equation)?
- How often did your math assignments ask you to write several sentences?
- How often did you use a computer or other digital device to solve math problems?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you learned in your elementary school science classes.

- How often did you learn about living things (such as plants, animals, or bacteria)?
- How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?
- How often did you learn about rocks or minerals (such as diamond, iron, or lava rock)?
- How often did you do science activities using tools (such as microscope, thermometer, beaker, or weighing scale)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your science class this year.

- How often did you read from a science textbook (print or digital)?
- How often did you learn about science topics on the Internet?
- How often did you watch a short video clip, movie, or video about science topics?
- How often did you write about science topics (such as science journal, lab report, or essay)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

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

- Make a drawing that explains why or how something happens.
- Use a science experiment to answer a question.
- Put information you collect into a table or graph.
- Use evidence to explain why something happens.
- Find news articles about science on the Internet.
- Ask a scientific question or define an engineering problem.

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

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)?
- How often did you learn about electricity (such as circuits, batteries, or light bulbs)?
- How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?
- 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)?
- How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your science class this year.

- How often did you read from a science textbook (print or digital)?
- How often did you read a book or magazine (print or digital) about science topics?
- How often did you use the Internet to learn about science topics?
- How often did you watch a short video clip, movie, or video about science topics?
- How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

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

- Come up with questions to explore how something works.
- Make drawings that explain why or how something happens.
- Come up with experiments to answer a research question.
- Use tables or graphs to identify relationships between variables.
- Use math equations to explain or support scientific conclusions.
- Use evidence from experiments to explain why something happens.
- Use factual information to disagree with someone about a scientific idea.
- Combine factual information about science from multiple sources (for example, books, websites, or articles) for an assignment.

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you learned in your high school science classes.

- How often did you learn about living things (such as plants, animals, bacteria, or cells)?
- How often did you learn about electricity (such as circuits, batteries, or light bulbs)?
- How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?
- 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)?
- How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school science classes.

- How often did you read from a science textbook (print or digital)?
- How often did you read a book or magazine (print or digital) about science topics?
- How often did you use the Internet to learn about science topics?
- How often did you watch a short video clip, movie, or video about science topics?
- How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)?

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about what you did in your high school science classes. How often did you do the following?

- Come up with questions to explore how something works
- Make drawings that explain why or how something happens.
- Come up with experiments to answer a research question.
- Use tables or graphs to identify relationships between variables.
- Use math equations to explain or support scientific conclusions.
- Use evidence from experiments to explain why something happens.
- Use factual information to disagree with someone about a scientific idea.
- Combine factual information about science from multiple sources (for example, books, websites, or articles) for an assignment.

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Self-Efficacy: English Language Arts (ELA)
Grade 3

Think about what you learned in reading time this year. How sure are you about doing each of the following?

- I can figure out the meaning of a word I don't know by using other words in a text or story.
- I can explain the meaning of something I have read.
- I can figure out the main idea of a text or story.
- I can find text in a story to help me answer a question on an assignment.
- I can tell when I don't understand something I'm reading.
- I can tell the difference between fact and opinion in a text or story.

Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)

Self-Efficacy: English Language Arts (ELA)
Grade 6

Think about what you learned in your language arts class this year. How confident are you about doing each of the following?

- I can figure out the meaning of a word I don't know by using other words in a text or story.
- I can explain the meaning of something I have read.
- I can figure out the main idea of a text or story.
- I can find text in an article or story to help me answer a question on an assignment.
- I can recognize when I don't understand something I'm reading.
- I can recognize the difference between fact and opinion in a text or story.
- I can judge the reliability of sources (for example, how a website might be biased or inaccurate).
- I can critique an author's writing style.
- I can use evidence from a text or story to support my answer.
- I can identify the author's perspective in a persuasive text or story.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Self-Efficacy: English Language Arts (ELA)
Grade 9

Think about what you learned in your high school language arts classes. How confident are you about doing each of the following?

- I can figure out the meaning of a word I don't know by using other words in a text.
- I can explain the meaning of something I have read.
- I can figure out the main idea of a text.
- I can find text in an article to help me answer a question on an assignment.
- I can recognize when I don't understand something I'm reading.
- I can recognize the difference between fact and opinion in a text.
- I can judge the reliability of sources (for example, how a website might be biased or inaccurate).
- I can analyze the author's point of view or purpose within a text.
- I can use evidence from a text to support my answer.
- I can identify the author's perspective in a persuasive text or article.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Self-Efficacy: Mathematics
Grade 4

Think about what you learned in your math class this year. How sure are you about doing each of the following?

- I can estimate the weight of 5 apples using pounds (lb).
- I can divide 42 stickers among 6 students.
- I can find the amount of carpet needed to cover a rectangular floor if I know its length and width.
- I can know when to take a meal out of the oven if it goes in at 10:00am and it takes 3 hours and 45 minutes to cook.
- I can round $43.19 to the nearest dollar.
- I can write a decimal that is equal to 7/10.
- I can write a fraction equal to 2/5.
- I can find the total number of pencils in my classroom if 26 students each have 15 pencils.
- I can find the total length of a group of 12 pennies side-by-side if a penny is 3/4 of an inch wide.

Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)

Self-Efficacy: Mathematics
Grade 7

Think about what you learned in your math class this year. How confident are you about doing each of the following?

- I can list all the different possible outcomes when a coin is flipped three times.
- I can create an expression that represents the average number of miles I run in a week if I run 100 miles in *w* weeks.
- I can find the price of a $12 item that is discounted by 25%.
- I can find the amount of carpet needed to cover a rectangular floor if I know its length and width.
- I can give an example to show that a math statement is false.
- I can explain to a classmate how I solved a math problem.
- I can use correct mathematical words and symbols when showing my work.
- I can determine the better deal between a 10-ounce drink for $1.99 and a 12-ounce drink for $2.29.
- I can write the unknown number to make 4(2x -__)=8x-12 true.
- I can find the difference in altitude between a 1,493-foot mountain and a valley that is 38 feet below sea level.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Self-Efficacy: Mathematics
Grade 10

Think about what you learned in your high school math classes. How confident are you about doing each of the following?

- I can create an expression that represents the average number of miles I run in a week if I run 100 miles in *w* weeks.
- I can find the price of a $12 item that is discounted by 25%.
- I can describe the properties shared by every isosceles triangle.
- I can decide if my classmate's math work is correct.
- I can give an example to show that a math statement is false.
- I can explain to a classmate how I solved a math problem.
- I can use correct mathematical words and symbols when showing my work.
- I can use definitions of geometric shapes to support an argument.
- I can determine the better deal between a 10-ounce drink for $1.99 and a 12-ounce drink for $2.29.
- I can solve the equation $5x^2-3=17$ for x.
- I can graph the equation y=-2x+5 on a coordinate plane.
- I can describe how the median and interquartile range can be used to compare two sets of data.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Self-Efficacy: Science
Grade 5

Think about what you learned in your science classes. How sure are you about doing each of the following?

- I can describe different ways to heat or cool water.
- I can use models to describe where animals get their energy from.
- I can design an experiment to show how sunlight affects the growth of a plant.
- I can use examples to show how one living thing has helped another to survive.
- I can explain why some animals survive better in some environments than others.
- I can describe ways the hydrosphere and atmosphere interact.
- I can describe how properties are used to identify a material.
- I can describe why day and night and seasons happen.

Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)

Self-Efficacy: Science
Grade 8

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

- I can describe how the length of a vibrating string affects the sound it makes.
- I can design an experiment to show how sunlight affects the growth of a plant.
- I can describe what would happen to the number of frogs at a pond if all the insects were removed from the pond.
- I can decide which tool to use if I want to measure wind speed.
- I can describe how light interacts with a glass window.
- I can construct an argument based on evidence for how environmental and genetic factors influence the growth of an organism.
- I can use a model to describe the function of a cell and the ways the parts of the cell contribute to the function.
- I can develop and use models to describe the cause and effect of gene transmission that results in genetic variation.
- I can construct an argument supported by evidence for the impacts of human populations on Earth's systems.
- I can develop a model to describe the structure of a water molecule.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Self-Efficacy: Science
Grade 11

Think about what you learned in your high school science classes. How confident are you about doing each of the following?

- I can describe how the length of a vibrating string affects the sound it makes.
- I can design an experiment to show how sunlight affects the growth of a plant.
- I can decide which tool to use if I want to measure wind speed.
- I can design an experiment to test how the growth of a plant is affected by light, water, and soil quality.
- I can create a diagram that shows how bees and plants need each other for survival.
- I can describe how the combination of parental genes can result in different traits in their offspring (for example, eye or hair color).
- I can use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- I can develop a model to describe how variations in the flow of energy in and out of Earth's systems result in changes in climate.
- I can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

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

- Connect what you are learning in your classes to potential career opportunities.
- Speak with a counselor, teacher, or another adult at your school about career opportunities.
- Use the internet to gather information about careers.

Response Options: Never (0), Rarely (1), Sometimes (2), Often (3)

Think about the career resources and opportunities at your school. Indicate your level of agreement with the following statements.

- At my school, students have opportunities to complete a questionnaire to learn more about their interests and abilities.
- At my school, students have opportunities to interact with business and industry professionals through internships, projects, school-based businesses, or other work experiences.
- At my school, students have opportunities to visit and tour businesses or participate in job shadows.
- At my school, students have opportunities to set learning goals based on interests and future career goals.

Response Options: Strongly Disagree (0), Disagree (1), Agree (2), Strongly Agree (3)

Well-Rounded Education
Grades 7 to 11

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

- I have opportunities to take courses that align with my interests.
- I am taking courses that align with my interests.
- I have opportunities to take courses that will help me achieve my future goals.
- I am taking courses that will help me achieve my future goals.

Response Options: Strongly Disagree (0), Disagree (1), Agree (2), Strongly Agree (3)