



SEED Survey Data Quick Start Guide:

Item Summaries

Item summaries provide an overview of students' responses to each item on the SEED Survey by grade. They are available for all SEED Survey domains:

Access to Learning Resources

Students' access to technology and other educational tools, materials, or supports.

Grades: 3-11

Sense of Belonging: Representation

How students' identities and communities are represented in school.

Grades: 3-11

Sense of Belonging: General Belonging

Students' emotional and social connection to school.

Grades: 3-11

Opportunity to Learn: English Language Arts

Students' learning experiences in English Language Arts.

Grades: 3, 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

Opportunity to Learn: Tribal History/Shared History

Students' learning experiences, knowledge, and beliefs about the Tribes in Oregon.

Grades: 4-11

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

Post-Graduation Planning

Students' educational, career, and other life plans after graduation.

Grades: 9-11

Extracurricular Engagement

Students' access to and involvement in extracurriculars.

Grades: 6-11

Career Connected Learning

The opportunities students have been given to explore and prepare for their career.

Grades: 6-11

Well-Rounded Education

Students' access to classes that are personally meaningful and interesting.

Grades: 3-5, 7-11

To view item summary data files for the state overall and for each education service district (ESD), visit the [SEED webpage](#). Item summaries for individual school districts are not available publicly, but school and district staff may be granted access at the discretion of their [District Security Administrator \(DSA\)](#).

Some items on the SEED Survey are the same or similar across grades, whereas others are unique to specific grades. [Appendix A](#) compares SEED Survey items by grade.

To protect student confidentiality, ODE applies the following rules when reporting item summaries:

- **ODE suppresses data if fewer than 5 students responded to an item.** Data are reported as an asterisk (*).
- **ODE suppresses data if the percent of students who indicated a particular response reflects a small proportion of students.**
 - If 5 to 20 students responded to an item, small proportions are less than 20% or greater than 80% (reported as "<20%" and ">80%").
 - If 21 to 40 students responded to an item, small proportions are less than 10% or greater than 90% (reported as "<10%" and ">90%").
 - If 41 to 100 students responded to an item, small proportions are less than 5% or greater than 95% (reported as "<5%" and ">95%").
 - If 101 to 300 students responded to an item, small proportions are less than 2% or greater than 98% (reported as "<2%" and ">98%").
 - If more than 300 students responded to an item, small proportions are less than 1% or greater than 99% (reported as "<1%" and ">99%").
 - Counts are reported as an asterisk (*).
- **State and ESD only: If just one response for an item is suppressed, then the response with the next smallest percent is also suppressed.** The count is reported as an asterisk (*) and the percent is reported as a range (e.g., 1-4%, 4-7%).
- **District only: If just one response for an item is suppressed, then information about how many students skipped that item is also suppressed.** If no students skipped the item, then ODE suppresses the response with the next smallest percent. The percent is reported as 'DS' for 'dually suppressed'.

Appendix A: Item Comparison by Grade

Access to Learning Resources

Grades: 3rd – 11th

Same or Similar Items Across Grades

3rd – 11th Grade

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: (1) No, not available; (2) Yes, sometimes available; (3) Yes, always available;
Skip question

Sense of Belonging: Representation
Grades: 3rd – 11th

Same or Similar Items Across Grades

3rd – 11th Grade

- 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: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Sense of Belonging: General Belonging
Grades: 3rd – 11th

Same or Similar Items Across Grades

3rd – 11th Grade

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.
- There are adults at my school who are like me and my family.
- 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.
- I have classmates who are like me and my family.

Response Options: (1) Strongly disagree; (2) Disagree; (3) Agree; (4) Strong agree; Skip question

Opportunity to Learn: English Language Arts (ELA)
 Grades: 3rd, 6th, 9th

Same or Similar Items Across Grades

3 rd Grade	6 th Grade	9 th Grade
Besides doing homework, how much time do you spend reading outside of school?	Besides doing homework, how much time do you spend reading outside of school?	Besides doing homework, how much time do you spend reading outside of school?

Response Options: (1) Less than 30 minutes a day; (2) About 30 minutes a day; (3) About 1 hour a day; (4) 2 or more hours a day; Skip question

Think about what you did for reading time this year. How often did you do the following?	Think about what you did in your language arts class this year. How often did you do the following?	Think about what you did in your high school language arts classes. How often did you do the following?
- Talk with the whole class about something the class has read. - Work in pairs or small groups to talk about something that you have read.	- 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.	- 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 an 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.

3rd Grade

Think about what you did for reading time this year.

- How often did your teacher ask you to write about what you read?
- How often did you borrow books or magazines from your classroom library, school library, or media center?

6th Grade

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?

9th Grade

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 use books, magazines, or digital resources from your school library or media center?

