



Annex A

PISA 2015 BACKGROUND QUESTIONNAIRES

Annex A presents the background questionnaires used in the PISA 2015. These are the **school questionnaire** distributed to school principals; the **student questionnaire** distributed to all participating students; two optional questionnaires for students: the **educational career questionnaire** and the **ICT familiarity questionnaire**; an optional **questionnaire for parents**; an optional **questionnaire for teachers**.

SCHOOL QUESTIONNAIRE

Computer-based version/main survey version

The school principal completed the school questionnaire. The questionnaire takes about 60 minutes to complete and covers:

- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School climate

Technical terms are given in <brackets> and are adapted to the national context by the national data collection centre of the participating country or economy. In this annex, an explanation of the technical terms is given below the questionnaire item.

School background information

SC001 SC001Q01TA	Which of the following definitions best describes the community in which your school is located? (Please select one response.)
	A village, hamlet or rural area (fewer than 3 000 people) <input type="checkbox"/> ₁
	A small town (3 000 to about 15 000 people) <input type="checkbox"/> ₂
	A town (15 000 to about 100 000 people) <input type="checkbox"/> ₃
	A city (100 000 to about 1 000 000 people) <input type="checkbox"/> ₄
	A large city (with over 1 000 000 people) <input type="checkbox"/> ₅

SC002	As at <February 1, 2015>, what was the total school enrolment (number of students)? (Please enter a number for each response. Enter "0" [zero] if there are none.)
SC002Q01TA	Number of boys:
SC002Q02TA	Number of girls:

SC003 SC003Q01TA	What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school? (Please select one response.)
	15 students or fewer <input type="checkbox"/> ₁
	16-20 students <input type="checkbox"/> ₂
	21-25 students <input type="checkbox"/> ₃
	26-30 students <input type="checkbox"/> ₄
	31-35 students <input type="checkbox"/> ₅
	36-40 students <input type="checkbox"/> ₆
	41-45 students <input type="checkbox"/> ₇
	46-50 students <input type="checkbox"/> ₈
	More than 50 students <input type="checkbox"/> ₉

**SC004**

The goal of the following set of questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.

(Please enter a number for each response. Enter "0" [zero] if there are none.)

		Number
SC004Q01TA	At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	
SC004Q02TA	Approximately, how many computers are available for these students for educational purposes?	
SC004Q03TA	Approximately, how many of these computers are connected to the Internet/World Wide Web?	
SC004Q04NA	Approximately, how many of these computers are portable (e.g. laptop, tablet)?	
SC004Q05NA	Approximately how many interactive whiteboards are available in the school altogether?	
SC004Q06NA	Approximately how many data projectors are available in the school altogether?	
SC004Q07NA	Approximately how many computers with internet connection are available for teachers in your school?	

SC053

<This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		Yes	No
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q02TA	School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q04TA	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q05NA	Science club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q06NA	Science competitions, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q07TA	Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q08TA	Club with a focus on computers/ information and communication technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q09TA	Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q10TA	Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q11TA	<country specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC059

Which of the following are true for the science department of your school?

(Please select one response in each row.)

		Yes	No
SC059Q01NA	Compared to other departments, our school's <school science department> is well equipped.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q02NA	If we ever have some extra funding, a big share goes into improvement of our <school science> teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q03NA	<School science> teachers are among our best educated staff members.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q04NA	Compared to similar schools, we have a well-equipped laboratory.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q05NA	The material for hands-on activities in <school science> is in good shape.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q07NA	We have extra laboratory staff that helps support <school science> teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q08NA	Our school spends extra money on up-to-date <school science> equipment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC052

For 15-year-old students, does your school provide the following study help?

(Please select one response in each row.)

		Yes	No
SC052Q01NA	Room(s) where the students can do their homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC052Q02NA	Staff help with homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

School management

SC009

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.

(Please select one response in each row.)

		Did not occur	1-2 times during the year	3-4 times during the year	Once a month	Once a week	More than once a week
SC009Q01TA	I use student performance results to develop the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q02TA	I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q03TA	I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q04TA	I promote teaching practices based on recent educational research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q05TA	I praise teachers whose students are actively participating in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q06TA	When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q07TA	I draw teachers' attention to the importance of pupils' development of critical and social capacities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q08TA	I pay attention to disruptive behaviour in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q09TA	I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q10TA	I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q11TA	I ask teachers to participate in reviewing management practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q12TA	When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q13TA	I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

**SC010****Regarding your school, who has a considerable responsibility for the following tasks?***(Please select as many boxes as appropriate in each row.)*

		Principal	Teachers	<School governing board>	<Regional or local education authority>	National education authority
SC010Q01T	Selecting teachers for hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q02T	Firing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q03T	Establishing teachers' starting salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q04T	Determining teachers' salary increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q05T	Formulating the school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q06T	Deciding on budget allocations within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q07T	Establishing student disciplinary policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q08T	Establishing student assessment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q09T	Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q10T	Choosing which textbooks are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q11T	Determining course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC010Q12T	Deciding which courses are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC012**How often are the following factors considered when students are admitted to your school?***(Please select one response in each row.)*

		Never	Sometimes	Always
SC012Q01TA	Student's record of academic performance (including placement tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q02TA	Recommendation of feeder schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q03TA	Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q04TA	Whether the student requires or is interested in a special programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q05TA	Preference given to family members of current or former students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q06TA	Residence in a particular area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC012Q07TA	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC013

SC013Q01TA

Is your school a public or a private school?*(Please select one response.)*

- A public school
(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)
- A private school
(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)

☐☐

This is a filter question:

If the school is a private school (SC013Q01TA is "A private school"), then respondents answer SC014Q01NA.

Else proceed to SC016.

SC014
SC014Q01NA

This is a filtered question:
Only if SC013Q01TA is "A private school". Else proceed to SC016.

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	<input type="checkbox"/> ₁
Another not-for-profit organisation	<input type="checkbox"/> ₂
A for-profit organisation	<input type="checkbox"/> ₃

SC016

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a number for each response. Enter "0" [zero] if there are none.)

	%
SC016Q01TA Government (includes departments, local, regional, state and national)	
SC016Q02TA Student fees or school charges paid by parents	
SC016Q03TA Benefactors, donations, bequests, sponsorships, parent fundraising	
SC016Q04TA Other	
Total	100%

Consistency check/soft reminder if sum is more or less than 100.

SC017

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

		Not at all	Very little	To some extent	A lot
SC017Q01NA	A lack of teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q02NA	Inadequate or poorly qualified teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q03NA	A lack of assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q04NA	Inadequate or poorly qualified assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Teaching staff

SC018

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time. Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

(Please enter a number in each space provided. Enter "0" [zero] if there are none.)

		Full-time	Part-time
SC018Q01TA	Teachers in TOTAL		
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>		
SC018Q05NA	Teachers with an <ISCED Level 5A Bachelor degree> qualification		
SC018Q06NA	Teachers with an <ISCED Level 5A Master's degree> qualification		
SC018Q07NA	Teachers with an <ISCED Level 6> qualification		

SC019

How many of the following teachers are on the <school science> staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please enter a number in each space provided. Enter "0" [zero] if there are none.)

		Full-time	Part-time
SC019Q01NA	<School science> teachers in TOTAL		
SC019Q02NA	<School science> teachers <fully certified> by <the appropriate authority>		
SC019Q03NA	<School science> teachers with an <ISCED Level 5A or higher> qualification <with a major> in <school science>		

SC025

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" [zero].)

SC025Q01NA	All teaching staff at your school	
SC025Q02NA	Science teaching staff at your school	

Slider bar: parking position, "0-100"; step=1.

SC027

Which of the following types of in-house professional development exist at your school?

(Please select one response in each row.)

		Yes	No
SC027Q01NA	The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q02NA	Our school invites specialists to conduct in-service training for teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q03NA	Our school organises in-service workshops which deal with specific issues that our school faces.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q04NA	Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Assessment and evaluation

SC032

During <the last academic year>, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

		Yes	No
SC032Q01TA	Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q03TA	Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC034

Generally, in your school, how often are students in <national modal grade for 15-year-olds> assessed using the following methods?

If you need further explanation of the term "<standardised tests>", please use the help button.

(Please select one response in each row.)

		Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
SC034Q01NA	Mandatory <standardised tests>, e.g. <country specific example>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q02NA	Non-mandatory <standardised tests> (e.g. publicly or commercially available standardised test material like <country specific example>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q03TA	Teacher-developed tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q04TA	Teachers' judgmental ratings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Help button

<Standardised tests> are consistent in design, content, administration and scoring. Results can be compared across students and schools.

This is a filter question:

If either SC034Q01NA, or SC034Q02NA, or SC034Q03TA is larger than 1 ("never"), then respondents answer SC035.

Else respondents skip the question on the use of test results and proceed to SC036.

SC035

This is a filtered question:

Only if SC034Q01NA, or SC034Q02NA, or SC034Q03TA is larger than 1 ("never"). Else proceed to SC036.

In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?

If you need further explanation of the term "<standardised tests>", please use the help button.

(Please select either "yes" or "no" to indicate the use of <standardised tests> and teacher-developed tests for each of the specified purposes.)

		<Standardised tests>		Teacher-developed tests	
		Yes	No	Yes	No
SC035Q01N	To guide students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q02T	To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q03T	To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q04T	To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q05T	To compare the school to <district or national> performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q06T	To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q07T	To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q09N	To adapt teaching to the students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q10T	To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q11N	To award certificates to students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Help button

The term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

Table of drop down menus, each providing answering options "yes" and "no".

**SC036****In your school, are achievement data used in any of the following <accountability procedures>?**

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.
(Please select one response in each row.)

		Yes	No
SC036Q01TA	Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC036Q02TA	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC036Q03NA	Achievement data are provided directly to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC037**Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?**

If you need further explanation of the term “internal school evaluation” or “external school evaluation”, please use the help button.

(Please select one response in each row.)

