

Families & Science Project

Youth Questionnaire (Longitudinal Study) 10th grade

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Families & Science Project

Youth Questionnaire (Longitudinal Study)

Your Background

Thank you so much for your participation, we greatly appreciate it. The following questions let us get to know you better. Please answer the following questions about yourself to the best of your ability.

1. Do you have a paid job after school?

- No *SKIP TO THE NEXT PAGE*
- Yes → *IF YES: what do you do for work?*

2. What days do you usually work? (*READ OPTIONS. BUBBLE ALL THAT APPLY*)

Mon	Tues	Weds	Thurs	Fri	Sat	Sun
①	②	③	④	⑤	⑥	⑦

3. What time of the day do you usually work? (*BUBBLE ALL THAT APPLY*)

Morning	Afternoon	Evenings	Night time
①	②	③	④

4. How many hours do you work every week?

1-5	6-10	11-19	20 or more
①	②	③	④

Your Parents

The next section asks questions about your mom and dad. We are going to verify information from last year.

Question	Yes/No	IF NO: updated answer
Are your parents still:	<input type="radio"/> Y <input type="radio"/> N	
Do you still live with:	<input type="radio"/> Y <input type="radio"/> N	<p>[MARK ALL THAT APPLY]</p> <ul style="list-style-type: none"> <input type="radio"/> Biological mom <input type="radio"/> Biological dad <input type="radio"/> Step-parent (stepmom or stepdad) <input type="radio"/> Grandparent(s) <input type="radio"/> Uncle/Aunts <input type="radio"/> Cousins <input type="radio"/> Sister(s) <input type="radio"/> Brother(s) <input type="radio"/> Other (<i>please describe</i>): <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>
Does your mom still work as a:	<input type="radio"/> Y <input type="radio"/> N	<p>IF NO: What is she doing now?</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>
<i>IF WORKING:</i> Does your mom work full time or part time?		<ul style="list-style-type: none"> <input type="radio"/> Full time <input type="radio"/> Part time
Does your dad still work as a:	<input type="radio"/> Y <input type="radio"/> N	<p>IF NO: What is he doing now?</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>

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<i>IF WORKING:</i> Does your dad work full time or part time?		<input type="radio"/> Full time <input type="radio"/> Part time
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5. We are interested in science careers and jobs. Do you know anyone with a science career or job? This can be someone in your family, a friend of your family, or an adult you know.

PROBE FOR: (A) relationship to the teen (NOT the person's name)

(B): person's career, or description if not sure or unclear

NOTE: if a parent has a science career and is recorded in jobs, don't record it here

Person's relation to teen	Person's science career/job
1.	
2.	
3.	
4.	
5.	
6.	

Section 2:

Motivation

1. The next set of questions ask you to report on what you think about math, biology, chemistry, and physics. First, I'd like to talk for a few minutes about your thoughts on MATH. **Look at list #1 You'll see that there is a lot under List #1.** The list will change for each question. I'll tell you which letter to look at.

a. How good at math are you?	Not at all good ①	②	③	Somewhat good ④	⑤	⑥	Very good ⑦
b. How good would you be at learning something new in math?	Not very good ①	②	③	Somewhat good ④	⑤	⑥	Very good ⑦
c. Compared to other 10 th grade students, how good are you at math?	A lot worse ①	②	③	About the same ④	⑤	⑥	A lot better ⑦
d. If you were to list all of the 10 th grade students from best to worst in math, where are you?	One of the worst ①	②	③	In the middle ④	⑤	⑥	One of the best ⑦
e. I find doing math:	Very boring ①	②	③	Neither boring nor interesting ④	⑤	⑥	Very interesting ⑦
f. How much do you like math?	A little ①	②	③	Somewhat ④	⑤	⑥	A lot ⑦
g. For me, being good in math is:	Not at all important ①	②	③	Somewhat important ④	⑤	⑥	Very important ⑦
h. Compared to other subjects, how important is it to be good at math?	Not at all important ①	②	③	Somewhat important ④	⑤	⑥	Very important ⑦
i. How useful is what you learn in math?	Not at all useful ①	②	③	④	⑤	⑥	Very useful ⑦

4. I'd like to now talk for a few minutes about your thoughts on **BIOLOGY**. **Look at list #1 again.** Biology refers to topics like animals, plants, the environment, the human body, and more.

