ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

Understanding SEED Domain Scores

This document provides an overview of the Student Educational Equity Development (SEED) Survey domain scores. It describes how scores are calculated, and which SEED items are included in the scores.

Note. The document is meant to support practical use and interpretation of the domain scores. It does not describe the development and validation process of the scores in detail. A technical manual with this information is forthcoming.

Overview

A **domain score** is a number that summarizes students' responses to a set of items on the SEED Survey. The Oregon Department of Education (ODE) provides scores at the state- and district-level. They are parsed by grade and student group. Scores are available for:

- Access to Learning Resources
- Sense of Belonging (Representation, General Belonging)
- Opportunity to Learn (English Language Arts, Mathematics, Science)
- Self-Efficacy (English Language Arts, Mathematics, Science)
- Career Connected Learning
- Well-Rounded Education

Domain Score Calculations

Scores have a possible range of 0-100. Lower scores indicate lower levels of a domain, and higher scores indicate higher levels. Scores are calculated by assigning a set of 'response points' to each item on the survey. For example, if an item has four response options, the lowest option is assigned zero response points and the highest is assigned three (e.g., Strongly Disagree = 0, Disagree = 1, Agree = 2, Strongly Agree = 3). Response points for all items included in the score 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 score. Skipped items are not included and are treated as missing.

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

Note that, because Barbara skipped Item 4, her response to that item was not included in the domain score calculation.

Suppression Rules

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

- **ODE suppresses domain scores if the count (i.e., the number of students who responded to at least one of the items included in the score) is n<10.** The count is reported as "< 10" and the score is reported as an asterisk (*).
- **ODE suppresses domain scores that are <5 or >95.** The scores are reported as "< 5" and "> 95".

Item Selection

Items were selected for inclusion in domain scores based on their statistical properties and how well they worked together with other items in the domain. Some SEED items were excluded from the domain scores but will still appear in statewide item-level reporting. Additional details on the selection process and excluded items will be presented in the technical manual. The included items for each domain are presented below.

Access to Learning Resources

The **Access to Learning Resources** score is calculated among students in grades 3 to 11 using the following items:

3rd to 11th Grade
• Are these things available to help you with your school work? Internet connection or Wi-Fi
• Are these things available to help you with your school work? Desktop computer or laptop (such as Chromebook or similar)
• Are these things available to help you with your school work? Tablet (such as iPad or similar)
• Are these things available to help you with your school work? Smartphone (such as iPhone or similar)
• Are these things available to help you with your school work? Tools to help you talk with your teacher and other students (such as headphones, microphones or similar)
• Are these things available to help you with your school work? Books or magazines to read for fun
• Are these things available to help you with your school work? School supplies (such as paper, pencil, etc.)
• Are these things available to help you with your school work? Textbook, workbook, or other things provided by your school
• Are these things available to help you with your school work? Books from your class library, school library, or public library
• Are these things available to help you with your school work? Desk, table, or flat writing surface
• Are these things available to help you with your school work? Quiet place to do school work (such as an office or bedroom)
• Are these things available to help you with your school work? Friend, other children, or adults (not including your teachers)

3rd to 11th Grade
• Are these things available to help you with your school work? Quiet time to do school work with few distractions
• Are these things available to help you with your school work? 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

There are two **Sense of Belonging** scores: Representation and General Belonging. Both scores are calculated among students in grades 3 to 11.

Representation

The **Representation** score uses the following items:

3rd to 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: Never (0), Rarely (1), Sometimes (2), Often (3)

General Belonging

The **General Belonging** score uses the following items:

3rd to 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.
• Think about this school year and the people at your school. How much do you agree with each statement? My classmates care about me.
• Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.
• Think about this school year and the people at your school. How much do you agree with each statement? There are adults at my school who care about me.
• Think about this school year and the people at your school. How much do you agree with each statement? I feel safe talking with adults at my school.
• Think about this school year and the people at your school. How much do you agree with each statement? I feel safe talking with students at my school.
• Think about this school year and the people at your school. How much do you agree with each statement? I like going to school.

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

Opportunity to Learn

There are three **Opportunity to Learn** scores: English Language Arts (ELA), Mathematics, and Science.