		Yes, this is mandatory, e.g. based on district or ministry policies	Yes, based on school initiative	No
SC037Q01TA	Internal evaluation/Self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q02TA	External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q03TA	Written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q04TA	Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q06NA	Systematic recording of student test results and graduation rates	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q08TA	Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q10NA	Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Help button	Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.			
Help button	External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.			

This is a filter question:

If SC037Q01TA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative” then respondents answer additional questions on internal evaluation (SC040).

Else proceed to questions on external evaluation (SC041) if SC037Q02TA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”.

Else skip all evaluation items and proceed to question SC042.

SC040

This is a filtered question:

Only if SC037Q01TA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”. Else proceed to questions on external evaluation (SC041) if SC037Q2TA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”. Else proceed to SC042.

Based on your last internal school evaluation results, did your school implement any measures in the following areas?

*If you need further explanation of the term “internal school evaluation”, please use the help button.
(Please select one response in each row.)*

		Yes	No, because results were satisfactory	No, for other reasons
SC040Q02NA	Educational staff (e.g. workload, personal requirements, qualifications)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q03NA	Implementation of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q05NA	Quality of teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q11NA	Parental engagement in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q12NA	Teacher professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q15NA	Student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q16NA	Students’ cross-curricular competencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q17NA	Equity in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Help button	Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.			

SC041

This is a filtered question:

Only if SC037Q01NTA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”. Else proceed to SC042.

Thinking about the last external evaluation in your school: do the following statements apply?

*If you need further explanation of the term “external school evaluation”, please use the help button.
(Please select one response in each row.)*

		Yes	No
SC041Q01NA	The results of external evaluations led to changes in school policies.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q03NA	We used the data to plan specific action for school development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q04NA	We used the data to plan specific action for the improvement of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q05NA	We put measures derived from the results of external evaluations into practice promptly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q06NA	The impetus triggered by the external evaluation “disappeared” very quickly at our school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Help button	External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.		



Targeted groups

Some schools organise instruction differently for students with different abilities.

SC042		What is your school's policy about this for students in <national modal grade for 15-year-olds>? (Please select one response in each row.)		
		For all subjects	For some subjects	Not for any subjects
SC042Q01TA	Students are grouped by ability into different classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC042Q02TA	Students are grouped by ability within their classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SC048		Please estimate the percentage of students in <national modal grade for 15-year-olds> at your school who have the following characteristics. (Please consider that students may fall into multiple categories.) (Please move the slider to the appropriate percentage.)	
		0%	100%
SC048Q01NA	Students whose <heritage language> is different from <test language>		
SC048Q02NA	Students with special needs		
SC048Q03NA	Students from socioeconomically disadvantaged homes		

Slider bar: parking position, 0-100%; step=1.

School climate





SC061		In your school, to what extent is the learning of students hindered by the following phenomena? (Please select one response in each row.)			
		Not at all	Very little	To some extent	A lot
SC061Q01TA	Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q02TA	Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q03TA	Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q04TA	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q05TA	Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q06TA	Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q07TA	Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q08TA	Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q09TA	Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q10TA	Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SC063		Do the following statements about parental involvement apply to your school? (Please select one response in each row.)	
		Yes	No
SC063Q02NA	Our school provides a welcoming and accepting atmosphere for parents to get involved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q03NA	Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q04NA	Our school includes parents in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q06NA	Our school provides information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q07NA	Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q09NA	There is a <national, state or district legislation> on including parents in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC064

During <the last academic year>, what proportion of students' parents participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" [zero]. Select "100" (one hundred) if all parents participated in the activity.)

		%
SC064Q01TA	Discussed their child's progress with a teacher on their own initiative	
SC064Q02TA	Discussed their child's progress on the initiative of one of their child's teachers	
SC064Q03TA	Participated in local school government (e.g. parent council or school management committee)	
SC064Q04NA	Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	

Slider bar: parking position, 0-100%; step=1.



STUDENT QUESTIONNAIRE

Computer-based version/main survey version

Students complete the student questionnaire after the literacy assessment. The questionnaire takes about 35 minutes to complete.

The core questions on home background are similar to those used in previous PISA assessments. The questionnaire covers:

- Student, student's family and student's home
- Student's view about his/her life
- Student's school
- Student's school schedule and learning time
- Science learning in school
- Student's views about science

Technical terms are given in <brackets> and are adapted to the national context by the national data collection centre of the participating country or economy. In this annex, an explanation of the technical terms is given below the questionnaire item.

Student, student's family and student's home

ST001 ST001Q01TA	What <grade> are you in? <i>(Please select from the drop-down menu to answer the question.)</i>
	<div style="border: 1px solid black; padding: 5px;"> Please choose ▼ Option A Option B Option C Option ... </div>
Drop down menu, including all possible grades attended by 15-year-olds, according to your study programme table as agreed on in the Demographic Tasks.	

ST002 ST002Q01TA	Which one of the following <programmes> are you in? <i>(Please select one response.)</i>	
	<Programme 1>	<input type="checkbox"/> ₁
	<Programme 2>	<input type="checkbox"/> ₂
	<Programme 3>	<input type="checkbox"/> ₃
	<Programme 4>	<input type="checkbox"/> ₄
	<Programme 5>	<input type="checkbox"/> ₅
	<Programme 6>	<input type="checkbox"/> ₆

ST003

On what date were you born?*(Please select the day, month and year from the drop-down menus to answer the question.)*

ST003Q01TA	Day	<div>Please choose ▼</div> <div>Option A</div> <div>Option B</div> <div>Option C</div> <div>Option ...</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>10</div> <div>...</div>		
ST003Q02TA	Month	<div>Please choose ▼</div> <div>Option A</div> <div>Option B</div> <div>Option C</div> <div>Option ...</div>		<div>January</div> <div>February</div> <div>March</div> <div>April</div> <div>May</div> <div>June</div> <div>July</div> <div>August</div> <div>September</div> <div>October</div> <div>November</div> <div>December</div>	
ST003Q03TA	Year	<div>Please choose ▼</div> <div>Option A</div> <div>Option B</div> <div>Option C</div> <div>Option ...</div>			<div>1998</div> <div>1999</div> <div>2000</div> <div>2001</div>

Consistency check/soft reminder if day, month or year is missing: "Please enter your complete birth date".

ST004

ST004Q01TA

Are you female or male?*(Please select one response.)*

	Female	Male
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

ST005

ST005Q01TA

What is the <highest level of schooling> completed by your mother?*If you are not sure which box to choose, please ask the <test administrator> for help.**(Please select one response.)*

<ISCED level 3A>	<input type="checkbox"/> ₁
<ISCED level 3B, 3C>	<input type="checkbox"/> ₂
<ISCED level 2>	<input type="checkbox"/> ₃
<ISCED level 1>	<input type="checkbox"/> ₄
She did not complete <ISCED level 1>	<input type="checkbox"/> ₅

**ST006****Does your mother have any of the following qualifications?**

If you are not sure how to answer this question, please ask the <test administrator> for help.
(Please select one response in each row.)

		Yes	No
ST006Q01TA	<ISCED level 6>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST006Q02TA	<ISCED level 5A>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST006Q03TA	<ISCED level 5B>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST006Q04TA	<ISCED level 4>	<input type="checkbox"/> _1	<input type="checkbox"/> _2

ST007

ST007Q01TA

What is the <highest level of schooling> completed by your father?

If you are not sure which box to choose, please ask the <test administrator> for help.
(Please select one response.)

	<ISCED level 3A>	<input type="checkbox"/> _1
	<ISCED level 3B, 3C>	<input type="checkbox"/> _2
	<ISCED level 2>	<input type="checkbox"/> _3
	<ISCED level 1>	<input type="checkbox"/> _4
	He did not complete <ISCED level 1>	<input type="checkbox"/> _5

ST008**Does your father have any of the following qualifications?**

If you are not sure how to answer this question, please ask the <test administrator> for help.
(Please select one response in each row.)

		Yes	No
ST008Q01TA	<ISCED level 6>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST008Q02TA	<ISCED level 5A>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST008Q03TA	<ISCED level 5B>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST008Q04TA	<ISCED level 4>	<input type="checkbox"/> _1	<input type="checkbox"/> _2

ST011**Which of the following are in your home?**

(Please select one response in each row.)

		Yes	No
ST011Q01TA	A desk to study at	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q02TA	A room of your own	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q03TA	A quiet place to study	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q04TA	A computer you can use for school work	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q05TA	Educational software	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q06TA	A link to the Internet	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q07TA	Classic literature (e.g. <Shakespeare>)	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q08TA	Books of poetry	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q09TA	Works of art (e.g. paintings)	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q10TA	Books to help with your school work	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q11TA	<Technical reference books>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q12TA	A dictionary	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q16NA	Books on art, music or design	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q17TA	<Country-specific wealth item 1>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q18TA	<Country-specific wealth item 2>	<input type="checkbox"/> _1	<input type="checkbox"/> _2
ST011Q19TA	<Country-specific wealth item 3>	<input type="checkbox"/> _1	<input type="checkbox"/> _2

ST012

How many of these are there at your home?*(Please select one response in each row.)*

		None	One	Two	Three or more
ST012Q01TA	Televisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q02TA	Cars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q03TA	Rooms with a bath or shower	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q05NA	<Cell phones> with Internet access (e.g. smartphones)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q06NA	Computers (desktop computer, portable laptop or notebook)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q07NA	<Tablet computers> (e.g. <iPad®>, <BlackBerry® PlayBook™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q08NA	E-book readers (e.g. <Kindle™>, <Kobo>, <Bookeen>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST012Q09NA	Musical instruments (e.g. guitar, piano)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST013

ST013Q01TA

How many books are there in your home?*There are usually about 40 books per metre of shelving. Do not include magazines, newspapers or your schoolbooks.
(Please select one response.)*

0-10 books	<input type="checkbox"/> ₁
11-25 books	<input type="checkbox"/> ₂
26-100 books	<input type="checkbox"/> ₃
101-200 books	<input type="checkbox"/> ₄
201-500 books	<input type="checkbox"/> ₅
More than 500 books	<input type="checkbox"/> ₆

ST014

The following two questions concern your mother's job:*(If she is not working now, please tell us her last main job.)*

ST014Q01TA	What is your mother's main job? (e.g. school teacher, kitchen-hand, sales manager) Please type in the job title. _____
ST014Q02TA	What does your mother do in her main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team) Please use a sentence to describe the kind of work she does or did in that job. _____

ST015

The following two questions concern your father's job:*(If he is not working now, please tell us his last main job.)*

ST015Q01TA	What is your father's main job? (e.g. school teacher, kitchen-hand, sales manager) Please type in the job title. _____
ST015Q02TA	What does your father do in his main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team) Please use a sentence to describe the kind of work he does or did in that job. _____

**ST123**

Thinking about the <this academic year>: to what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST123Q01NA	My parents are interested in my school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST123Q02NA	My parents support my educational efforts and achievements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST123Q03NA	My parents support me when I am facing difficulties at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST123Q04NA	My parents encourage me to be confident.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST019

In what country were you and your parents born?