a. How good at biology are you?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would you be at learning something new in biology?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade students, how good are you at biology?	A lot worse			About the same			A lot better
	①	②	③	④	⑤	⑥	⑦
d. If you were to list all of the 10 th grade students from best to worst in biology, where are you?	One of the worst			In the middle			One of the best
	①	②	③	④	⑤	⑥	⑦
e. I find doing biology:	Very boring			Neither boring nor interesting			Very interesting
	①	②	③	④	⑤	⑥	⑦
f. How much do you like biology?	A little			Somewhat			A lot
	①	②	③	④	⑤	⑥	⑦
g. For me, being good in biology is:	Not at all important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
h. Compared to other subjects, how important is it to be good at biology?	Not at all important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
i. How useful is what you learn in biology?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

5. I'd like to now talk for a few minutes about your thoughts on CHEMISTRY. **Continue looking at List #1.** Chemistry refers to topics like the structure of matter, like atoms and molecules, chemical reactions, the periodic table, and more.

a. How good at chemistry are you?	Not at all good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
b. How good would you be at learning something new in chemistry?	Not very good			Somewhat good			Very good
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade students, how good are you at chemistry?	A lot worse			About the same			A lot better
	①	②	③	④	⑤	⑥	⑦
d. If you were to list all of the 10 th grade students from best to worst in chemistry, where are you?	One of the worst			In the middle			One of the best
	①	②	③	④	⑤	⑥	⑦
e. I find doing chemistry:	Very boring			Neither boring nor interesting			Very interesting
	①	②	③	④	⑤	⑥	⑦
f. How much do you like chemistry?	A little			Somewhat			A lot
	①	②	③	④	⑤	⑥	⑦
g. For me, being good in chemistry is:	Not at all important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
h. Compared to other subjects, how important is it to be good at chemistry?	Not at all important			Somewhat important			Very important
	①	②	③	④	⑤	⑥	⑦
i. How useful is what you learn in chemistry?	Not at all useful						Very useful
	①	②	③	④	⑤	⑥	⑦

6. Lastly, I'd like to talk for a few more minutes about your thoughts on PHYSICS. **Take a look at List #1 one last time.** Physics refers to topics like forces like gravity and friction, the motion of objects, electricity, magnetism, and more.

a. How good at physics are you?	Not at all good		Somewhat good			Very good	
	①	②	③	④	⑤	⑥	⑦
b. How good would you be at learning something new in physics?	Not very good		Somewhat good			Very good	
	①	②	③	④	⑤	⑥	⑦
c. Compared to other 10 th grade students, how good are you at physics?	A lot worse		About the same			A lot better	
	①	②	③	④	⑤	⑥	⑦
d. If you were to list all of the 10 th grade students from best to worst in physics, where are you?	One of the worst		In the middle			One of the best	
	①	②	③	④	⑤	⑥	⑦
e. I find doing physics:	Very boring		Neither boring nor interesting			Very interesting	
	①	②	③	④	⑤	⑥	⑦
f. How much do you like physics?	A little		Somewhat			A lot	
	①	②	③	④	⑤	⑥	⑦
g. For me, being good in physics is:	Not at all important		Somewhat important			Very important	
	①	②	③	④	⑤	⑥	⑦
h. Compared to other subjects, how important is it to be good at physics?	Not at all important		Somewhat important			Very important	
	①	②	③	④	⑤	⑥	⑦
i. How useful is what you learn in physics?	Not at all useful					Very useful	
	①	②	③	④	⑤	⑥	⑦

Science Classes

We would like to learn more about the classes you have taken this year, who helps you with science, and what you think about science.

5. What math class are you currently in? *If participant does not know, read options.*

School A	School B	School C
<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Other (SPECIFY) <div data-bbox="118 688 516 850" style="border: 1px solid black; height: 77px; width: 245px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Other (SPECIFY) <div data-bbox="605 739 1003 900" style="border: 1px solid black; height: 77px; width: 245px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Math Class <input type="radio"/> Other (SPECIFY) <div data-bbox="1092 688 1490 850" style="border: 1px solid black; height: 77px; width: 245px; margin-top: 10px;"></div>

6. What science class are you currently in? *If participant does not know, read options.*

School A	School B	School C
<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (SPECIFY) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (SPECIFY) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>	<ul style="list-style-type: none"> <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Science Class <input type="radio"/> Other (SPECIFY) <div style="border: 1px solid black; height: 70px; width: 240px; margin-top: 10px;"></div>

WRITE THE SCIENCE CLASS IN THE BOX BELOW THAT THE TEEN IS CURRENTLY IN (OR IF IN MORE THAN 1, THE CLASS THAT THEY SPEND THE MOST TIME DOING).