English Language Arts

The **Opportunity to Learn ELA** score is calculated among students in grades 6 and 9 using the following items:

6th Grade	9th Grade
• 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.	• 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.
• Think about what you did in your language arts class this year. How often did you do the following? Work in pairs or small groups to talk about something that you have read.	• Think about what you did in your high school language arts classes. How often did you do the following? Do a project about something that you have read (such as create a video or website).
• Think about what you did in your language arts class this year. How often did you do the following? Evaluate the main evidence in a persuasive/argumentative text.	• Think about what you did in your high school language arts classes. How often did you do the following? Have a class discussion about something that the whole class has read.
• Think about what you did in your language arts class this year. How often did you do the following? Analyze the author's organization of information in the text.	• Think about what you did in your high school language arts classes. How often did you do the following? Discuss different interpretations of what you have read.
• Think about what you did in your language arts class this year. How often did you do the following? Summarize the text.	• Think about what you did in your high school language arts classes. How often did you do the following? Work in pairs or small groups to talk about something that you have read.
• Think about what you did in your language arts class this year. How often did you do the following? Interpret the meaning of the text.	• Think about what you did in your high school language arts classes. How often did you do the following? Evaluate the main evidence in an argumentative text.
• Think about what you did in your language arts class this year. How often did you do the following? Question the motives or feelings of the characters.	• Think about what you did in your high school language arts classes. How often did you do the following? Analyze the author's organization of information in the text.
• Think about what you did in your language arts class this year. How often	• Think about what you did in your high school language arts classes. How often did

6th Grade	9th Grade
did you do the following? Identify the main ideas of the text.	you do the following? Analyze the author's point of view or purpose within a text.
• Think about what you did in your language arts class this year. How often did you do the following? Identify the themes of the text.	• Think about what you did in your high school language arts classes. How often did you do the following? Summarize the text.
• Think about your language arts class this year. How often did your assignments ask you to write several sentences?	• Think about what you did in your high school language arts classes. How often did you do the following? Interpret the meaning of the text.
• Think about your language arts class this year. How often did you borrow books or magazines from your school library or media center?	• Think about what you did in your high school language arts classes. How often did you do the following? Question the motives or feelings of the characters.
	• Think about what you did in your high school language arts classes. How often did you do the following? Identify the main ideas of the text.
	• Think about what you did in your high school language arts classes. How often did you do the following? Identify the themes of the text.
	• Think about what you did in your high school language arts classes. How often did you do the following? Analyze two or more texts on the same topic.
	• 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?
	• Think about what you did in your high school language arts classes. How often did you use books, magazines, or digital resources from your school library or media center?

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

Mathematics

The **Opportunity to Learn Mathematics** score is calculated among students in grades 4, 7, and 10 using the following items:

4th Grade	7th Grade	10th 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.	• 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.	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.
• 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.	• 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.	Think about what you did in your high school math classes. How often did you do the following? Work in pairs or small groups to talk about a math problem.
• Think about what you did in your math class this year. How often did you do the following? Talk with the whole class about a math problem the class was working on.	• Think about what you did in your math class this year. How often did you do the following? Talk with the whole class about a math problem the class was working on.	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.
• Think about what you did in your math class this year. How often did you do the following? You got help with math when you needed it.	• Think about what you did in your math class this year. How often did you do the following? You got help with math when you needed it.	Think about what you did in your high school math classes. How often did you do the following? Your teacher gave you feedback on a math test or assignment. (Feedback is something helpful your teacher tells you or writes on your assignment.)
• Think about what you did in your math class this year. How often did you do the following? Your teacher gave you helpful comments on a math test or assignment.	• Think about what you did in your math class this year. How often did you do the following? Your teacher 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? Your classmates gave you feedback on a math test or assignment. (Feedback is

4th Grade	7th Grade	10th Grade
		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 do the following? Your classmates gave you helpful comments on a math test or assignment.	• Think about what you did in your math class this year. How often did you do the following? 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? You got help with math when you needed it.
• 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)?	• 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)?	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)?
• Think about what you did in your math class this year. How often did your math assignments ask you to write several sentences?	• Think about what you did in your math class this year. How often did your math assignments ask you to write several sentences?	Think about what you did in your high school math classes. How often did your math assignments ask you to write several sentences?
• Think about what you did in your math class this year. How often did you use a computer or other digital device to solve math problems?	• Think about what you did in your math class this year. 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 a computer or other digital device to solve math problems?
• 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.	• 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.	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.
• Think about what you did in your math class this year. How often did you	• Think about what you did in your math class this year. How often did you	Think about what you did in your high school math classes. How often did you do