(Please select one response in each column.)

		You ST019Q01TA	Mother ST019Q01TB	Father ST019Q01TC
	<Country A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	<Country B>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
	<Country C>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
	<Country D>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
	<...etc.>	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
	Other country	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆

This is a filter question. If the student was born in <country of test> skip ST021. If he or she was NOT born in <country of test> go to ST021. ELSE go to ST022.

ST021

ST021Q01TA

→ Only if answer in ST019 "you" was NOT "<country of test>". ELSE skip and proceed to ST022.

How old were you when you arrived in <country of test>?

(Please select from the drop-down menu to answer the question.

If you were less than 12 months old, please select "age 0-1" [age zero to one])

Please choose ▼

- Option A
- Option B
- Option C
- Option ...

age 0-1	1
age 1	2
age 2	3
age 3	4
age 4	5
age 5	6
age 6	7
age 7	8
age 8	9
age 9	10
age 10	11
age 11	12
age 12	13
age 13	14
age 14	15
age 15	16
age 16	17

ST022

What language do you speak at home most of the time?*(Please select one response.)*

ST022Q01TA	<Language 1>	<input type="checkbox"/> _1
ST022Q02TA	<Language 2>	<input type="checkbox"/> _2
ST022Q03TA	<Language 3>	<input type="checkbox"/> _3
ST022Q04TA	< ...etc. >	<input type="checkbox"/> _4
ST022Q05TA	Other language	<input type="checkbox"/> _5

ST125

ST125Q01NA

How old were you when you started <ISCED 0>?*(Please choose from the drop-down menu to answer the question.)*

Years:

Please choose ▼

Option A

Option B

Option C

Option ...

Drop-down menu, offering answers "1 year or younger", 2 years, 3 years, 4 years, 5 years, "6 years or older", "I did not attend <ISCED 0>", "I do not remember".

ST126

ST126Q01TA

How old were you when you started <ISCED 1>?*(Please choose from the drop-down menu to answer the question.)*

Years:

Please choose ▼

Option A

Option B

Option C

Option ...

Drop-down menu, offering answers "3 years or younger", 4 years, 5 years, 6 years, 7 years, 8 years, "9 years or older".

ST127

Have you ever repeated a <grade>?*(Please select one response in each row.)*

		No, never	Yes, once	Yes, twice or more
ST127Q01TA	At <ISCED 1>	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3
ST127Q02TA	At <ISCED 2>	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3
ST127Q03TA	At <ISCED 3>	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3



Student's view about his/her life

ST016
ST016Q01NA

The following question asks how satisfied you feel about your life, on a scale from "0" to "10". Zero means you feel "not at all satisfied" and "10" means "completely satisfied".

Overall, how satisfied are you with your life as a whole these days?

(Please move the slider to the appropriate number.)



Slider bar: parking position, range 0-10 (not at all satisfied, completely satisfied), step = 1.

ST111
ST111Q01TA

Which of the following do you expect to complete?

(Please select one response.)

<ISCED level 2>	<input type="checkbox"/> ₁
<ISCED level 3B or C>	<input type="checkbox"/> ₂
<ISCED level 3A>	<input type="checkbox"/> ₃
<ISCED level 4>	<input type="checkbox"/> ₄
<ISCED level 5B>	<input type="checkbox"/> ₅
<ISCED level 5A or 6>	<input type="checkbox"/> ₆

ST114
ST114Q01TA

What kind of job do you expect to have when you are about 30 years old?

Please type in the job title. _____

ST118

To what extent do you disagree or agree with the following statements about yourself?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST118Q01NA	I often worry that it will be difficult for me taking a test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST118Q02NA	I worry that I will get poor <grades> at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST118Q03NA	Even if I am well prepared for a test I feel very anxious.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST118Q04NA	I get very tense when I study for a test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST118Q05NA	I get nervous when I don't know how to solve a task at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST119

To what extent do you disagree or agree with the following statements about yourself?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST119Q01NA	I want top grades in most or all of my courses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST119Q02NA	I want to be able to select from among the best opportunities available when I graduate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST119Q03NA	I want to be the best, whatever I do.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST119Q04NA	I see myself as an ambitious person.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST119Q05NA	I want to be one of the best students in my class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST121

Please read the descriptions about the following three students. Based on the information provided here, how much would you disagree or agree with the statement that this student is **motivated**?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST121Q01NA	<NAME 1> gives up easily when confronted with a problem and is often not prepared for his classes. <Name 1> is motivated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST121Q02NA	<NAME 2> mostly remains interested in the tasks she starts and sometimes does more than what is expected from her. <Name 2> is motivated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST121Q03NA	<NAME 3> wants to get top grades at school and continues working on tasks until everything is perfect. <Name 3> is motivated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Student's school

ST082

To what extent do you disagree or agree with the following statements about yourself?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST082Q01NA	I prefer working as part of a team to working alone.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q02NA	I am a good listener.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q03NA	I enjoy seeing my classmates be successful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q08NA	I take into account what others are interested in.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q09NA	I find that teams make better decisions than individuals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q12NA	I enjoy considering different perspectives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q13NA	I find that teamwork raises my own efficiency.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST082Q14NA	I enjoy cooperating with peers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST034

Thinking about your school: to what extent do you agree with the following statements?

(Please select one response in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
ST034Q01TA	I feel like an outsider (or left out of things) at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST034Q02TA	I make friends easily at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST034Q03TA	I feel like I belong at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST034Q04TA	I feel awkward and out of place in my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST034Q05TA	Other students seem to like me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST034Q06TA	I feel lonely at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**ST039****During the past 12 months, how often did you have the following experiences at school?***(Please select one response in each row.)*

		Never or almost never	A few times a year	A few times a month	Once a week or more
ST039Q01NA	Teachers called on me less often than they called on other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST039Q02NA	Teachers graded me harder than they graded other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST039Q03NA	Teachers gave me the impression that they think I am less smart than I really am.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST039Q04NA	Teachers disciplined me more harshly than other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST039Q05NA	Teachers ridiculed me in front of others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST039Q06NA	Teachers said something insulting to me in front of others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST038**During the past 12 months, how often have you had the following experiences in school?***(Please select one response in each row.)*

		Never or almost never	A few times a year	A few times a month	Once a week or more
ST038Q01NA	I got called names by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q02NA	I got picked on by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q03NA	Other students left me out of things on purpose.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q04NA	Other students made fun of me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q05NA	I was threatened by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q06NA	Other students took away or destroyed things that belonged to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q07NA	I got hit or pushed around by other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST038Q08NA	Other students spread nasty rumours about me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Student's school schedule and learning time

ST059**How many <class periods> per week are you typically required to attend for the following subjects?***(Please enter a number in each row. Enter "0" [zero] if you have none.)*

ST059Q01TA	Number of <class periods> per week in <test language>	
ST059Q02TA	Number of <class periods> per week in mathematics	
ST059Q03TA	Number of <class periods> per week in <science>	

Open text entry full numbers only. Consistency check, if entries are greater than 15.

ST060

ST060Q01NA

In a normal, full week at school, how many <class periods> are you required to attend in total?*(Please move the slider to the number of <class periods> per week.)*

Number of ALL <class periods>



Slider bar: parking position, range 0–“80 or more”, step 1; consistency check/soft reminder for values smaller than 10 and greater than 60.

ST061

ST061Q01NA

How many minutes, on average, are there in a <class period>?*(Please move the slider to the number of minutes per <class period>.)*

Average minutes in a <class period>



Slider range 0–“120 or more”; consistency check/soft reminder for values smaller than 10 and greater than 80; step 5.

ST062

In the last two full weeks of school, how often did the following things occur?

(Please select one response in each row.)

		Never	One or two times	Three or four times	Five or more times
ST062Q01TA	I <skipped> a whole school day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST062Q02TA	I <skipped> some classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST062Q03TA	I arrived late for school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST071

This school year, approximately how many hours per week do you spend learning in addition to your required school schedule in the following subjects?

(Please include the total hours for homework, additional instruction and private study.)

(Please move the slider to the number of total hours. Select "0" [zero] if you do not do homework, study or practice for a subject.)

ST071Q01NA	<School science>	
ST071Q02NA	Mathematics	
ST071Q03NA	<Test language>	
ST071Q04NA	<Foreign language>	
ST071Q05NA	Other	

Slider bar: parking position, range 0–"30 hours per week or more", step = 1; consistency check/soft reminder for values > 20.

ST031
ST031Q01NA

This school year, on average, on how many days do you attend physical education classes each week?

(Please select from the drop-down menu to answer the question.)

Please choose ▼

- Option A
- Option B
- Option C
- Option ...

Drop down menu, 0–<number of instructional days per calendar week> days".

ST032

Outside of school, during the past 7 days, on how many days did you engage in the following?