For the rest of the interview, if I ask you about your science class, think about your [SCIENCE CLASS].

Science Engagement I

7. Think about your current science class. I am going to read a statement about how some students feel about science. Using **List #2**, tell me the number that best fits your response.

How often do you...	Almost never				Almost always
a. Have trouble paying attention in science class?	①	②	③	④	⑤
b. Get your science work done on time?	①	②	③	④	⑤
c. Find it is hard to keep your mind on your work in science?	①	②	③	④	⑤
d. Participate in science class?	①	②	③	④	⑤
e. Figure out problems and planning to solve them in science?	①	②	③	④	⑤
f. Try to carry out the plans you made for solving problems in science?	①	②	③	④	⑤
g. Try to bounce back quickly from a problem in science class?	①	②	③	④	⑤
h. Try to learn something from your mistakes in science?	①	②	③	④	⑤
i. When you are doing science work, try to decide what you are supposed to learn instead of just reading the material?	①	②	③	④	⑤
j. Try to relate what you are studying in science to other things you know about?	①	②	③	④	⑤
k. Try to plan what you have to do for homework before you get started?	①	②	③	④	⑤
l. Make sure you get started on science homework early?	①	②	③	④	⑤

Science Engagement II

8. Still thinking about your current science class, using **List #3**, indicates how strongly you agree or disagree with the following statements:

	Strongly disagree				Strongly agree
a. I feel happy and safe in my science classroom.	①	②	③	④	⑤
b. In general, I feel like a real part of my science classroom.	①	②	③	④	⑤
c. I would recommend to other teenagers to go to my science classroom.	①	②	③	④	⑤
d. I have to do well in science if I want to be successful in life.	①	②	③	④	⑤
e. Science is not so important to teenagers like me.	①	②	③	④	⑤
f. I learn more useful things from my friends and relatives than I can learn in science.	①	②	③	④	⑤
g. Getting a good education in science is the best way to get ahead.	①	②	③	④	⑤
h. I often learn a lot from my science coursework.	①	②	③	④	⑤

People and Science

9. Let's switch to **List # 4**. Different people help teens with their science coursework. In the last month, how often has [PERSON] helped you with your science coursework?

How often has [PERSON] helped you with your science coursework...	Never	About once a month	A couple times a month	About once a week	A couple of times per week	Everyday	N/A
a. Your mom	①	②	③	④	⑤	⑥	⑧
b. Your dad	①	②	③	④	⑤	⑥	⑧
c. Your older siblings	①	②	③	④	⑤	⑥	⑧
d. Your younger siblings	①	②	③	④	⑤	⑥	⑧
e. Your aunt or uncle	①	②	③	④	⑤	⑥	⑧
f. Your cousins	①	②	③	④	⑤	⑥	⑧
g. Your teachers or school counselors	①	②	③	④	⑤	⑥	⑧
h. Your friends	①	②	③	④	⑤	⑥	⑧
i. Other (<i>write relationship to teen</i>) <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	①	②	③	④	⑤	⑥	⑧

10. We'll use **List # 4** again. Some teenagers have people in their life that they spend time talking to about science classes and careers. These are things that are **not** related to homework. How often does [PERSON] talk with you about science classes or careers?

How often does [PERSON] talk with you about science classes or careers...	Never	About once a month	A couple times a month	About once a week	A couple of times per week	Everyday	N/A
a. Your mom	①	②	③	④	⑤	⑥	⑧
b. Your dad	①	②	③	④	⑤	⑥	⑧
c. Your older siblings	①	②	③	④	⑤	⑥	⑧
d. Your younger siblings	①	②	③	④	⑤	⑥	⑧
e. Your aunt or uncle	①	②	③	④	⑤	⑥	⑧
f. Your cousins	①	②	③	④	⑤	⑥	⑧
g. Your friends	①	②	③	④	⑤	⑥	⑧
h. Your teachers or school counselors	①	②	③	④	⑤	⑥	⑧
j. Other (<i>write relationship to teen</i>) <div data-bbox="120 1182 444 1310" style="border: 1px solid black; height: 60px; width: 100%;"></div>	①	②	③	④	⑤	⑥	⑧

11. Some people think science is interesting and some people do not. Think about your family members. Look at **List # 5** and tell me the number that best matches your answer.

