

# **Delaware Student Testing Program**

**Report of Student Questionnaire Survey**

**2000 Administration in  
Science and Social Studies for Grades 4 and 6**

Prepared by the Assessment and Analysis Group  
Assessment and Accountability Branch  
Delaware Department of Education

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# **Report for the 2000 Student Questionnaire Survey in Science and Social Studies (Grades 4 and 6)**

## **Introduction**

Along with the 2000 Delaware Student Testing Program (DSTP) science and social studies tests, a questionnaire survey was given to students in grades 4 and 6 (Appendix A). The survey questions were developed in three categories: Opportunity to Learn, Science, and Social Studies. Student responses to the questions were analyzed by test, grade, gender, racial/ethnic group, and achievement level. Since the performance levels were not available in 2000 for science and social studies, student achievement was identified using the raw scores. Test scores at or higher than one standard deviation above the mean score were considered as Level 4; test scores between the mean and one standard deviation above the mean were Level 3; test scores below the mean, but at or higher than one standard deviation below the mean were Level 2; test scores lower than one standard deviation below the mean were Level 1.

Cross grades comparisons were reported only if a meaningful pattern of student responses was found. Caution is advised in the use of the survey results because they are based on student self-reported data.

## **Results of Statistical Analysis**

### **Survey Results for Grade 4**

#### *Opportunity to Learn*

- The survey results show that 58% of the students in grade 4 talked about what they had learned in school at home almost every day, 18% did once or twice a week, and 5% did once or twice a month (Table 1). However, 14% of the students reported that they never discussed their studies at home. More high-scoring students than low-scoring students in science talked about their studies at home every day (61% Level 4, 59% Level 3, 58% Level 2, and 55% Level 1).
- Over one-third of the students in grade 4 used the school or the public library almost every day or once or twice a week for their assignments, but 35% of the students never or hardly ever used the library. Over 50% of the students used the school or the public library for enjoyment almost every day (13%) or once or twice a week (42%), 13% once or twice a month, 7% used it a couple of times a year and 18% of the students reported that they never or hardly ever used the library for their own enjoyment.

- Twenty-eight percent of the students reported that they spent one hour or more on their homework, 62% spent about a half hour on their homework. More high-scoring students than low-scoring students spent about a half hour for homework, for instance 65% of level 4, but 51% of level 1. Moreover, more low-scoring students than high-scoring students reported that either they did not do their homework (0% level 4, 1% level 3, 2% level 2, and 5% level 1) or they did not have homework (1% level 4, 2% level 3, 2% level 2, and 5% level 1).
- About 42% of the students in grade 4 watched television for two hours or more per school day and 21% for about one hour. Among racial/ethnic groups, African American students had higher percentage (52%), but Asian (32%) and Caucasian students (37%) had lower percentage of spending two hours or more watching television during school days.

### *Science*

*Notes: Since the proficiency levels had not been set for science during the 2000 DSTP administration, three artificial cut-off scores were used to divide test scores into four score levels, from the lowest score range (called score range level 1) to the highest score range (called score range level 4). The ‘cut-off scores’ are the grade mean scores, one standard deviation above the mean score, and one standard deviation below the mean score.*

- Based on the survey, only 8% of the students in grade 4 had science homework almost every day, 27% once or twice a week, 14% once or twice a month, and 43% of the students reported that they never or hardly ever received science homework.
- About 27% of the students in grade 4 actually used scientific equipment in their science class almost every day, 27% at least once or twice a week, 13% once or twice a month, but 26% of the students reported that they never or hardly ever used any. More high-scoring students than low-scoring students used scientific equipment at least once or twice a week (61% Level 4, 55% Level 3, 52% Level 2, and 53% Level 1). Moreover, more low-scoring students than high-scoring students reported that they never used the scientific equipment in their classes (16%, 25%, 30%, and 27% of the students from Level 4 to Level 1, respectively).
- The majority of the students in grade 4 (53%) shared their ideas and reports with other students in class either almost every day (27%) or once or twice a week (26%). More low-scoring students than high-scoring students reported that they never or hardly ever shared their ideas with the class (19% level 4, 25% Level 3, 28% Level 2, and 25% Level 1).
- Twenty-four percent of the students reported that their teachers asked them to write explanations in their journals or notebooks 24% all the time, 24% most the time, 34% sometimes, and 11% of the students were never asked to write explanations.