(Please select one response from the drop-down menus to answer the questions.)

ST032Q01NA	Moderate physical activities for a total of at least 60 minutes per day (e.g. walking, climbing stairs, riding a bike to school, <country-specific>)	Please choose ▼ Option A Option B Option C Option ...
ST032Q02NA	Vigorous physical activities for at least 20 minutes per day that made you sweat and breathe hard (e.g. running, cycling, aerobics, soccer, skating, <country-specific>)	Please choose ▼ Option A Option B Option C Option ...

Drop down menus 0-7 days.



Science learning in school

ST063

Which of the following <school science> courses did you attend this school year or last school year?

(Please select all that apply in each row.)

		This year	Last year
ST063Q01N	Physics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
ST063Q02N	Chemistry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
ST063Q03N	Biology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
ST063Q04N	<Earth and space>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
ST063Q05N	Applied sciences and technology (e. g. <country-specific example>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
ST063Q06N	<General, integrated, or comprehensive science> course (e. g. <country-specific example>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

This is a filter question. ST064-ST107 only apply if sum of clicks in category “this year” is greater than 0 (at least one science course this year). Else skip ST064-ST107 and proceed to section on “Student's view on science”.

ST064

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

To what extent can you choose the following for your <school science> courses?

(Please select one response in each row.)

		No, not at all	Yes, to a certain degree	Yes, I can choose freely
ST064Q01NA	I can choose the <school science> course(s) I study.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST064Q02NA	I can choose the level of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST064Q03NA	I can choose the number of <school science> courses or <class periods>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ST097

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		Every lesson	Most lessons	Some lessons	Never or hardly ever
ST097Q01TA	Students don't listen to what the teacher says.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST097Q02TA	There is noise and disorder.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST097Q03TA	The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST097Q04TA	Students cannot work well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST097Q05TA	Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST098

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

When learning <school science> topics at school, how often do the following activities occur?

(Please select one response in each row.)

		In all lessons	In most lessons	In some lessons	Never or hardly ever
ST098Q01TA	Students are given opportunities to explain their ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q02TA	Students spend time in the laboratory doing practical experiments.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q03NA	Students are required to argue about science questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q05TA	Students are asked to draw conclusions from an experiment they have conducted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q06TA	The teacher explains how a <school science> idea can be applied to a number of different phenomena (e.g. the movement of objects, substances with similar properties).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q07TA	Students are allowed to design their own experiments.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q08NA	There is a class debate about investigations.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q09TA	The teacher clearly explains the relevance of <broad science> concepts to our lives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST098Q10NA	Students are asked to do an investigation to test ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

When answering the following questions, please keep one of your current <school science> courses in mind all the time. You are free to choose which course this should be.

ST065

ST065Q01NA

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

What is the name of this <school science> course?

(Please type the name of the course.)

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ST100

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		Every lesson	Most lessons	Some lessons	Never or hardly ever
ST100Q01TA	The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST100Q02TA	The teacher gives extra help when students need it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST100Q03TA	The teacher helps students with their learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST100Q04TA	The teacher continues teaching until the students understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST100Q05TA	The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**ST103**

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

How often do these things happen in your lessons for this <school science> course?*(Remember to answer this question in reference to the <school science> course you indicated earlier.)**(Please select one response in each row.)*

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
ST103Q01NA	The teacher explains scientific ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST103Q03NA	A whole class discussion takes place with the teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST103Q08NA	The teacher discusses our questions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST103Q11NA	The teacher demonstrates an idea.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST104

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

How often do these things happen in your lessons for this <school science> course?*(Remember to answer this question in reference to the <school science> course you indicated earlier.)**(Please select one response in each row.)*

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
ST104Q01NA	The teacher tells me how I am performing in this course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST104Q02NA	The teacher gives me feedback on my strengths in this <school science> subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST104Q03NA	The teacher tells me in which areas I can still improve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST104Q04NA	The teacher tells me how I can improve my performance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST104Q05NA	The teacher advises me on how to reach my learning goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST107

→ Only applies if the student answered to attend at least one <school science> course in this school year in ST063.

How often do these things happen in your lessons for this <school science> course?*(Remember to answer this question in reference to the <school science> course you indicated earlier.)**(Please select one response in each row.)*

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
ST107Q01NA	The teacher adapts the lesson to my class's needs and knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST107Q02NA	The teacher provides individual help when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST107Q03NA	The teacher changes the structure of the lesson on a topic that most students find difficult to understand.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Student's view on science

ST092

How informed are you about the following environmental issues?

(Please select one response in each row.)

		I have never heard of this	I have heard about this but I would not be able to explain what it is really about	I know something about this and could explain the general issue	I am familiar with this and I would be able to explain this well
ST092Q01TA	The increase of greenhouse gases in the atmosphere	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q02TA	The use of genetically modified organisms (<GMO>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q04TA	Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q05TA	The consequences of clearing forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q06NA	Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q08NA	Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST092Q09NA	Water shortage	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST093

Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years?

(Please select one response in each row.)

		Improve	Stay about the same	Get worse
ST093Q01TA	Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q03TA	Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q04TA	Clearing of forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q05TA	Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q06TA	Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q07NA	The increase of greenhouse gases in the atmosphere	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
ST093Q08NA	The use of genetically modified organisms (<GMO>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

ST094

How much do you disagree or agree with the statements about yourself below?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
ST094Q01NA	I generally have fun when I am learning <broad science> topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST094Q02NA	I like reading about <broad science>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST094Q03NA	I am happy working on <broad science> topics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST094Q04NA	I enjoy acquiring new knowledge in <broad science>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST094Q05NA	I am interested in learning about <broad science>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**ST095****To what extent are you interested in the following <broad science> topics?***(Please select one response in each row.)*

		Not interested	Hardly interested	Interested	Highly interested	I don't know what this is
ST095Q04NA	Biosphere (e.g. ecosystem services, sustainability)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ST095Q07NA	Motion and forces (e.g. velocity, friction, magnetic and gravitational forces)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ST095Q08NA	Energy and its transformation (e.g. conservation, chemical reactions)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ST095Q13NA	The Universe and its history	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
ST095Q15NA	How science can help us prevent disease	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

ST113**How much do you agree with the statements below?***(Please select one response in each row.)*

		Strongly agree	Agree	Disagree	Strongly disagree
ST113Q01TA	Making an effort in my <school science> subject(s) is worth it because this will help me in the work I want to do later on.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST113Q02TA	What I learn in my <school science> subject(s) is important for me because I need this for what I want to do later on.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST113Q03TA	Studying my <school science> subject(s) is worthwhile for me because what I learn will improve my career prospects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST113Q04TA	Many things I learn in my <school science> subject(s) will help me to get a job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST129**How easy do you think it would be for you to perform the following tasks on your own?***(Please select one response in each row.)*

		I could do this easily	I could do this with a bit of effort	I would struggle to do this on my own	I couldn't do this
ST129Q01TA	Recognise the science question that underlies a newspaper report on a health issue.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q02TA	Explain why earthquakes occur more frequently in some areas than in others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q03TA	Describe the role of antibiotics in the treatment of disease.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q04TA	Identify the science question associated with the disposal of garbage.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q05TA	Predict how changes to an environment will affect the survival of certain species.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q06TA	Interpret the scientific information provided on the labelling of food items.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q07TA	Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST129Q08TA	Identify the better of two explanations for the formation of acid rain.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST131

How much do you disagree or agree with the statements below?*(Please select one response in each row.)*

		Strongly disagree	Disagree	Agree	Strongly agree
ST131Q01NA	A good way to know if something is true is to do an experiment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST131Q03NA	Ideas in <broad science> sometimes change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST131Q04NA	Good answers are based on evidence from many different experiments.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST131Q06NA	It is good to try experiments more than once to make sure of your findings.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST131Q08NA	Sometimes <broad science> scientists change their minds about what is true in science.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST131Q11NA	The ideas in <broad science> science books sometimes change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST146

How often do you do these things?*(Please select one response in each row.)*

		Very often	Regularly	Sometimes	Never or hardly ever
ST146Q01TA	Watch TV programmes about <broad science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q02TA	Borrow or buy books on <broad science> topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q03TA	Visit web sites about <broad science> topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q04TA	Read <broad science> magazines or science articles in newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q05TA	Attend a <science club>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q06NA	Simulate natural phenomena in computer programs/virtual labs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q07NA	Simulate technical processes in computer programs/virtual labs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q08NA	Visit web sites of ecology organisations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ST146Q09NA	Follow news of science, environmental, or ecology organizations via blogs and microblogging	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ST076

On the most recent day you attended school, did you do any of the following before going to school?*(Please select one response in each row.)*

		Yes	No
ST076Q01NA	Eat breakfast	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q02NA	Study for school or homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q03NA	Watch TV/<DVD>/Video	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q04NA	Read a book/newspaper/magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q05NA	Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q06NA	Play video games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q07NA	Meet friends or talk to friends on the phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q08NA	Talk to your parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q09NA	Work in the household or take care of other family members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q10NA	Work for pay	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST076Q11NA	Exercise or practice a sport	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

**ST078**

On the most recent day *you attended school*, did you do any of the following after leaving school?

(Please select one response in each row.)

		Yes	No
ST078Q01NA	Eat dinner	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q02NA	Study for school or homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q03NA	Watch TV/<DVD>/Video	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q04NA	Read a book/newspaper/magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q05NA	Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q06NA	Play video games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q07NA	Meet friends or talk to friends on the phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q08NA	Talk to your parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q09NA	Work in the household or take care of other family members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q10NA	Work for pay	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ST078Q11NA	Exercise or practice a sport	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

EDUCATIONAL CAREER QUESTIONNAIRE

(International option)

Main Survey Version

As in previous PISA cycles, additional questionnaires were developed and offered as options to the participating countries and economies. In PISA 2015, these optional questionnaires are the educational career questionnaire and the ICT familiarity questionnaire for students, the parent questionnaire and the teacher questionnaire.