[PERSON] thinks that science is...	Very boring	Neither boring nor interesting			Very interesting	N/A
a. Your mom	①	②	③	④	⑤	⑧
b. Your dad	①	②	③	④	⑤	⑧
c. Your older siblings	①	②	③	④	⑤	⑧
d. Your younger siblings	①	②	③	④	⑤	⑧
e. Your aunt or uncle	①	②	③	④	⑤	⑧
f. Your cousins	①	②	③	④	⑤	⑧

12. Some people know a lot about science and some people do not. Think about your family members. Look at **List # 6** and tell me the number that best matches your answer

[PERSON] knows a lot about science...	Not True	Sort of True			Very True	N/A
a. Your mom	①	②	③	④	⑤	⑧
b. Your dad	①	②	③	④	⑤	⑧
c. Your older siblings	①	②	③	④	⑤	⑧
d. Your younger siblings	①	②	③	④	⑤	⑧
e. Your aunt or uncle	①	②	③	④	⑤	⑧
f. Your cousins	①	②	③	④	⑤	⑧

My Friends

12. We want to know about your friends who are in 10th grade and go to your school. You can include people who are related to you. But, only list your 10th grade friends. Tell me the name of your friends:

PROBE FOR:

- a) first name
- b) last name
- b) gender
- c) friend type

My friend's name....			My friend is a boy/girl:	My friend is a:		
	FIRST name:	LAST name:		Best friend	Close friend	Just a friend
1			(B) (G)	(1)	(2)	(3)
2			(B) (G)	(1)	(2)	(3)
3			(B) (G)	(1)	(2)	(3)
4			(B) (G)	(1)	(2)	(3)
5			(B) (G)	(1)	(2)	(3)
6			(B) (G)	(1)	(2)	(3)
7			(B) (G)	(1)	(2)	(3)
8			(B) (G)	(1)	(2)	(3)
9			(B) (G)	(1)	(2)	(3)
10			(B) (G)	(1)	(2)	(3)

Friends and Science

13. Think about the friends you just listed. Look at **List #7**. For each statement, tell me the answer that best matches how many of your friends agree with each statement.

How many of your friends...	None		Half		All
a. Are involved in science clubs at school?	①	②	③	④	⑤
b. Think science is interesting?	①	②	③	④	⑤
c. Think science is important?	①	②	③	④	⑤
d. Want to have a job or career related to science?	①	②	③	④	⑤
e. Spend time on science websites or watching science shows on TV?	①	②	③	④	⑤
f. Know a lot about science?	①	②	③	④	⑤
g. Help you with your science schoolwork?	①	②	③	④	⑤
h. Are in your science class?	①	②	③	④	⑤
i. Get good grades in science class?	①	②	③	④	⑤
j. Think science is cool?	①	②	③	④	⑤
k. Regularly complete their science class assignments and homework on time?	①	②	③	④	⑤

Support

15. Families try to help teens with science in many different ways. We are interested in how your parent(s) and your older (sibling/cousin) help you. Listed below are some methods your parent(s) and your older (sibling/cousin) may use to help you with your science schoolwork. Use **List #8** to tell us how often, if ever, they do each thing.

How often (do/does) your parent and your older (sibling/cousin)...	Your parent(s)...					Your older (sibling/cousin)...				
	Never	A little	Some-times	A lot	Always	Never	A little	Some-times	A lot	Always
a. Buy you science supplies, like equipment, books, games, or things to help study.	①	②	③	④	⑤	①	②	③	④	⑤
b. Give you rewards for good performance in science.	①	②	③	④	⑤	①	②	③	④	⑤
c. Make sure you have a space or time to work on science homework.	①	②	③	④	⑤	①	②	③	④	⑤
d. Encourage you to work with friends or family members who are good at science.	①	②	③	④	⑤	①	②	③	④	⑤
e. Check or ask if your science homework is complete.	①	②	③	④	⑤	①	②	③	④	⑤
f. Help you do your science work.	①	②	③	④	⑤	①	②	③	④	⑤
g. Take you to a science museum, zoo, or event.	①	②	③	④	⑤	①	②	③	④	⑤
h. Watch science TV shows with you. <i>(please specify the show):</i> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	①	②	③	④	⑤	①	②	③	④	⑤

Support

16. Now, we will talk about your parents and [SIBLING/COUSIN NAME]. I also want to talk about your friends and science teacher. For each question, I'll ask about your parents, [OLDER SIBLING/COUSIN], your friends, and your science teacher okay? We'll use **List #8 again**.