4th Grade	7th Grade	10th Grade
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 X 17.)	do the following? 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?)	the following? Use Desmos, Geogebra, or other online math tools.
• Think about what you did in your math class this year. How often did you do the following? Use a number line or visual model when solving a problem about fractions. (For example, which is larger, 1/5 or 1/4?)	• Think about what you did in your math class this year. How often did you do the following? 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.)	Think about what you did in your high school math classes. How often did you do the following? 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?)
	• Think about what you did in your math class this year. How often did you do the following? 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?)	Think about what you did in your high school math classes. How often did you do the following? 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?)
		Think about what you did in your high school math classes. How often did you do the following? Analyze and interpret a set of data to make inferences and draw conclusions. (For example, a student is trying to

4th Grade	7th Grade	10th Grade
		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)

Science

The **Opportunity to Learn Science** score is calculated among students in grades 5, 8, and 11 using the following items:

5th Grade	8th Grade	11th Grade
• 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)?	• 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)?	• 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)?
• Think about what you learned in your elementary school science classes. How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?	• 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)?	• Think about what you learned in your high school science classes. How often did you learn about electricity (such as circuits, batteries, or light bulbs)?
• 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 your science classes in grades 6, 7, and 8. How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?	• Think about what you learned in your high school science classes. How often did you learn about chemicals (such as vinegar, baking soda, or hydrogen peroxide)?
• Think about what you did in your science class this year. How often did you do science activities using	• Think about your science classes in grades 6, 7, and 8. How often did you learn about models of the	• Think about what you learned in your high school science classes. How often did you learn

5th Grade	8th Grade	11th Grade
tools (such as microscope, thermometer, beaker, or weighing scale)?	sun, moon, or earth (such as layers of the earth, geosphere, or bodies in our solar system)?	about models of the sun, moon, or earth (such as layers of the earth, geosphere, or bodies in our solar system)?
• Think about what you did in your science class this year. How often did you read from a science textbook (print or digital)?	• 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)?	• Think about what you learned in your high school science classes. How often did you learn about technology and engineering (such as robots, pulley systems, or ramps)?
• Think about what you did in your science class this year. How often did you learn about science topics on the Internet?	• Think about what you did in your science class this year. How often did you read from a science textbook (print or digital)?	• Think about what you did in your high school science classes. How often did you read from a science textbook (print or digital)?
• 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?	• 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?	• Think about what you did in your high school science classes. 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 write about science topics (such as science journal, lab report, or essay)?	• Think about what you did in your science class this year. How often did you use the Internet to learn about science topics?	• Think about what you did in your high school science classes. How often did you use the Internet to learn about science topics?
• 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.	• 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?	• Think about what you did in your high school science classes. 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	• Think about what you did in your science class this	• Think about what you did in your high school

5th Grade	8th Grade	11th Grade
year. How often did you do the following? Use a science experiment to answer a question.	year. How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)?	science classes. How often did you use equipment to conduct investigations (such as a magnifying glass, microscope, thermometer, or weighing scale)?
• Think about what you did in your science class this year. 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? Come up with questions to explore how something works.	• 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.
• Think about what you did in your science class this year. How often did you do the following? Use evidence to explain why something happens.	• 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.	• 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.
• 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.	• Think about what you did in your science class this year. How often did you do the following? Come up with experiments to answer a research question.	• Think about what you did in your high school science classes. How often did you do the following? Come up with experiments to answer a research question.
• Think about what you did in your science class this year. How often did you do the following? Ask a scientific question or define an engineering problem.	• Think about what you did in your science class this year. How often did you do the following? Use tables or graphs to identify relationships between variables.	• Think about what you did in your high school science classes. How often did you do the following? Use tables or graphs to identify relationships between variables.
	• Think about what you did in your science class this year. How often did you do the following? Use	• Think about what you did in your high school science classes. How often did you do the

5th Grade	8th Grade	11th Grade
	math equations to explain or support scientific conclusions.	following? Use math equations to explain or support scientific conclusions.
	• Think about what you did in your science class this year. How often did you do the following? Use evidence from experiments to explain why something happens.	• Think about what you did in your high school science classes. How often did you do the following? Use evidence from experiments to explain why something happens.
	• Think about what you did in your science class this year. How often did you do the following? Use factual information to disagree with someone about a scientific idea.	• Think about what you did in your high school science classes. How often did you do the following? Use factual information to disagree with someone about a scientific idea.
	• Think about what you did in your science class this year. How often did you do the following? Combine factual information about science from multiple sources (for example, books, websites, or articles) for an assignment.	• Think about what you did in your high school science classes. How often did you do the following? 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

There are three **Self-Efficacy** scores: English Language Arts (ELA), Mathematics, and Science.