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 3rd Grade

Think about what you did for reading time this year. How often did you do the following?

- Talk about new or difficult vocabulary words with your teacher or classmates.

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 9th Grade

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).
- Discuss different interpretations of what you have read.
- Analyze the author's point of view or purpose within a text.
- Analyze two or more texts on the same topic.

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Opportunity to Learn: Mathematics
 Grades: 4th, 7th, 10th

Same or Similar Items Across Grades

4 th & 7 th Grade	10 th Grade
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.	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. • You got help with math when you needed it. • 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.)
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?	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: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

4th Grade

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

- Link what you are learning in math to things you already learned.

7th Grade

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

- Connect what you are learning in your math class to math concepts you already learned.

10th Grade

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

- Connect what you are learning in your math class to math concepts you already learned.

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 4th Grade

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

- Show multiplication in more than one way. (For example, array, repeated addition, skip-counting, etc., to multiply multi-digit numbers like 23×17 .)
- Use a number line or visual model when solving a problem about fractions. (For example, which is larger, $\frac{1}{5}$ or $\frac{1}{4}$?)

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 7th Grade

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

- 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: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 11th Grade

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

- 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: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Opportunity to Learn: Science
Grades: 5th, 8th, 11th

Same or Similar Items Across Grades

5 th Grade	8 th Grade	11 th Grade
Think about what you learned in your elementary school science classes.	Think about your science classes in grades 6, 7, and 8.	Think about what you learned in your high 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 do science activities using tools (such as microscope, thermometer, beaker, or weighing scale)?	• How often did you learn about living things (such as plants, animals, bacteria, or cells)? • How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)? • How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)? • 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 electricity (such as circuits, batteries, or light bulbs)? • How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?	• How often did you learn about living things (such as plants, animals, bacteria, or cells)? • How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)? • How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)? • 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 electricity (such as circuits, batteries, or light bulbs)? • How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?

5th Grade

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.
- Use evidence to explain why something happens.

8th Grade

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

- Make drawings that explain why or how something happens.
- Come up with experiments to answer a research question
- Use evidence from experiments to explain why something happens.
- Use tables or graphs to identify relationships between variables.
- Come up with questions to explore how something works.
- Use math equations to explain or support scientific conclusions.
- 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.

11th Grade

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

- Make drawings that explain why or how something happens.
- Come up with experiments to answer a research question.
- Use evidence from experiments to explain why something happens.
- Use tables or graphs to identify relationships between variables
- Come up with questions to explore how something works.
- Use math equations to explain or support scientific conclusions.
- 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.

5th Grade

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

- How often did you learn about science topics on the Internet?

8th Grade

Think about your science classes in grades 6, 7, and 8.

- How often did you use the Internet to learn about science topics?
- How often did you read a book or magazine (print or digital) about science topics?

11th Grade

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

- How often did you use the Internet to learn about science topics?
- How often did you read a book or magazine (print or digital) about science topics?

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 watch a short video clip, movie, or video about science topics?

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 watch a short video clip, movie, or video about science topics?

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 watch a short video clip, movie, or video about science topics?

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Items Unique to 5th Grade

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

- How often did you learn about rocks or minerals (such as diamond, iron, or lava rock)?

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

- How often did you write about science topics (such as science journal, lab report, or essay)?
- How often did you do the following? Put information you collect into a table or graph

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

- Find news articles about science on the Internet.
- Ask a scientific question or define an engineering problem.

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Opportunity to Learn: Tribal History/Shared History
Grades: 4th - 11th

Same or Similar Items Across Grades

4th– 11th Grade

How much do you agree with each statement?

- I like learning about Native Americans in Oregon.
- I learn a lot about Native Americans in school.
- I know a lot about Native American in Oregon.
- I know a lot about Native American in Oregon.

Response Options: (1) Strongly disagree; (2) Disagree; (3) Agree; (4) Strong agree; Skip question

4th – 11th Grade

- How often do you learn at school about Native Americans and the tribes who live in Oregon?

Response Options: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

Self-Efficacy: English Language Arts (ELA)
Grades: 3rd, 6th, 9th

Same or Similar Items Across Grades

3 rd Grade	6 th Grade	9 th Grade
Think about what you learned in reading time this year. How sure are you about doing each of the following?	Think about what you learned in your language arts class this year. How confident are you about doing each of the following?	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 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.	• 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 use evidence from a text or story to support my answer. • I can identify the author's perspective in a persuasive text or story.	• 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 use evidence from a text to support my answer. • I can identify the author's perspective in a persuasive text or article.

3rd Grade Response Options: (1) Not sure; (2) A little sure; (3) Somewhat sure; (4) Mostly sure; (5) Very sure; Skip question

6th & 9th Grade Response Options: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 6th Grade

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

- I can critique an author's writing style.