How often do/does...	PERSON	Never	A little	Some-times	A lot	Always
a. Help enroll you in science lessons, workshops, or tutoring programs outside of class	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
b. Tell you that you are good at science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
c. Talk to you about how things are going in your science classes.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
d. Pressure you to do well in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
e. Talk about college majors and careers in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤

How often do/does...	PERSON	Never	A little	Some- times	A lot	Always
f. Tell you how important doing well in science will be for your future.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
g. Look at science websites with you (<i>specify</i>): <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
h. Talk about news or current events related to science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
i. Praise you for your school work in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
j. Help you feel better when science is hard.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤

How often do/does...	PERSON	Never	A little	Some- times	A lot	Always
k. Like how you do things in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
l. Say nice things about your grades in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
m. Like your study habits in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
n. Teach you about things you need to know.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤
o. Teach you about things you want to know in science.	Your parent(s)	①	②	③	④	⑤
	[OLDER SIBLING]	①	②	③	④	⑤
	Your friends	①	②	③	④	⑤
	Your science teacher	①	②	③	④	⑤

SECTION 3: FAMILY AND FUTURE

Family Involvement

Now, we are going to talk about school more generally. For these questions, I want you to think about school in general – not just science. Please give me your best response. You are doing great! 1. Look at **List #9**. How often during the past year have you talked with your parent about...*FOR EACH ITEM FOLLOW UP:* Who usually starts the conversation about.....

How often during the past year have you talked with your parent about... Who usually starts a conversation about...	How often during the past year have you talked with your parent about:					Who usually starts a conversation about...					
	Never	A little	Some-times	A lot	Always	Teen		Both		Parent	N/A
a. Things you studied in class	①	②	③	④	⑤	①	②	③	④	⑤	⑨
b. Your science grades	①	②	③	④	⑤	①	②	③	④	⑤	⑨
c. Your science school work (ex: homework help, project due date)	①	②	③	④	⑤	①	②	③	④	⑤	⑨
d. College or other schools after high school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
e. Specific jobs you might apply for after high school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
f. Importance of science	①	②	③	④	⑤	①	②	③	④	⑤	⑨
g. Selecting courses at school	①	②	③	④	⑤	①	②	③	④	⑤	⑨
h. School activities or events of particular interest to you	①	②	③	④	⑤	①	②	③	④	⑤	⑨
i. Taking the SAT and/or ACT	①	②	③	④	⑤	①	②	③	④	⑤	⑨

2. Do you ever have problems with any of the following...? Let's go back one list to **List #8**

	Never	A little	Some- times	A lot	Always	N/A
a. Making yourself understood to your teachers	①	②	③	④	⑤	⑧
b. Understanding your teachers	①	②	③	④	⑤	⑧

Thinking About Your Future

3. The next set of questions asks about what you think will happen in the future. Using **List #10**, tell me how likely you think each of the following will be:

	Very Unlikely						Very Likely
a. You will drop out of high school before you finish	①	②	③	④	⑤	⑥	⑦
b. You will go to work full time right after high school	①	②	③	④	⑤	⑥	⑦
c. You will graduate from college (four year program)	①	②	③	④	⑤	⑥	⑦

4. What job would you most like to have when you are done with your schooling (**WRITE IN THE JOB, PLEASE BE SPECIFIC ABOUT WHAT YOU WILL BE DOING**)?

	Very Unlikely						Very Likely
5. How likely is it that you will be able to get this type of job?	①	②	③	④	⑤	⑥	⑦

6. What two other jobs have you considered doing:

7. Look at **List #11**. If you could do exactly what you wanted, how far would you like to go in school?

- ① 10th-11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree
- ⑥ Graduate from a 4 year college. *IF YES*: what would you like to major in?

- ⑦ Get a masters degree or a teaching credential. *IF YES*: what would you like to your degree to be?

- ⑧ Get a law degree, a Ph.D., or a medical doctor's degree *IF YES*: what would you like your field of study to be?

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8. We know that things don't always turn out exactly the way we'd like. How much schooling do you think you will actually receive? Look at **List #11**.