English Language Arts

The **ELA Self-Efficacy** score is calculated among students in grades 3, 6, and 9 using the following items:

3rd Grade	6th Grade	9th Grade
• Think about what you learned in reading time	• Think about what you learned in your language	• Think about what you learned in your high

3rd Grade	6th Grade	9th Grade
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.	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.	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.
• Think about what you learned in reading time this year. How sure are you about doing each of the following? I can explain the meaning of something I have read.	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can explain the meaning of something I have read.	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can explain the meaning of something I have read.
• 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 main idea of a text or story.	• 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 main idea of a text or story.	• 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 main idea of a text.
• Think about what you learned in reading time this year. How sure are you about doing each of the following? I can find text in a story to help me answer a question on an assignment.	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can find text in an article or story to help me answer a question on an assignment.	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can find text in an article to help me answer a question on an assignment.
• Think about what you learned in reading time this year. How sure are you about doing each of the following? I can tell when I don't understand something I'm reading.	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can recognize when I don't understand something I'm reading.	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can recognize when I don't

3rd Grade	6th Grade	9th Grade
		understand something I'm reading.
• Think about what you learned in reading time this year. How sure are you about doing each of the following? I can tell the difference between fact and opinion in a text or story.	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can recognize the difference between fact and opinion in a text or story.	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can recognize the difference between fact and opinion in a text.
	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can judge the reliability of sources (for example, how a website might be biased or inaccurate).	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can judge the reliability of sources (for example, how a website might be biased or inaccurate).
	• 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.	• 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.
	• Think about what you learned in your language arts class this year. How confident are you about doing each of the following? I can use evidence from a text or story to support my answer.	• Think about what you learned in your high school language arts classes. How confident are you about doing each of the following? I can use evidence from a text to support my answer.
	• Think about what you learned in your language arts class this year. How	• Think about what you learned in your high school language arts

3rd Grade	6th Grade	9th Grade
	confident are you about doing each of the following? I can identify the author's perspective in a persuasive text or story.	classes. How confident are you about doing each of the following? I can identify the author's perspective in a persuasive text or article.

3rd Grade Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)
6th & 9th Grade Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Mathematics

The **Mathematics Self-Efficacy** score is calculated among students in grades 4, 7, and 10 using the following items:

4th Grade	7th Grade	10th 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).	• 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.	• 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.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? I can divide 42 stickers among 6 students.	• Think about what you learned in your math class this year. 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.	• 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 price of a $12 item that is discounted by 25%.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? I can	• Think about what you learned in your math class this year. How confident are you about doing each of the	• Think about what you learned in your high school math classes. How confident are you about doing each of the

4th Grade	7th Grade	10th Grade
find the amount of carpet needed to cover a rectangular floor if I know its length and width.	• following? I can find the price of a $12 item that is discounted by 25%.	following? I can describe the properties shared by every isosceles triangle.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? 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.	• Think about what you learned in your math class this year. 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.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can decide if my classmate's math work is correct.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? I can round $43.19 to the nearest dollar.	• Think about what you learned in your math class this year. How confident are you about doing each of the • following? I can give an example to show that a math statement is false.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can give an example to show that a math statement is false.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? I can write a decimal that is equal to 7/10.	• Think about what you learned in your math class this year. How confident are you about doing each of the • following? I can explain to a classmate how I solved a math problem.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can explain to a classmate how I solved a math problem.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? I can write a fraction equal to 2/5.	• Think about what you learned in your math class this year. How confident are you about doing each of the • following? I can use correct mathematical words and symbols when showing my work.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can use correct mathematical words and symbols when showing my work.
• Think about what you learned in your math class this year. How sure	• Think about what you learned in your math class this year. How	• Think about what you learned in your high school math classes. How