- Over 60% of the students (62%) agreed that the knowledge they had learned in science class helped them to understand the world better, 14% of the students somewhat agreed, but 14% of the students either were not sure or did not agree.
- In response to the question of whether the science class prepared them to do well on the DSTP science assessment, 59% of the students felt prepared, 14% somewhat prepared, 17% not sure, and 4% of the students felt that they were not prepared.
- Eighty percent of the students reported that they tried very hard on the DSTP science assessment, 8% somewhat, and 5% of the students did not try very hard. The data also show that more low-scoring students than high-scoring students did not try hard on the test (1% level 4, 3% level 3, 7% level 2, and 12% level 1).

### *Social Studies*

*Notes: Since the proficiency levels had not been set for social studies during the 2000 DSTP administration, three artificial cut-off scores were used to divide test scores into four score levels, from the lowest score range (called score range level 1) to the highest score range (called score range level 4). The ‘cut-off scores’ are the grade mean scores, one standard deviation above the mean score, and one standard deviation below the mean score.*

- Based on students’ responses, 18% of their teachers asked them to use a map to locate places every time, 30% most of the time, 34% sometimes in their classes; 13% of their teachers asked them to use a map to explain their answers every time, 28% most of the time, and 39% sometimes in their classes. Data also show that more high-scoring students than low-scoring students used maps for just locating places most of the time (36% level 4, 32% level 3, 29% level 2, and 24% level 1).
- About 19% of the teachers asked their students to collect information from graphs or charts to explain their answers every time in the social studies class, 32% of the teachers did most of the time, 33% sometimes, and 9% of the teachers never asked their students to do it.
- Based on students’ responses, 15% of their teachers asked them to apply the knowledge learned in class to solve real life problems every time, 27% most of the time, 35% sometimes, and 17% never asked their students to do so.
- About 30% of the teachers asked their students to use primary sources every time or most of the time, 34% sometimes, and 29% of the teachers never asked students to do so in their classes.
- The instructional time that teachers spent in teaching social studies varied from sub-content area to sub-content area. For example, 17% and 15% of the teachers taught history and geography, respectively, every class, but only 8% of the teachers taught

civics & government and economics every class. Over 30% of the teachers rarely or hardly ever taught civics & government and economics in their class.

- The survey results also provide evidence to support that the instructional time teachers spent on the four sub-content areas associated with student performance on the DSTP. More high-scoring students than low-scoring students reported that their teachers taught geography and history in most of their social studies classes (26% level 4, 24% level 3, 22% level 2, and 20% level 1 for geography; 26% level 4, 23% level 3, 22% level 2, and 19% level 1 for history). Similarly, more low-scoring students than high-scoring students reported that their teachers rarely or hardly ever taught economics and history in their social studies classes (37% level 2, 36% level 3, and 31% level 4 for economics; 25% level 1, 23% level 2, 20% level 3, and 16% level 4 for history).

## **Survey Results for Grade 6**

### *Opportunity to Learn*

- The survey results show that 51% of the students in grade 6 talked about what they had learned in school with someone at home almost every day, 23% once or twice a week, 6% once or twice a month, and 14% of the students never discussed their studies with their families (Table 2). More students who scored higher in science frequently talked about their studies at home (55%, 55%, 49%, and 42% from level 4 to level 1, respectively); whereas more low-scoring students never or hardly ever discussed their studies with their families (10%, 12%, 16%, and 20% from level 4 to level 1, respectively).
- Twenty-six percent of the students used the school or the public library almost every day (4%) or once or twice a week (22%) for their assignments, but 27% of the students reported that they never or hardly ever used the school or the public library for assignments. About 36% of the students used libraries at least once or twice a week for their enjoyment, but 27% of the students reported never use it.
- According to the survey, 42% of the students in grade 6 spent one hour or more on their homework, 46% about a half hour, but 5% reported that they did not do their homework or they usually did not have homework. More low-scoring students than high-scoring students in science reported that they either did not do their homework (1%, 2%, 3%, and 7% for level 4 to level 1, respectively) or never had science homework (2%, 1%, 2% and 6% for level 4 to level 1, respectively).
- Over 70% of the students in grade 6 watched television for one hour (25%) to two hours or more (47%) each school day. More low-scoring students than high-scoring students watched television for at least two hours (35% level 4, 47% level 3, 53% level 2, and 50% level 1). Among the racial/ethnic groups, African American students had a higher percentage (60%), but Asian (36%) and Caucasian students

(41%) had a lower percentage of spending two hours or more watching television per school day.