The educational career questionnaire covers:

- Additional instruction in science
- Additional instruction in mathematics
- Additional instruction in <test language>
- Educational pathway

The following questions ask about any additional instruction in school subjects and other domains that you attend in this school year. This instruction might take place at school or somewhere else, but is not part of your mandatory school schedule. Please consider all regularly attended, institutionalised, organised additional learning activities in which you receive some kind of instruction, guidance or support (e.g. <national examples>).

EC001	In this school year, approximately how many hours per week do you attend additional instruction in the following domains in addition to mandatory school lessons?	
	<i>(An hour here refers to 60 minutes, not to a class period.)</i>	
	<i>(Please move the slider to the number of hours you attend, move it to "0" [zero] if you don't attend any additional instruction.)</i>	
	EC001Q01NA	<School science> or <broad science>
	EC001Q02NA	Mathematics
	EC001Q03NA	<Test language>
	EC001Q04NA	<Foreign languages>
	EC001Q05NA	Social sciences (e.g. history, sociology, politics)
	EC001Q06NA	Music (e.g. musical instrument, choir, composition)
	EC001Q07NA	Sports (e.g. in clubs, lessons, team)
	EC001Q08NA	Performing arts (e.g. dancing, acting)
EC001Q09NA	Visual arts (e.g. photography, drawing, sculpting)	
EC001Q10NA	Other	

Slider bar: "parking position", "0"-"20 or more"

This question is a filter question.

a) The following question EC003 only applies, if any of the answers in EC001 are greater than 0.

b) The following sections A, B, and C only apply if a student attends "additional instruction" in this subject domain: Section A applies only if a student attends some kind of <school science> or <broad science> "additional instruction", section B only applies if a student attends "additional mathematics instruction" and section C only applies if a student attends "additional instruction" in <test language>.

All students not attending either form of additional instruction proceed to the respective questions on reasons for not attending "additional instruction".



PART A ADDITIONAL INSTRUCTION IN SCIENCE

EC003	→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC0013.	
	Which <school science> subjects are covered in your additional science instruction? (Please select all that apply.)	
	EC003Q01NA	Physics <input type="checkbox"/> ₁
	EC003Q02NA	Chemistry <input type="checkbox"/> ₁
	EC003Q03NA	Biology <input type="checkbox"/> ₁
	EC003Q04NA	<Earth and space> <input type="checkbox"/> ₁
	EC003Q05NA	Applied science and technology (e.g. <country-specific example>) <input type="checkbox"/> ₁
	EC003Q06NA	<General, integrated, or comprehensive science> (e.g. <country-specific example>) <input type="checkbox"/> ₁

EC004	→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC0013.		
	Which of the following does this additional science instruction cover? (Please select one response in each row.)		
		Yes	No
EC004Q01NA	Content covered in regular school courses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC004Q02NA	New or additional content not covered in regular school courses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

EC005	→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC0013.	
	Which type of additional science instruction do you participate in during this school year? (Please select all that apply.)	
	EC005Q01NA	One-on-one tutoring with a person <input type="checkbox"/> ₁
	EC005Q02NA	Internet tutoring with a person (including e.g. <Skype™>) <input type="checkbox"/> ₁
	EC005Q03NA	Internet or computer tutoring with a programme or application <input type="checkbox"/> ₁
	EC005Q04NA	Live instruction by a person <input type="checkbox"/> ₁
	EC005Q05NA	Video-recorded instruction by a person <input type="checkbox"/> ₁
	EC005Q06NA	Small group study or practice (2 to 7 students) <input type="checkbox"/> ₁
	EC005Q07NA	Large group study or practice (8 or more students) <input type="checkbox"/> ₁
EC005Q08NA	Other additional science instruction <input type="checkbox"/> ₁	

EC007	→ Questions EC003-EC012 only apply if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC0013.	
	Where do you attend this additional science instruction? (Please select all that apply.)	
	EC007Q01NA	In my regular school building <input type="checkbox"/> ₁
EC007Q02NA	At some other place, i.e. not in my regular school building <input type="checkbox"/> ₁	

EC008

→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”.
Otherwise skip EC003-EC012 and proceed to EC013.

Which of the following best describes your teacher or instructor in your additional science instruction?

(Please select all that apply.)

EC008Q01NA	The teacher is one of my regular teachers in this year's school courses.	<input type="checkbox"/> ₁
EC008Q02NA	The teacher regularly teaches students my age in school but is not my teacher in any of my regular courses.	<input type="checkbox"/> ₁
EC008Q03NA	The teacher mainly works for a business or organisation specialised in additional instruction.	<input type="checkbox"/> ₁
EC008Q04NA	The teacher is not specialised teaching personnel (e.g. a student).	<input type="checkbox"/> ₁

EC009

→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”.
Otherwise skip EC003-EC012 and proceed to EC013.

Compare your <school science> lessons at school and your additional science instruction. Where are the following teacher characteristics more likely to occur?

(If you have more than one <school science> teacher in school, please keep one and the same <school science> teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC009Q03NA	My teacher does a lot to help me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC009Q07NA	My teacher is pleased when I come up with new solutions to a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC009Q10NA	My teacher gives hints or offers strategies that help me to solve a task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC009Q12NA	My teacher helps me to find ways to solve a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC009Q13NA	Once we identify why I have a certain problem, my teacher provides me with a working strategy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC009Q14NA	My teacher adapts the content and method to my needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

EC010

→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”.
Otherwise skip EC003-EC012 and proceed to ECN013.

Compare <school science> lessons in your regular school and your additional science instruction. Where are the following situations more likely to occur?

(If you have more than one <school science> teacher in school, please keep one and the same <school science> teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC010Q04NA	It takes a long time until I have gathered all the material to get started.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q06NA	I talk about things that don't have anything to do with our tasks and the topic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q07NA	At the end of a lesson, my teacher summarises the learning content I have covered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q08NA	My teacher points out the most important aspects of a topic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q09NA	I am often bored.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q10NA	It takes very long until I am ready to get started.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q11NA	My teacher tells me what I should learn in a certain activity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC010Q12NA	My teacher points out the broader context of a learning unit.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

**EC011**

→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC013.

Compare <school science> lessons in your school and your additional science instruction. Where are the following teacher-student interactions more likely to occur?

(If you have more than one <school science> teacher in school, please keep one and the same <school science> teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC011Q01NA	I get along well with my teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC011Q02NA	My teacher is interested in my well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC011Q03NA	My teacher really listens to what I have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC011Q04NA	If I need extra help, I will receive it from my teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC011Q05NA	My teacher treats me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

EC012

→ Questions EC003-EC012 only apply, if a student attends any “additional science instruction”. Otherwise skip EC003-EC012 and proceed to EC013.

Why do you attend additional science instruction in this school year?

(Please select all that apply.)

EC012Q01NA	I want to learn more.	<input type="checkbox"/> ₁
EC012Q02NA	I want to prepare for exams.	<input type="checkbox"/> ₁
EC012Q03NA	I was attracted by the tutoring advertisement.	<input type="checkbox"/> ₁
EC012Q04NA	My parents wanted me to attend.	<input type="checkbox"/> ₁
EC012Q05NA	Many of my friends are doing it.	<input type="checkbox"/> ₁
EC012Q06NA	My teachers recommend it.	<input type="checkbox"/> ₁
EC012Q07NA	I want to improve my grades.	<input type="checkbox"/> ₁
EC012Q08NA	I need to improve my grades.	<input type="checkbox"/> ₁
EC012Q09NA	It is gratifying to study.	<input type="checkbox"/> ₁
EC012Q10NA	It looks good on a résumé.	<input type="checkbox"/> ₁
EC012Q11NA	It is necessary for a job.	<input type="checkbox"/> ₁
EC012Q12NA	Other reason.	<input type="checkbox"/> ₁

EC013

→ Only if a student does not attend any “additional science instruction”. Otherwise skip and proceed to EC014.

Why don't you attend additional science instruction in this school year?

(Please select all that apply.)

EC013Q01NA	I don't need any additional science instruction.	<input type="checkbox"/> ₁
EC013Q02NA	None of the available offerings seem to suit my needs.	<input type="checkbox"/> ₁
EC013Q03NA	Not many of my friends are doing it.	<input type="checkbox"/> ₁
EC013Q04NA	I don't have time.	<input type="checkbox"/> ₁
EC013Q05NA	I don't have the money.	<input type="checkbox"/> ₁
EC013Q06NA	My school teachers are knowledgeable enough.	<input type="checkbox"/> ₁
EC013Q07NA	My parents don't want me to do it.	<input type="checkbox"/> ₁
EC013Q08NA	It doesn't seem worth the money.	<input type="checkbox"/> ₁
EC013Q09NA	My teachers say it is not useful.	<input type="checkbox"/> ₁
EC013Q10NA	I have never considered taking additional science instruction.	<input type="checkbox"/> ₁
EC013Q11NA	Additional science instruction is not available where I live.	<input type="checkbox"/> ₁
EC013Q12NA	My family helps me instead.	<input type="checkbox"/> ₁
EC013Q13NA	My peers and friends help me instead.	<input type="checkbox"/> ₁

PART B ADDITIONAL INSTRUCTION IN MATHEMATICS**EC014**

→ Questions EC014-EC022 only apply, if a student attends any “additional mathematics instruction”.
Otherwise skip EC014-EC022 and proceed to EC023.

Which of the following does this additional mathematics instruction cover?

(Please select one response in each row.)

		Yes	No
EC014Q01NA	Content covered in regular school courses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC014Q02NA	New or additional content not covered in regular school courses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

EC015

→ Questions EC014-EC022 only apply, if a student attends any “additional mathematics instruction”.
Otherwise skip EC014-EC022 and proceed to EC023.

Which type of additional mathematics instruction do you participate in during this school year?

