Final Transformative Experience Questionnaire– Properties of Matter Form

1. During science class, I talk about the properties of matter with other students or the teacher.
2. I think about the properties of matter when I see things like people cooking, grass being cut, leaves changing color, or ice melting.
3. I talk outside of class about the properties of matter.
4. During science class, I think about the properties of matter.
5. I enjoy talking about the properties of matter.
6. Outside of class, I think about the properties of matter.
7. I find myself thinking about the properties of matter in my life outside of school.
8. During science class, I use the knowledge I’ve learned about the properties of matter.
9. Outside of school, I use the knowledge I’ve learned about the properties of matter.
10. I use the stuff I’ve learned about the properties of matter even when I don’t have to.
11. I look for chances to use my knowledge of the properties of matter in my life outside of school.
12. When I see an object during science class, I think about its properties of matter.
13. When I am working on a class assignment about certain solids, liquids, or gases, I tend to think about their properties of matter.
14. If I see a really interesting object (either in real life, in a magazine, or on TV), then I think about its properties of matter.
15. When I see an object now, I can’t help but think about its properties of matter.
16. During science class, I notice examples of the properties of matter.
17. I notice examples outside of class of the properties of matter.
18. I look for examples outside of class of the properties of matter.
19. Learning about the properties of matter is useful for my future studies or work.
20. Knowledge of the properties of matter helps to make sense of the world around me.
21. Knowledge of the properties of matter is useful in my current life outside of school.
22. I find that knowledge of the properties of matter makes my current, out-of-school experience more meaningful and interesting.
23. Knowledge of the properties of matter makes solids, liquids, or gases much more interesting.
24. In science class, I find it interesting to learn about the properties of matter.
25. I think the properties of matter is an interesting topic.
26. I find it interesting in class when we talk about the properties of matter of solids, liquids, or gasses.
27. I find it exciting to think outside of school about the properties of matter.

Note. Bolded words should be replicated in bold when administering the survey to emphasize the action. Items rated on a 4-point point scale labeled (1) “strongly disagree,” (2) “disagree,” (3) “agree,” (4) “strongly agree.”
Final Transformative Experience Questionnaire – Genetics Form

1. During science class, I \textit{talk} about the heredity and variation of living things with other students or the teacher.
2. I \textit{think} about heredity and variation of living things when I do things like go to the zoo, see people planting flowers, or see an interesting show about plants, animals, or people.
3. I \textit{talk} outside of class about heredity and variation of living things.
4. During science class, I \textit{think} about heredity and variation of living things.
5. I enjoy \textit{talking} about heredity and variation of living things.
6. Outside of class, I \textit{think} about heredity and variation of living things.
7. I find myself \textit{thinking} about heredity and variation of living things in my life outside of school.
8. During science class, I \textit{apply} the knowledge I’ve learned about heredity and variation of living things.
9. Outside of school, I \textit{apply} the knowledge I’ve learned about heredity and variation of living things.
10. I \textit{apply} the stuff I’ve learned about heredity and variation of living things even when I don’t have to.
11. I seek out opportunities to \textit{apply} my knowledge of heredity and variation of living things in my life outside of school.
12. When I see living things during science class, I think about their heredity and the variation of living things.
13. When I am working on a class assignment about plants, animals, or people, I tend to \textit{think} of them in terms of heredity and variation of living things.
14. If I see a really interesting plant, animal, or person (either in real life, in a magazine, or on TV), then I \textit{think} about its heredity and the variation of living things.
15. When I see plants, animals, and people now, I can’t help but think about their in heredity and the variation of living things.
16. During science class, I notice examples of heredity and variation of living things.
17. I notice examples outside of class of heredity and variation of living things.
18. I look for examples outside of class of heredity and variation of living things.
19. Learning about heredity and variation of living things is useful for my future studies or work.
20. Knowledge about heredity and variation of living things helps to make sense of the world of plants, animals, and people.
21. Knowledge of heredity and variation of living things is useful in my current life outside of school.
22. I find that knowledge of heredity and variation of living things makes my current, out-of-school experience more meaningful and interesting.
23. Knowledge of heredity and variation of living things makes plants, animals, and people much more interesting.
24. In science class, I find it interesting to learn about heredity and variation of living things.
25. I think heredity and variation of living things is an interesting topic.
26. I find it interesting in class when we talk about plants, animals, and people in terms of heredity and variation of living things.
27. I’m interested when I hear things about heredity and variation of living things outside of school.
28. I find it exciting to think outside of school about heredity and variation of living things.

\textit{Note.} Bolded words should be replicated in \textbf{bold} when administering the survey to emphasize the action. Items rated on a 4-point point scale labeled (1) “strongly disagree,” (2) “disagree,” (3) “agree,” (4) “strongly agree.”