### *Science*

*Notes: Since the proficiency levels have not been set in science, three artificial cut-off scores were used to divide test scores into four score levels, from the lowest score range (called score level 1) to the highest score range (called score level 4). The ‘cut-off scores’ are the grade mean scores, one standard deviation above the mean score, and one standard deviation below the mean score.*

- The majority of the sixth graders reported that they usually had science homework almost every day (24%), once or twice a week (40%), or once or twice a month (9%). However, 21% of the students reported that they never or hardly ever had science homework. The data show that more high-scoring students than low-scoring students in science usually had homework at least once or twice a week (68%, 65%, 65%, and 56% from level 4 to level 1); whereas more low-scoring students than high-scoring students never or hardly ever had science homework (24%, 22%, 21%, and 16% from score level 1 to score level 4).
- Only 25% of the students in grade 6 actually used scientific equipment almost every day, 31% once or twice a week, 16% once or twice a month, but 22% of the students never or hardly ever used the scientific equipment in their science class. More high-scoring students than low-scoring students used scientific equipment at least once or twice a week in their classes (64%, 59%, 52%, and 45% from score level 4 to score level 1, respectively); whereas more low-scoring students than high-scoring students never or hardly ever had the opportunities to use scientific equipment (28%, 26%, 20%, and 14% from level 1 to level 4, respectively).
- Over one half of the sixth graders (51%) shared their ideas and reports with their classmates at least once or twice a week. More high-scoring than low-scoring students shared their work with their classmates almost every day (28%, 25%, 24%, and 22% for level 4 to level 1, respectively); whereas more low-scoring than high-scoring students reported that they never or hardly ever to do so (28%, 25%, 21%, and 14% for level 1 to level 4, respectively).
- According to the survey results, 32% of the teachers asked their students to write explanations all the time, 27% most of the time, 27% sometimes, but 7% of the students reported that their teachers never asked them to do so.
- The majority of the students (80%) thought that the concepts and knowledge they had learned in science classes helped them understand the world better or somewhat helped them.
- Seventy-one percent of the students felt that their science classes prepared them (43%) or somewhat prepared them (28%) to do well on the DSTP, however, 16% of

the students were not sure about it. More high-scoring students than low-scoring students (50%, 44%, 41%, and 37% for level 4 to level 1, respectively) reported being prepared; whereas more low-scoring students than high-scoring students did not feel being prepared for the science assessment (12%, 6%, 5% and 5% for level 1 to level 4, respectively).

- About 74% of the sixth graders tried very hard on the DSTP science assessment, 15% tried somewhat hard, only 4% of the students reported that they did not try very hard. Among them, more high-scoring students than low-scoring students reported that they tried very hard (80%, 78%, 72%, and 62% for level 4 to level 1, respectively); more low-scoring than high-scoring students did not tried very hard (10%, 4%, 2% and 2% for level 1 to level 4, respectively).

### *Social Studies*

*Notes: Since the proficiency levels have not been set in social studies, three artificial cut-off scores were used to divide test scores into four score levels, from the lowest score range (called score range level 1) to the highest score range (called score range level 4). The ‘cut-off scores’ are the grade mean scores, one standard deviation above the mean score, and one standard deviation below the mean score.*

- According to the survey, 51% of the students in grade 6 reported that their teachers asked them to use maps for more than just locating places every time or most the time in their social studies classes, 34% sometimes, but 9% reported that their teachers never asked them to do so.
- About 46% of the students reported that their teachers asked them to collect information to justify their answers every time (13%), most the time (33%), or sometimes (38%), but 10% of the students reported that their teachers never did so.
- The majority of the students reported that their teachers asked them to apply the concepts and knowledge they had learned in social studies classes to solve the real life problems (16% every time, 31% most of the time, 34% sometimes), but 13% of the students never or hardly ever did it in the class. Over 59% of the students used primary sources, such as documents, diaries, and artifacts, most of the time or sometimes in their social studies classes.
- More high-scoring students than low-scoring students reported that their teachers asked them to explain why there are often different interpretations of the same events most of the time in their classes (35%, 33%, 32%, and 28% for level 4 to level 1, respectively); whereas, more low-scoring students than high-scoring students reported that their teachers never or hardly ever asked them to do the some thing (13% for levels 1 and 2, 12% for level 3, and 11% for level 4).