- ① 10th or 11th grade
- ② Graduate from high school
- ③ Post high school vocational or technical training
- ④ Some college
- ⑤ Graduate from a business college or a two year college with an associate's degree
- ⑥ Graduate from a 4 year college.
- ⑦ Get a master's degree or a post-undergraduate credential, such as a teaching certificate.
- ⑧ Get a law degree, a Ph.D., or a medical doctor's degree

SECTION 4: AFTER SCHOOL

AFTER SCHOOL TIME USE

1. Teenagers do many different things after school. Looking at **List #12**, we would like to know how often you do each thing in a typical week.

How much time do you usually spend...	Never	Almost never	About once a month	About once a week	A few times a week	Almost daily/daily
a. Reading nonfiction science books, like about animals, rocks, etc.	①	②	③	④	⑤	⑥
b. Doing math or science activities for fun	①	②	③	④	⑤	⑥
c. Reading science fiction books	①	②	③	④	⑤	⑥
d. Looking at science websites [like NOVA]	①	②	③	④	⑤	⑥
e. Reading a science magazine [like National Geographic]	①	②	③	④	⑤	⑥
f. Watching science shows on TV [like Animal Planet]	①	②	③	④	⑤	⑥
g. Figuring out how things work	①	②	③	④	⑤	⑥
h. Observing things in nature or space, like stargazing or insects	①	②	③	④	⑤	⑥
i. Doing science schoolwork	①	②	③	④	⑤	⑥
j. Going to a science museum or science event	①	②	③	④	⑤	⑥
k. Going to a science organized activity or club	①	②	③	④	⑤	⑥
l. Making up science experiments or science projects	①	②	③	④	⑤	⑥

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2. Now we have questions about video game technology and science learning. How often do you play video games on your phone, hand-held device, computer, and/or console by yourself? **Look at List #13**

Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
0	1	2	3	4	5	8

3. [ASK ONLY IF THE TEENAGER PLAYS GAMES] What are the names of the three video games you most recently played by yourself?

4. How often do you play video games on your phone, hand-held device, computer, and/or console with your...? **Look at List #13**

How often do you play video games with...	Never	Almost Never	About once a month	About once a week	A few times a week	Almost daily	N/A
i. Mother	0	1	2	3	4	5	8
j. Father	0	1	2	3	4	5	8
k. Sibling	0	1	2	3	4	5	8
l. Aunt or Uncle	0	1	2	3	4	5	8
m. Cousins	0	1	2	3	4	5	8
n. Friends	0	1	2	3	4	5	8

Families & Science Project

5. [ASK ONLY IF THE TEENAGER PLAYS GAMES WITH OTHERS] Which of the following are reasons you play video games together with people you listed? (Please check ALL that apply.) Please look at **List #14**

- ① I enjoy it.
- ② People I mentioned ask me to.
- ③ It's our "together time".
- ④ I happen to be in the same room.

My Activities

2. Teenagers do different things after school. Some teenagers participate in organized activities. Referring to **the activities list from your school**, were you involved in any of the following activities at your school this year?

NOTE: School A page 7, School B is page 8, Mt. School C is page 9.

For each activity, put the number of the activity in the box and then ask

How many hours each week do you spend in [ACTIVITY]?

Bubble in the appropriate box. If a teen mentions they do an organized activity in the community, write the activity in and the number of hours they spend at it each week.

My activities....	1 hour or less	2-3 hours	4-6 hours	7-10 hours	11-15 hours	16-20 hours	21 or more hours
a.	①	②	③	④	⑤	⑥	⑦
b.	①	②	③	④	⑤	⑥	⑦
c.	①	②	③	④	⑤	⑥	⑦
d.	①	②	③	④	⑤	⑥	⑦
e.	①	②	③	④	⑤	⑥	⑦

3. Did you do any other organized activities in your neighborhood or community?

- No *SKIP TO THE NEXT PAGE*
- Yes → *IF YES, PLEASE SPECIFY*

ACTIVITY:

LOCATION:

Grades

Before we move on to the last section, I have two questions about your grades at school. When was the last time you received grades from school?

9 th grade	10 th grade, fall semester	10 th grade, spring semester
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What was your grade in each of the following subjects?

	A	B	C	D	E or F	I didn't take this subject	I don't know
1. English/Language Arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2. Mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3. History/Social Studies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4. Science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