(Please select all that apply.)

EC015Q01NA	One-on-one tutoring with a person	<input type="checkbox"/> ₁
EC015Q02NA	Internet tutoring with a person (including e.g. <Skype™>)	<input type="checkbox"/> ₁
EC015Q03NA	Internet or computer tutoring with a programme or application	<input type="checkbox"/> ₁
EC015Q04NA	Live instruction by a person	<input type="checkbox"/> ₁
EC015Q05NA	Video-recorded instruction by a person	<input type="checkbox"/> ₁
EC015Q06NA	Small group study or practice (2 to 7 students)	<input type="checkbox"/> ₁
EC015Q07NA	Large group study or practice (8 or more students)	<input type="checkbox"/> ₁
EC015Q08NA	Other additional mathematics instruction	<input type="checkbox"/> ₁

EC017

→ Questions EC014-EC022 only apply, if a students attend any “additional mathematics instruction”.
Otherwise skip EC014-EC022 and proceed to EC023.

Where do you attend this additional mathematics instruction?

(Please select all that apply.)

EC017Q01NA	In my regular school building	<input type="checkbox"/> ₁
EC017Q02NA	At some other place, i.e. not in my regular school building	<input type="checkbox"/> ₁

EC018

→ Questions EC014-EC022 only apply if a student attends any “additional mathematics instruction”.
Otherwise skip EC014-EC022 and proceed to EC023.

Which of the following best describes your teacher or instructor in your additional mathematics instruction?

(Please select all that apply.)

EC018Q01NA	The teacher is one of my regular teachers in this year's school courses.	<input type="checkbox"/> ₁
EC018Q02NA	The teacher regularly teaches students my age in school but is not my teacher in any of my regular school courses.	<input type="checkbox"/> ₁
EC018Q03NA	The teacher mainly works for a business or organisation specialised in additional instruction.	<input type="checkbox"/> ₁
EC018Q04NA	The teacher is not specialised teaching personnel (e.g. a student).	<input type="checkbox"/> ₁

**EC019**

→ Questions EC014-EC022 only apply if a student attends any “additional mathematics instruction”. Otherwise skip EC014-EC022 and proceed to EC023.

Compare your mathematics lessons at school and your additional mathematics instruction. Where are the following teacher characteristics more likely to occur?

(If you have more than one mathematics teacher in school, please keep one and the same mathematics teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC019Q03NA	My teacher does a lot to help me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC019Q07NA	My teacher is pleased when I come up with new solutions to a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC019Q10NA	My teacher gives hints or offers strategies that help me to solve a task.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC019Q12NA	My teacher helps me to find ways to solve a problem.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC019Q13NA	Once we identify why I have a certain problem, my teacher provides me with a working strategy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC019Q14NA	My teacher adapts the content and method to my needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

EC020

→ Questions EC014-EC022 only apply, if a student attends any “additional mathematics instruction”. Otherwise skip EC014-EC022 and proceed to EC023.

Compare mathematics lessons in your regular school and your additional mathematics instruction. Where are the following situations more likely to occur?

(If you have more than one mathematics teacher in school, please keep one and the same mathematics teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC020Q04NA	It takes a long time until I have gathered all the material to get started.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q06NA	I talk about things that don't have anything to do with our tasks and the topic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q07NA	At the end of a lesson, my teacher summarises the learning content I have covered.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q08NA	My teacher points out the most important aspects of a topic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q09NA	I am often bored.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q10NA	It takes very long until I am ready to get started.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q11NA	My teacher tells me what I should learn in a certain activity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC020Q12NA	My teacher points out the broader context of a learning unit.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

EC021

→ Questions EC014-EC022 only apply, if a student attends any “additional mathematics instruction”. Otherwise skip EC014-EC022 and proceed to EC023.

Compare mathematics lessons in your school and your additional mathematics instruction. Where are the following student-teacher interactions more likely to occur?

(If you have more than one mathematics teacher in school, please keep one and the same mathematics teacher in mind for all comparisons.)

(Please select one response in each row.)

		More likely in my regular school lessons	No difference	More likely in my additional instruction
EC021Q01NA	I get along well with my teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC021Q02NA	My teacher is interested in my well-being.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC021Q03NA	My teacher really listens to what I have to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC021Q04NA	If I need extra help, I will receive it from my teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
EC021Q05NA	My teacher treats me fairly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

EC022

→ Questions EC014-EC022 only apply, if a student attends any “additional mathematics instruction”. Otherwise skip EC014-EC022 and proceed to EC023.

Why do you attend additional mathematics instruction in this school year?

(Please select all that apply.)

EC022Q01NA	I want to learn more.	<input type="checkbox"/> ₁
EC022Q02NA	I want to prepare for exams.	<input type="checkbox"/> ₁
EC022Q03NA	I was attracted by the tutoring advertisement.	<input type="checkbox"/> ₁
EC022Q04NA	My parents wanted me to attend.	<input type="checkbox"/> ₁
EC022Q05NA	Many of my friends are doing it.	<input type="checkbox"/> ₁
EC022Q06NA	My teachers recommend it.	<input type="checkbox"/> ₁
EC022Q07NA	I want to improve my grades.	<input type="checkbox"/> ₁
EC022Q08NA	I need to improve my grades.	<input type="checkbox"/> ₁
EC022Q09NA	It is gratifying to study.	<input type="checkbox"/> ₁
EC022Q10NA	It looks good on a résumé.	<input type="checkbox"/> ₁
EC022Q11NA	It is necessary for a job.	<input type="checkbox"/> ₁
EC022Q12NA	Other reason.	<input type="checkbox"/> ₁

EC023

→ Only if a student does not attend any “additional mathematics instruction”. Otherwise skip and proceed to EC024.

Why don't you attend additional mathematics instruction in this school year?

(Please select all that apply.)

EC023Q01NA	I don't need any additional mathematics instruction.	<input type="checkbox"/> ₁
EC023Q02NA	None of the available offerings seem to suit my needs.	<input type="checkbox"/> ₁
EC023Q03NA	Not many of my friends are doing it.	<input type="checkbox"/> ₁
EC023Q04NA	I don't have time.	<input type="checkbox"/> ₁
EC023Q05NA	I don't have the money.	<input type="checkbox"/> ₁
EC023Q06NA	My school teachers are knowledgeable enough.	<input type="checkbox"/> ₁
EC023Q07NA	My parents don't want me to do it.	<input type="checkbox"/> ₁
EC023Q08NA	It doesn't seem worth the money.	<input type="checkbox"/> ₁
EC023Q09NA	My teachers say it is not useful.	<input type="checkbox"/> ₁
EC023Q10NA	I have never considered taking additional mathematics instruction.	<input type="checkbox"/> ₁
EC023Q11NA	Additional mathematics instruction is not available where I live.	<input type="checkbox"/> ₁
EC023Q12NA	My family helps me instead.	<input type="checkbox"/> ₁
EC023Q13NA	My peers and friends help me instead.	<input type="checkbox"/> ₁



PART C ADDITIONAL INSTRUCTION IN <TEST LANGUAGE>

EC024	→ Questions EC024-EC027 only apply, if a student attends any “additional <test language> instruction”. Otherwise skip EC024-EC027 and proceed to EC028.	
	Which type of additional <test language> instruction do you participate in during this school year? (Please select all that apply.)	
	EC024Q01NA	One-on-one tutoring with a person <input type="checkbox"/> ₁
	EC024Q02NA	Internet tutoring with a person (including e.g. <Skype™>) <input type="checkbox"/> ₁
	EC024Q03NA	Internet or computer tutoring using a programme or application <input type="checkbox"/> ₁
	EC024Q04NA	Live instruction by a person <input type="checkbox"/> ₁
	EC024Q05NA	Video-recorded instruction by a person <input type="checkbox"/> ₁
	EC024Q06NA	Small group study or practice (2 to 7 students) <input type="checkbox"/> ₁
	EC024Q07NA	Large group study or practice (8 or more students) <input type="checkbox"/> ₁
EC024Q08NA	Other additional <test language> instruction <input type="checkbox"/> ₁	

EC026	→ Questions EC024-EC027 only apply, if a student attends any “additional <test language> instruction”. Otherwise skip EC024-EC027 and proceed to EC028.	
	Where do you attend this additional <test language> instruction? (Please select all that apply.)	
	EC026Q01NA	In my regular school building <input type="checkbox"/> ₁
EC026Q02NA	At some other place, i.e. not in my regular school building <input type="checkbox"/> ₁	

EC027	→ Questions EC024-EC027 only apply if a student attends any “additional <test language> instruction”. Otherwise skip EC024-EC027 and proceed to EC028.	
	Which of the following best describes your teacher or instructor in your additional <test language> instruction? (Please select all that apply.)	
	EC027Q01NA	The teacher is one of my regular teachers in this year’s school courses. <input type="checkbox"/> ₁
	EC027Q02NA	The teacher regularly teaches students my age in school but is not my teacher in any of my regular school courses. <input type="checkbox"/> ₁
	EC027Q03NA	The teacher mainly works for a business or organisation specialised in additional instruction. <input type="checkbox"/> ₁
EC027Q04NA	The teacher is not specialised teaching personnel (e.g. a student). <input type="checkbox"/> ₁	

PART D EDUCATIONAL PATHWAY

EC028	Did you attend additional instruction earlier in your education? (Please select one response in each row.)		
		Yes	No
	EC028Q01NA	In <ISCED 0> <input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	EC028Q02NA	In <ISCED 1> <input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	EC028Q03NA	In <ISCED 2> <input type="checkbox"/> ₁	<input type="checkbox"/> ₂
This is a filter question. EC029 only applies, if any of the answers in EC028 is greater than 0.			

EC029
EC029Q01NA

→ Only if any answer in EC028 = 1 (student attended "additional instruction" earlier in education)

How many years altogether have you attended additional instruction?

(Please select from the drop-down menu to answer the question.)

Years:

Please choose ▼

- Option A
- Option B
- Option C
- Option ...