- Based on students' responses to the survey, 41% of their teachers taught geography every class or most classes, 37% taught in some of their classes, and 15% of the students reported that their teachers rarely or hardly ever taught this content.
- Thirty-two percent of the teachers taught civics every class or most of the classes, 40% some of the classes, and 22% of the teachers rarely or hardly ever taught the content. Twenty-six percent of the teachers taught economics every class or most the classes, 38% some of the classes, and 29% rarely or hardly ever taught the content. In history, 57% of the students reported that their teachers taught this content every class or most of the classes, 27% taught some of the classes, and 10% of the students reported that their teachers rarely or hardly ever taught history.
- The data show a connection between students' scores in social studies and the instructional time teachers spent on the four sub-content areas. More high-scoring than low-scoring students reported that their teachers taught geography, civics & government, economics, and history in most of the classes (36%, 28%, 22%, and 23% from level 4 to level 1, respectively, in geography; 25%, 23%, 21%, and 21% for level 4 to level 1, respectively, in civics & government; 23%, 18%, 17%, and 17% for level 4 to level 1, respectively, in economics; 31%, 28%, 25%, and 20% for level 4 to level 1, respectively, in history); whereas more low-scoring than high-scoring students reported that their teachers rarely or hardly ever taught the four content areas (19%, 20%, 14%, and 7% for level 1 to level 4, respectively, in geography; 27%, 35%, 29%, and 24% for level 1 to level 4, respectively, in economics; 16%, 12%, 7%, and 5%, for level 1 to level 4, respectively, in history).

### **Summary of Findings**

The following findings are summarized from the results of statistical analysis for the 2000 DSTP Student Questionnaire Survey in Science and Social Studies for Grades 4 and 6.

1. About 58% and 51% of the students in grades 4 and 6, respectively, talked about what they had learned in school with someone at home almost every day; whereas 14% of the students in both grades reported that they never or hardly ever talked about their studies at home. A similar pattern to the survey results for grades 3, 5, 8, 10, and 11 is observed that more high-scoring students than low-scoring students in science frequently talked about what they had learned in school with someone at home.
2. According to the survey, 28% of the fourth graders and 42% of the sixth graders spent one hour or more on their homework, 62% and 46% of the students in grades 4 and 6, respectively spent about a half hour on their homework. More low-scoring than high-scoring students reported they did not do their homework or they usually did not have homework (10%, 4%, 3%, and 1% from level 1 to level 4, respectively, for grade 4; 13%, 5%, 3%, and 3% for level 1 to level 4, respectively, for grade 6)..

3. In grade 4, 21% of the students watched television for one hour and 42% for two hours or more each school day; in grade 6, 25% of the students watched television for one hour and 47% for two hours or more each school day. The data show that in grade 6 more low-scoring students than high-scoring students in science spent at least two hours watching television (50%, 53%, 47%, and 35% from level 1 to level 4, respectively).
4. Over one-third of the students in grade 4 (35%) and two-thirds of the students in grade 6 (64%) had science homework at least once or twice a week, however, 43% of the students in grade 4 and 21% of the students in grade 6 reported that they never or hardly ever has science homework.
5. Only one-fourth of the students in grades 4 (27%) and 6 (25%) actually used scientific equipment in their classes almost every day, 27% in grade 4 and 31% in grade 6 did once or twice a week in their science classes. The data for both grades indicate that more high-scoring than low-scoring students used scientific equipment frequently; whereas more low-scoring than high-scoring students reported that they never or hardly ever used these equipment in their science classes.
6. Seventy-four percent of the students in grade 4 and 80% of the students in grades believed that the concepts and knowledge they had learned in science classes helped them or somewhat helped them understand the world better.
7. The survey results show that 59% of the students in grade 4 and 43% of the students in grade 6 reported that their science classes had prepared them to do well on the DSTP. Moreover, 80% of the fourth graders and 74% of the sixth graders tried very hard to do well on the science assessment.
8. Forty-two percent of the fourth graders and 46% of the six graders reported that their teachers asked them to apply the concepts and knowledge they learned in their social studies classes to solve real life problems every time or most of the time.
9. In grade 6, over 80% of the students reported that teachers asked them to explain why there are often different interpretations of the same event at least sometimes in their social studies classes. Among them, more high-scoring students than low-scoring students did the explanations most of the time in their classes (35%, 33%, 32%, and 28% for level 4 to level 1, respectively); whereas, more low-scoring students than high-scoring students never or hardly ever to do so (13% for levels 1 and 2, 12% for level 3, and 11% for level 4).
10. According to students' responses, the instructional time for social studies in grade 4 varied from 39% in history, 38% in geography, to 28% in civics & government and 26% in economics every class or most of the classes. Similarly, in grade 6, the instructional time varied from 57% in history, 41% in geography, to 32% in civics & government and 26% in economics every class or most of the classes.