4th Grade	7th Grade	10th Grade
are you about doing each of the following? I can find the total number of pencils in my classroom if 26 students each have 15 pencils.	confident are you about doing each of the following? I can determine the better deal between a 10-ounce drink for $1.99 and a 12-ounce drink for $2.29.	confident are you about doing each of the following? I can use definitions of geometric shapes to support an argument.
• Think about what you learned in your math class this year. How sure are you about doing each of the following? 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.	• Think about what you learned in your math class this year. How confident are you about doing each of the following? I can write the unknown number to make 4(2x -__)=8x-12 true.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can determine the better deal between a 10-ounce drink for $1.99 and a 12-ounce drink for $2.29.
	• Think about what you learned in your math class this year. How confident are you about doing each of the following? I can find the difference in altitude between a 1,493-foot mountain and a valley that is 38 feet below sea level.	• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can solve the equation $5x^2-3=17$ for x.
		• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can graph the equation y=-2x+5 on a coordinate plane.
		• Think about what you learned in your high school math classes. How confident are you about doing each of the following? I can describe

4th Grade	7th Grade	10th Grade
		how the median and interquartile range can be used to compare two sets of data.

4th Grade Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)
7th & 10th Grade Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Science

The **Science Self-Efficacy** score is calculated among students in grades 5, 8, and 11 using the following items:

5th Grade	8th Grade	11th 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.	• 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.	• 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.
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can use models to describe where animals get their energy from.	• Think about your science classes in grades 6, 7, and 8. 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.	• 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.
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can design an experiment to show how sunlight affects the growth of a plant.	• 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.	• Think about what you learned in your high school science classes. How confident are you about doing each of the following? I can decide which tool to use if I want to measure wind speed.

5th Grade	8th Grade	11th Grade
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can use examples to show how one living thing has helped another to survive.	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can decide which tool to use if I want to measure wind speed.	• 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.
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can explain why some animals survive better in some environments than others.	• 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 light interacts with a glass window.	• Think about what you learned in your high school science classes. How confident are you about doing each of the following? I can create a diagram that shows how bees and plants need each other for survival.
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can describe ways the hydrosphere and atmosphere interact.	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can construct an argument based on evidence for how environmental and genetic factors influence the growth of an organism.	• 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 combination of parental genes can result in different traits in their offspring (for example, eye or hair color).
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can describe how properties are used to identify a material.	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can use a model to describe the function of a cell and the ways the parts of the cell contribute to the function.	• Think about what you learned in your high school science classes. How confident are you about doing each of the following? I can use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

5th Grade	8th Grade	11th Grade
• Think about what you learned in your science classes. How sure are you about doing each of the following? I can describe why day and night and seasons happen.	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can develop and use models to describe the cause and effect of gene transmission that results in genetic variation.	• Think about what you learned in your high school science classes. How confident are you about doing each of the following? 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.
	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can construct an argument supported by evidence for the impacts of human populations on Earth's systems.	• Think about what you learned in your high school science classes. How confident are you about doing each of the following? I can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
	• Think about your science classes in grades 6, 7, and 8. How confident are you about doing each of the following? I can develop a model to describe the structure of a water molecule.	

5th Grade Response Options: Not Sure (0), A Little Sure (1), Somewhat Sure (2), Mostly Sure (3), Very Sure (4)
8th & 11th Grade Response Options: Not Confident (0), A Little Confident (1), Somewhat Confident (2), Mostly Confident (3), Very Confident (4)

Career Connected Learning

The **Career Connected Learning** score is calculated among students in grades 9 to 11 using the following items:

9th to 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.

9th to 11th Grade
• How often did you do the following things at your school? Speak with a counselor, teacher, or another adult at your school about career opportunities
• How often did you do the following things at your school? Use the internet to gather information about careers.

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

9th to 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.
• 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 interact with business and industry professionals through internships, projects, school-based businesses, or other work experiences.
• 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 visit and tour businesses or participate in job shadows.
• 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 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

The **Well-Rounded Education** score is calculated among students in grades 7 to 11 using the following items:

7th to 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.
• Think about this school year and the courses available at your school. How much do you agree with each statement? I am taking courses that align with my interests.
• 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 will help me achieve my future goals.
• Think about this school year and the courses available at your school. How much do you agree with each statement? I am taking courses that will help me achieve my future goals.

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