Drop down menu: answering options 0-16.

EC030

In your family, who helps you regularly with your homework or private study?

(Please select one response in each row.)

		Yes	No
EC030Q01NA	Mother or other female guardian	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q02NA	Father or other male guardian	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q03NA	Sister(s)/brother(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q04NA	Grandparents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q05NA	Other relatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q06NA	Nobody	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
EC030Q07NA	Other person	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

EC031

Did you change schools when you were attending <ISCED 1>?

(Please select one response.)

EC031Q01TA	No, I attended all of <ISCED 1> at the same school.	<input type="checkbox"/> ₁
EC031Q02TA	Yes, I changed schools once.	<input type="checkbox"/> ₂
EC031Q03TA	Yes, I changed schools twice or more.	<input type="checkbox"/> ₃

EC032

Did you change schools when you were attending <ISCED 2>?

(Please select one response.)

EC032Q01TA	No, I attended all of <ISCED 2> at the same school.	<input type="checkbox"/> ₁
EC032Q02TA	Yes, I changed schools once.	<input type="checkbox"/> ₂
EC032Q03TA	Yes, I changed schools twice or more.	<input type="checkbox"/> ₃

EC033

Have you ever changed your <study programme>?

(<example>)

(Please select one response.)

EC033Q01NA	No	<input type="checkbox"/> ₁
EC033Q02NA	Yes, I changed the <study programme> once.	<input type="checkbox"/> ₂
EC033Q03NA	Yes, I changed the <study programme> twice or more.	<input type="checkbox"/> ₃



ICT FAMILIARITY QUESTIONNAIRE

(International option)

Main Survey Version

The information and communication technology (ICT) familiarity questionnaire consists of questions regarding the availability of ICT and the student's use of, and attitudes towards, computers. Students can complete the questionnaire in about five minutes, after they have completed the student questionnaire.

The questionnaire covers:

- Availability of ICT
- General computer use
- Use of ICT outside of school
- Use of ICT at school
- Attitudes towards computers

In the following questions, you will be asked about different aspects related to digital media and digital devices, including desktop computers, portable laptops, notebooks, smartphones, tablet computers, cell phones without internet access, game consoles and internet-connected television.

IC001

Are any of these devices available for you to use at home?

(Please select one response in each row.)

		Yes, and I use it	Yes, but I don't use it	No
IC001Q01TA	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q02TA	Portable laptop, or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q03TA	<Tablet computer> (e.g. <iPad®>, <BlackBerry® PlayBook™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q04TA	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q05TA	<Video games console>, e.g. <Sony® PlayStation®>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q06TA	<Cell phone> (without Internet access)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q07TA	<Cell phone> (with Internet access)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q08TA	Portable music player (Mp3/Mp4 player, iPod® or similar)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q09TA	Printer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q10TA	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC001Q11TA	<ebook reader>, e.g. <Amazon® Kindle™>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

IC009

Are any of these devices available for you to use at school?

(Please select one response in each row.)

		Yes, and I use it	Yes, but I don't use it	No
IC009Q01TA	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q02TA	Portable laptop or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q03TA	<Tablet computer> (e.g. <iPad®>, <BlackBerry® PlayBook™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q05NA	Internet-connected school computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q06NA	Internet connection via wireless network	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q07NA	Storage space for school-related data, e.g. a folder for own documents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q08TA	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q09TA	<ebook reader>, e.g. <Amazon® Kindle™>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q10NA	Data projector, e.g. for slide presentations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
IC009Q11NA	Interactive whiteboard, e.g. <SmartBoard®>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

IC002

IC002Q01NA

How old were you when you first used a digital device?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, notebooks, smartphones, tablet computers, cell phones without internet access, game consoles, or internet-connected television.)
(Please select one response.)

	6 years old or younger	7-9 years old	10-12 years old	13 years old or older	I had never used a digital device until today
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

→ If the student selects "I have never used a digital device until today", the questionnaire will terminate because the following questions will not be relevant to the student.

IC003

IC003Q01TA

How old were you when you first used a computer?

(Please select one response.)

	6 years old or younger	7-9 years old	10-12 years old	13 years old or older	I had never used a computer until today
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

IC004

IC004Q01T

How old were you when you first accessed the Internet?

(Please select one response.)

	6 years old or younger	7-9 years old	10-12 years old	13 years old or older	I have never accessed the Internet
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

This is a filter question. If a student responds "5", I have never accessed the Internet, IC005-IC007 are not applicable and students will proceed to IC008.

IC005

IC005Q01TA

→ Only if students answered "1"- "4" in IC004.

During a typical weekday, for how long do you use the Internet at school?

(Please select one response.)

	No time	1-30 minutes per day	31-60 minutes per day	Between 1 hour and 2 hours per day	Between 2 hours and 4 hours per day	Between 4 hours and 6 hours per day	More than 6 hours per day
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

IC006

IC006Q01TA

→ Only if students answered "1"- "4" in IC004.

During a typical weekday, for how long do you use the Internet outside of school?

(Please select one response.)

	No time	1-30 minutes per day	31-60 minutes per day	Between 1 hour and 2 hours per day	Between 2 hours and 4 hours per day	Between 4 hours and 6 hours per day	More than 6 hours per day
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

IC007

IC007Q01TA

→ Only if students answered "1"- "4" in IC004.

On a typical weekend day, for how long do you use the Internet outside of school?

(Please select one response.)

	No time	1-30 minutes per day	31-60 minutes per day	Between 1 hour and 2 hours per day	Between 2 hours and 4 hours per day	Between 4 hours and 6 hours per day	More than 6 hours per day
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇



IC008		How often do you use digital devices for the following activities <u>outside of school</u> ? (Please select one response in each row.)				
		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
IC008Q01TA	Playing one-player games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q02TA	Playing collaborative online games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q03TA	Using email	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q04TA	<Chatting online> (e.g. <MSN®>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q05TA	Participating in social networks (e.g. <Facebook>, <MySpace>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q07NA	Playing online games via social networks (e.g. <Farmville®>, <The Sims Social>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q08TA	Browsing the Internet for fun (such as watching videos, e.g. <YouTube™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q09TA	Reading news on the Internet (e.g. current affairs)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q10TA	Obtaining practical information from the Internet (e.g. locations, dates of events)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q11TA	Downloading music, films, games or software from the internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q12TA	Uploading your own created contents for sharing (e.g. music, poetry, videos, computer programs)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC008Q13NA	Downloading new apps on a mobile device	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

IC010		How often do you use digital devices for the following activities <u>outside of school</u> ? (Please select one response in each row.)				
		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
IC010Q01TA	Browsing the Internet for schoolwork (e.g. for preparing an essay or presentation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q02NA	Browsing the Internet to follow up lessons, e.g. for finding explanations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q03TA	Using email for communication with other students about schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q04TA	Using email for communication with teachers and submission of homework or other schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q05NA	Using social networks for communication with other students about schoolwork (e.g. <Facebook>, <MySpace>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q06NA	Using social networks for communication with teachers (e.g. <Facebook>, <MySpace>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q07TA	Downloading, uploading or browsing material from my school's website (e.g. timetable or course materials)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q08TA	Checking the school's website for announcements (e.g. absence of teachers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q09NA	Doing homework on a computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q10NA	Doing homework on a mobile device	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q11NA	Downloading learning apps on a mobile device	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC010Q12NA	Downloading science learning apps on a mobile device	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

IC011

How often do you use digital devices for the following activities at school?*(Please select one response in each row.)*

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	Every day
IC011Q01TA	<Chatting online> at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q02TA	Using email at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q03TA	Browsing the Internet for schoolwork.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q04TA	Downloading, uploading or browsing material from the school's website (e.g. <intranet>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q05TA	Posting my work on the school's website.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q06TA	Playing simulations at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q07TA	Practicing and drilling, such as for foreign language learning or mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q08TA	Doing homework on a school computer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
IC011Q09TA	Using school computers for group work and communication with other students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

IC013

Thinking about your experience with digital media and digital devices: to what extent do you disagree or agree with the following statements?*(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, notebooks, smartphones, tablet computers, cell phones without internet access, game consoles, or internet-connected television.)**(Please select one response in each row.)*

		Strongly disagree	Disagree	Agree	Strongly agree
IC013Q01NA	I forget about time when I'm using digital devices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC013Q04NA	The Internet is a great resource for obtaining information I am interested in (e.g. news, sports, dictionary).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC013Q05NA	It is very useful to have social networks on the Internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC013Q11NA	I am really excited discovering new digital devices or applications.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC013Q12NA	I really feel bad if no internet connection is possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC013Q13NA	I like using digital devices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**IC014**

Thinking about your experience with digital media and digital devices: to what extent do you disagree or agree with the following statements?