11. The survey results provide evidence to support the impact of the instructional time teachers spent in teaching geography, civics & government, economics, and history on student performance on the DSTP social studies test. In grade 4, more high-scoring students than low-scoring students reported that their teachers taught geography and history in most of their social studies classes (26% level 4, 24% level 3, 22% level 2, and 20% level 1 for geography; 26% level 4, 23% level 3, 22% level 2, and 19% level 1 for history); whereas more low-scoring students than high-scoring students reported that their teachers rarely or hardly ever taught economics and history in their social studies classes (37% level 2, 36% level 3, and 31% level 4 for economics; 25% level 1, 23% level 2, 20% level 3, and 16% level 4 for history). This pattern becomes clearer in grade 6, where more high-scoring than low-scoring students reported that their teachers taught geography, civics & government, economics, and history in most of the classes (36%, 28%, 22%, and 23% from level 4 to level 1, respectively, in geography; 25%, 23%, 21%, and 21% for level 4 to level 1, respectively, in civics & government; 23%, 18%, 17%, and 17% for level 4 to level 1, respectively, in economics; 31%, 28%, 25%, and 20% for level 4 to level 1, respectively, in history); whereas more low-scoring than high-scoring students reported that their teachers rarely or hardly ever taught the four content areas (19%, 20%, 14%, and 7% for level 1 to level 4, respectively, in geography; 27%, 35%, 29%, and 24% for level 1 to level 4, respectively, in economics; 16%, 12%, 7%, and 5%, for level 1 to level 4, respectively, in history).









**Table 1**  
**Results of Student Survey in Science and Social Studies for Grade 4**

Survey Questions	Total		Gender		Race					Score Range			
	N.	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
<b>III. Social Studies</b>													
13 - 17. How often does your teacher ask you to do the following when you have a social studies class?													
13. Use maps to locate places													
a. Every time	1520	18.4	18.1	18.7	10.0	23.2	12.0	22.1	15.8	23.8	22.0	15.8	11.4
b. Most of the time	2511	30.4	30.9	29.9	20.0	27.9	39.6	28.3	31.6	24.3	28.9	31.8	36.3
c. Sometimes	2834	34.3	34.7	34.0	35.0	31.6	37.0	36.0	35.5	31.6	32.5	35.9	36.9
d. Never or hardly ever	818	9.9	9.8	10.0	10.0	10.1	6.5	8.1	10.1	11.2	10.0	9.7	8.8
No Response	578	7.0	6.5	7.4	25.0	7.2	4.9	5.5	7.0	9.1	6.5	6.7	6.5
	8261												
14. Use maps to explain your answers (e.g., collect information from maps to support your answer)													
a. Every time	1099	13.3	13.3	13.4	10.0	17.8	12.0	17.3	10.6	19.7	15.5	10.9	8.3
b. Most of the time	2338	28.3	27.5	29.1	15.0	27.3	29.9	27.5	28.9	27.1	29.1	28.4	27.4
c. Sometimes	3180	38.5	39.5	37.4	45.0	35.9	42.4	40.0	39.5	32.1	37.3	40.7	41.9
d. Never or hardly ever	1115	13.5	13.9	13.1	5.0	12.7	10.8	8.8	14.5	11.8	12.6	13.7	16.3
No Response	529	6.4	5.8	7.0	25.0	6.3	4.9	6.4	6.5	9.3	5.5	6.2	6.1
	8261												
15. Collect information from graphs or charts to explain or justify your answers													
a. Every time	1553	18.8	18.5	19.2	5.0	21.4	19.6	20.6	17.3	19.9	21.0	17.9	16.3
b. Most of the time	2644	32.0	31.6	32.4	35.0	31.6	30.4	34.2	32.0	28.7	31.4	33.2	33.8
c. Sometimes	2759	33.4	34.6	32.2	20.0	31.0	38.0	32.3	34.7	31.1	33.6	33.6	34.8
d. Never or hardly ever	735	8.9	8.9	8.9	15.0	9.0	6.6	6.9	9.2	10.1	8.1	8.8	9.8
No Response	570	6.9	6.4	7.3	25.0	7.0	5.4	6.0	6.8	10.2	5.9	6.6	6.4