Response Options: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 9th Grade

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

- I can analyze the author's point of view or purpose within a text.

Response Options: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Self-Efficacy: Mathematics
Grades: 4th, 7th, 10th

Same or Similar Items Across Grades

4 th Grade	7 th Grade	10 th Grade
Think about what you learned in your math class this year. How sure are you about doing each of the following?	Think about what you learned in your math class this year. How confident are you about doing each of the following?	Think about what you learned in your high school math classes. How confident are you about doing each of the following?
I can find the amount of carpet needed to cover a rectangular floor if I know its length and width.	- I can find the amount of carpet needed to cover a rectangular floor if I know its length and width. - 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 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 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 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.

4th Grade Response Options: (1) Not sure; (2) A little sure; (3) Somewhat sure; (4) Mostly sure; (5) Very sure; Skip question

7th & 10th Grade Response Options: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 4th Grade

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 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 $\frac{7}{10}$.
- I can write a fraction equal to $\frac{2}{5}$.
- 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 $\frac{3}{4}$ of an inch wide.

Response Options: (1) Not sure; (2) A little sure; (3) Somewhat sure; (4) Mostly sure; (5) Very sure; Skip question

Items Unique to 7th Grade

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 write the unknown number to make $4(2x - \underline{\hspace{1cm}}) = 8x - 12$ 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: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 10th Grade

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

- I can describe the properties shared by every isosceles triangle.
- I can decide if my classmate's math work is correct.
- I can use definitions of geometric shapes to support an argument.
- 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: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Self-Efficacy: Science
Grades: 5th, 8th, 11th

Same or Similar Items Across Grades

5 th Grade	8 th Grade	11 th Grade
Think about what you learned in your science classes. How sure are you about doing each of the following?	Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following?	Think about what you learned in your high school science classes. How confident are you about doing each of the following?
I can design an experiment to show how sunlight affects the growth of a plant.	- I can design an experiment to show how sunlight affects the growth of a plant. - I can describe how the length of a vibrating string affects the sound it makes. - I can decide which tool to use if I want to measure wind speed.	- I can design an experiment to show how sunlight affects the growth of a plant. - I can describe how the length of a vibrating string affects the sound it makes. - I can decide which tool to use if I want to measure wind speed.

5th Grade Response Options: (1) Not sure; (2) A little sure; (3) Somewhat sure; (4) Mostly sure; (5) Very sure; Skip question

8th & 11th Grade Response Options: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 5th Grade

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 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: (1) Not sure; (2) A little sure; (3) Somewhat sure; (4) Mostly sure; (5) Very sure; Skip question

Items Unique to 8th Grade

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

- 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 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: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Items Unique to 11th Grade

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

- 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: (1) Not confident; (2) A little confident; (3) Somewhat confident; (4) Mostly confident; (5) Very confident; Skip question

Same or Similar Items Across Grades

9th - 11th Grade

Are you considering any of the following educational opportunities during the year after high school?

- Apprenticeship/internship
- Career, technical, or trade school
- 2-year college/community college
- 4-year college/university
- Other

Are you considering any of the following during the year after high school?

- Employment (full-time or part-time)
- Starting a family or taking care of children
- Volunteer/community service
- Military service
- Travel
- Other

Response Options: (1) Definitely not; (2) Probably not; (3) Probably; (4) Definitely; (5) I don't know yet; Skip question

Extracurricular Engagement
Grades: 6th-11th

Same or Similar Items Across Grades

6th - 11th Grade

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.).
- I regularly participate in extracurricular activities or clubs sponsored by my school (such as sports, robotics, drama, cultural club, academic club, etc.).
- At my school, I have opportunities to create clubs, schedule activities, or plan school events.
- At my school, I have opportunities to participate in extracurricular activities or clubs.
- I regularly participate in activities or clubs in my community (not sponsored by my school).

Response Options: (1) Strongly disagree; (2) Disagree; (3) Agree; (4) Strongly agree; Skip question

Same or Similar Items Across Grades

6th – 11th Grade

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: (1) Never; (2) Rarely; (3) Sometimes; (4) Often; Skip question

9th – 11th Grade

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: (1) Strongly disagree; (2) Disagree; (3) Agree; (4) Strongly agree; Skip question

Same or Similar Items Across Grades

3rd – 5th Grade

Think about this school year.

- How often did you have an art lesson?
- How often did you have a music lesson?
- How often did you have PE or physical education?

Response Options: (1) Never; (2) Once or twice this year; (3) Once or twice a month; (4) Once or twice a week; (5) More than twice a week; Skip question

7th - 11th Grade

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: (1) Strongly disagree; (2) Disagree; (3) Agree; (4) Strongly agree; Skip question