**Table 1**  
**Results of Student Survey in Science and Social Studies for Grade 4**

Survey Questions	Total		Gender		Race					Score Range			
	N.	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
	8261												
16. Use what you have learned in social studies (e.g., economics, history, geography, and civics) to solve real life problems.													
a. Every time	1231	14.9	14.0	15.7	5.0	18.0	19.0	17.0	12.9	18.6	15.7	13.9	11.8
b. Most of the time	2206	26.7	26.9	26.4	20.0	25.5	24.5	29.5	27.1	25.0	26.5	27.5	26.6
c. Sometimes	2850	34.5	35.9	33.2	25.0	30.5	39.1	33.8	36.6	30.7	34.1	34.8	38.3
d. Never or hardly ever	1396	16.9	16.8	17.1	25.0	18.8	12.5	13.2	16.4	15.5	17.5	17.1	16.8
No Response	578	7.0	6.4	7.6	25.0	7.2	4.9	6.5	7.0	10.2	6.2	6.7	6.4
	8261												
17. Use primary sources, such as documents, diaries, and artifacts													
a. Every time	768	9.3	9.7	8.8	15.0	10.5	7.1	10.7	8.5	12.7	10.2	7.9	6.9
b. Most of the time	1669	20.2	20.2	20.1	5.0	19.1	19.0	21.0	20.7	23.1	20.1	19.2	19.6
c. Sometimes	2817	34.1	35.2	33.2	20.0	32.1	42.4	34.5	35.0	29.0	33.6	35.3	37.5
d. Never or hardly ever	2363	28.6	27.4	29.8	35.0	29.9	26.1	26.0	28.3	23.5	28.8	30.3	29.3
No Response	644	7.8	7.5	8.1	25.0	8.4	5.4	7.8	7.5	11.7	7.2	7.3	6.6
	8261												
18-21 How often do you learn about the following content in your social studies class?													
18. Geography													
a. Every class	1231	14.9	14.3	15.5	15.0	18.9	12.0	18.6	12.5	21.0	16.7	12.2	11.5
b. Most of the classes	1892	22.9	22.7	23.1	20.0	22.2	23.9	22.4	23.4	20.3	21.5	24.2	25.6
c. Some of the classes	2759	33.4	34.2	32.7	5.0	30.8	42.9	33.3	34.6	29.1	32.2	34.2	38.4
d. Rarely or hardly ever	1760	21.3	22.0	20.6	35.0	20.4	16.8	18.1	22.1	18.7	22.8	22.5	18.0













**Table 2**  
**Results of Student Survey in Science and Social Studies for Grade 6**

Survey Questions	Total		Gender		Race					Score Range			
	N.	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
<b>III. Social Studies</b>													
<i>13 - 17. How often does your teacher ask you to do the following when you have a social studies class?</i>													
13. Use maps for more than just locating places (e.g., collect evidence from maps to support your answer)													
a. Every time	1098	13.2	13.3	13.1	6.9	16.7	16.1	13.3	11.4	18.6	13.8	11.6	10.1
b. Most of the time	3112	37.4	39.0	35.8	55.2	33.8	44.7	36.7	38.8	29.6	36.9	40.4	39.7
c. Sometimes	2812	33.8	34.0	33.7	20.7	31.3	28.0	31.0	35.6	29.6	33.3	33.9	38.3
d. Never or hardly ever	774	9.3	8.3	10.2	10.3	10.2	8.1	7.7	9.1	10.1	10.0	9.1	7.9
No Response	524	6.3	5.4	7.2	6.9	8.0	3.1	11.3	5.1	12.1	6.0	4.9	4.0
	8321												
14. Collect information from graphs or charts to explain or justify your answers													
a. Every time	1098	13.2	12.5	13.8	10.3	16.4	16.2	13.8	11.4	15.9	15.6	11.8	9.3
b. Most of the time	2713	32.6	33.2	32.2	27.6	31.8	35.4	27.1	33.5	27.8	33.5	34.3	32.7
c. Sometimes	3129	37.6	39.1	36.2	34.5	33.8	38.5	37.6	39.4	32.9	35.5	38.7	43.3
d. Never or hardly ever	840	10.1	9.7	10.4	20.7	9.9	6.8	10.0	10.3	10.8	9.2	10.1	10.8
No Response	541	6.5	5.5	7.4	6.9	8.1	3.1	11.5	5.4	12.6	6.1	5.2	3.9
	8321												
15. Apply the concepts and knowledge you have learned in social studies (e.g., economics, history, geography, and civics) to solve real life problems													
a. Every time	1323	15.9	15.3	16.4	13.8	17.5	21.1	17.6	14.8	17.2	17.1	14.8	14.6

**Table 2**  
**Results of Student Survey in Science and Social Studies for Grade 6**

Survey Questions	Total		Gender		Race					Score Range			
	N.	%	Female	Male	A. I.	A. A.	A.	Hisp.	Cau.	1	2	3	4
b. Most of the time	2546	30.6	31.7	29.6	27.6	28.2	34.8	32.6	31.4	24.9	31.1	32.7	31.2
c. Sometimes	2829	34.0	34.8	33.3	34.5	32.4	33.5	28.7	35.4	32.9	32.8	34.6	36.0
d. Never or hardly ever	1065	12.8	12.7	12.9	17.2	13.6	7.5	8.8	12.9	11.8	12.8	12.5	14.2
No Response	558	6.7	5.5	7.8	6.9	8.3	3.1	12.3	5.5	13.2	6.2	5.3	4.0
	8321												
16. Use primary sources, such as documents, diaries, and artifacts													
a. Every time	932	11.2	11.3	11.2	10.3	12.7	9.9	12.0	10.5	14.9	12.3	10.0	8.1
b. Most of the time	1997	24.0	24.5	23.4	24.2	24.1	23.0	23.8	24.0	22.6	23.9	25.2	23.1
c. Sometimes	2921	35.1	36.7	33.6	37.9	30.7	42.3	32.5	37.1	29.8	32.1	36.6	42.0
d. Never or hardly ever	1914	23.0	21.6	24.2	20.7	23.9	21.7	19.7	22.8	19.2	25.3	23.0	22.6
No Response	558	6.7	5.9	7.6	6.9	8.6	3.1	12.0	5.6	13.5	6.4	5.1	4.3
	8321												
17. Explain why there are often different interpretations of the same event													
a. Every time	982	11.8	11.7	11.9	6.9	14.0	14.9	10.4	10.7	14.6	10.9	11.1	11.7
b. Most of the time	2671	32.1	33.0	31.2	41.4	27.6	27.4	32.6	34.3	27.7	32.0	33.0	34.6
c. Sometimes	3062	36.8	37.5	36.2	31.0	35.5	43.5	33.7	37.6	31.5	37.0	38.7	38.0
d. Never or hardly ever	1015	12.2	11.8	12.7	13.8	14.0	9.9	11.3	11.6	12.6	13.3	11.8	11.3
No Response	591	7.1	6.0	8.0	6.9	8.9	4.3	12.0	5.8	13.6	6.8	5.5	4.4
	8321												
18-21 How often do you learn about the following content in your social studies class?													
18. Geography													
a. Every class	1215	14.6	14.9	14.3	13.8	14.3	19.3	14.7	14.6	15.3	11.9	14.5	18.2
b. Most of the classes	2230	26.8	26.8	26.9	27.6	23.7	32.9	24.0	28.4	23.0	22.2	27.8	36.0