*(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, notebooks, smartphones, tablet computers, cell phones without internet access, game consoles, or internet-connected television.)
(Please select one response in each row.)*

		Strongly disagree	Disagree	Agree	Strongly agree
IC014Q03NA	I feel comfortable using digital devices that I am less familiar with.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC014Q04NA	If my friends and relatives want to buy new digital devices or applications, I can give them advice.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC014Q06NA	I feel comfortable using my digital devices at home.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC014Q08NA	When I come across problems with digital devices, I think I can solve them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC014Q09NA	If my friends and relatives have a problem with digital devices, I can help them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

IC015

Thinking about your experience with digital media and digital devices: to what extent do you disagree or agree with the following statements?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
IC015Q02NA	If I need new software, I install it by myself.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC015Q03NA	I read information about digital devices to be independent.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC015Q05NA	I use digital devices as I want to use them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC015Q07NA	If I have a problem with digital devices I start to solve it on my own.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC015Q09NA	If I need a new application, I choose it by myself.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

IC016

Thinking about your experience with digital media and digital devices: to what extent do you disagree or agree with the following statements?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
IC016Q01NA	To learn something new about digital devices, I like to talk about them with my friends.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC016Q02NA	I like to exchange solutions to problems with digital devices with others on the internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC016Q04NA	I like to meet friends and play computer and video games with them.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC016Q05NA	I like to share information about digital devices with my friends.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
IC016Q07NA	I learn a lot about digital media by discussing with my friends and relatives.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PARENT QUESTIONNAIRE

(International option)

Main Survey Version

One parent questionnaire is distributed per student. The parent questionnaire takes about 20 minutes for parents to complete and covers:

- The student's family
- The student's school
- The student's educational pathway in early childhood
- Parents' views on science and the environment
- Background information

PART A THE STUDENT'S FAMILY

PA001	Who will complete this questionnaire? (Please tick all that apply.)	
PA001Q01TA	Mother or other female guardian	<input type="checkbox"/> ₁
PA001Q02TA	Father or other male guardian	<input type="checkbox"/> ₁
PA001Q03TA	Other	<input type="checkbox"/> ₁

PA002	Please answer this question with reference to <the student who brought this questionnaire home>. Thinking back to when your child was about 10 years old, how often would your child have done these things? (Please tick only one box in each row.)				
		Very often	Regularly	Sometimes	Never
PA002Q01TA	Watched TV programmes about science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q02TA	Read books on scientific discoveries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q03TA	Watched, read or listened to science fiction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q04TA	Visited web sites about science topics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q05TA	Attended a science club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q06NA	Construction play, e.g. <lego bricks>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q07NA	Took apart technical devices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q08NA	Fixed broken objects or items, e.g. broken electronic toys	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q09NA	Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA002Q10NA	Played computer games with a science content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**PA003****How often do you or someone else in your home do the following things with your child?***(Please tick only one box in each row.)*

		Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	Every day or almost every day
PA003Q01TA	Discuss how well my child is doing at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q02TA	Eat <the main meal> with my child around a table.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q03TA	Spend time just talking to my child.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q04NA	Help my child with his/her science homework.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q05NA	Ask how my child is performing in science class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q06NA	Obtain science-related materials (e.g. applications, software, study guides, etc.) for my child.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q07NA	Discuss with my child how science is used in everyday life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
PA003Q08NA	Discuss <science related career> options with my child.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

PA004**Thinking about <the last academic year>, to what extent do you agree with the following statements?***(Please tick only one box in each row.)*

		Strongly disagree	Disagree	Agree	Strongly agree
PA004Q01NA	I am interested in my child's school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA004Q02NA	I am supportive of my child's efforts at school and his/her achievements.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA004Q03NA	I support my child when he/she is facing difficulties at school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA004Q04NA	I encourage my child to be confident.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PART B THE STUDENT'S SCHOOL

We are interested in the options you had as parents when choosing the school your child is currently attending.

PA005

PA005Q01TA

Which of the following statements best describes the schooling available to students in your location?*(Please tick only one box.)*

	There are two or more other schools in this area that compete with the school my child is currently attending.	<input type="checkbox"/> ₁
	There is one other school in this area that competes with the school my child is currently attending.	<input type="checkbox"/> ₂
	There are no other schools in this area that compete with the school my child is currently attending.	<input type="checkbox"/> ₃

PA006

How important are the following reasons for choosing a school for your child?*(Please tick only one box in each row.)*

		Not important	Somewhat important	Important	Very important
PA006Q01TA	The school is at a short distance to home.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q02TA	The school has a good reputation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q03TA	The school offers particular courses or school subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q04TA	The school adheres to a particular <religious philosophy>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q05TA	The school has a particular approach to <pedagogy/didactics, e.g. example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q06TA	Other family members attended the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q07TA	<Expenses are low> (e.g. tuition, books, room and board).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q08TA	The school has < financial aid> available, such as a school loan, scholarship or grant.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q09TA	The school has an active and pleasant school climate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q10TA	The academic achievements of students in the school are high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA006Q11TA	There is a safe school environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

We are interested in what you think about your child's school.

PA007

How much do you agree or disagree with the following statements?*(Please tick only one box in each row.)*

		Strongly agree	Agree	Disagree	Strongly disagree
PA007Q01TA	Most of my child's school teachers seem competent and dedicated.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q02TA	Standards of achievement are high in my child's school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q03TA	I am happy with the content taught and the instructional methods used in my child's school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q04TA	I am satisfied with the disciplinary atmosphere in my child's school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q05TA	My child's progress is carefully monitored by the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q06TA	My child's school provides regular and useful information on my child's progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q07TA	My child's school does a good job in educating students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q09NA	My child's school provides an inviting atmosphere for parents to get involved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q11NA	My child's school provides effective communication between the school and families.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q12NA	My child's school involves parents in the school's decision-making process.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q13NA	My child's school offers parent education (e.g. <courses on family literacy>) or family support programmes (e.g. <to assist with health, nutrition>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q14NA	My child's school informs families about how to help students with homework and other school-related activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA007Q15NA	My child's school cooperates with <community services> to strengthen school programmes and student development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**PA008**

During <the last academic year>, have you participated in any of the following school-related activities?

(Please tick only one box in each row.)

		Yes	No	Not supported by school
PA008Q01TA	Discussed my child's behaviour with a teacher on my own initiative.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q02TA	Discussed my child's behaviour on the initiative of one of his/her teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q03TA	Discussed my child's progress with a teacher on my own initiative.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q04TA	Discussed my child's progress on the initiative of one of their teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q05TA	Participated in local school government, e.g. parent council or school management committee.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q06NA	Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q07NA	Volunteered to support school activities (volunteered in the school library, media centre, or canteen, assisted a teacher, appeared as a guest speaker).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q08NA	Attended a scheduled meeting or conferences for parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q09NA	Talked about how to support learning at home and homework with my child's teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA008Q10NA	Exchanged ideas on parenting, family support, or the child's development with my child's teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

PA009

During <the last academic year>, has your participation in activities at your child's school been hindered by any of the following issues?

(Please tick only one box in each row.)

		Yes	No
PA009Q01NA	The meeting times were inconvenient.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q02NA	I was not able to get off from work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q03NA	I had no one to take care of my child/ children.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q04NA	The way to school is unsafe.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q05NA	I had problems with transportation.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q06NA	I felt unwelcome at my child's school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q08NA	My <language skills> were not sufficient.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q09NA	I think participation is not relevant for my child's development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q10NA	I do not know how I could participate in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA009Q11NA	My child does not want me to participate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

PA011

We are interested in parents' interaction with the child's school friends and school staff.

(Please tick only one box in each row.)

		0	1-2	3-5	6 or more
PA011Q01NA	How many parents of your child's friends at this school do you know?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA011Q02NA	How many friends of your child at school do you know by name?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA011Q03NA	How many of the school staff would you feel comfortable talking to if you had a question about your child?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PART C THE STUDENT'S EDUCATIONAL PATHWAY IN EARLY CHILDHOOD**PA014 At what age did your child start attending <ISCED 1>?**

PA014Q01NA Years: _____

PA018 Did your child regularly attend an arrangement with one of the following main purposes prior to <grade 1 in ISCED 1>?*(Please tick only one box in each row.)*

		Yes	No	
PA018Q01NA	Supervision and care (e.g. <national examples>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	If yes, please answer questions 19–22.
PA018Q02NA	Early childhood educational development (e.g. <national examples>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	If yes, please answer questions 23 and 26.
PA018Q03NA	Pre-primary education (e.g. <national examples>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	If yes, please answer questions 27–30.

In case your child did not visit any <early childhood education and care arrangement> prior to <grade 1 in ISCED 1> please proceed to Q32.

PA019 At what ages did your child attend a <supervision and care arrangement> prior to <grade 1 in ISCED 1>?*(Please tick all that apply.)*

PA019Q01NA	Up to age 1	<input type="checkbox"/> ₁
PA019Q02NA	Age 1	<input type="checkbox"/> ₁
PA019Q03NA	Age 2	<input type="checkbox"/> ₁
PA019Q04NA	Age 3	<input type="checkbox"/> ₁
PA019Q05NA	Age 4	<input type="checkbox"/> ₁
PA019Q06NA	Age 5	<input type="checkbox"/> ₁
PA019Q07NA	Age 6	<input type="checkbox"/> ₁
PA019Q08NA	Age 7	<input type="checkbox"/> ₁

PA020 Who took care of or educated your child in a <supervision and care arrangement>?*(Please tick all that apply.)*

PA020Q01NA	An underage sibling of the child	<input type="checkbox"/> ₁
PA020Q02NA	An adult relative of the child (e.g. grandparents)	<input type="checkbox"/> ₁
PA020Q03NA	An adult untrained in child care, not a relative (e.g. baby-sitter, friend, neighbour)	<input type="checkbox"/> ₁
PA020Q04NA	A trained adult (e.g. <teacher>, nurse)	<input type="checkbox"/> ₁

PA021 Where was your child cared for or educated in a <supervision and care arrangement>?*(Please tick all that apply.)*

PA021Q01NA	The child's own home	<input type="checkbox"/> ₁
PA021Q02NA	Another person's private home	<input type="checkbox"/> ₁
PA021Q03NA	An institutional setting (e.g. <national example>)	<input type="checkbox"/> ₁
PA021Q04NA	Another place	<input type="checkbox"/> ₁

PA022 What was the most important reason why your child attended a <supervision and care arrangement>?

PA022Q01NA

(Please tick only one box.)

Attendance was mandatory.	<input type="checkbox"/> ₁
We/I could not care for the child (e.g. work, illness).	<input type="checkbox"/> ₂
We/I wanted additional learning stimulation for the child (e.g. social, academic).	<input type="checkbox"/> ₃
Most other children attended a < supervision and care arrangement>.	<input type="checkbox"/> ₄



PA023	At what ages did your child attend an <early childhood educational development arrangement> prior to <grade 1 in ISCED 1>? (Please tick all that apply.)	
PA023Q01NA	Up to age 1	<input type="checkbox"/> ₁
PA023Q02NA	Age 1	<input type="checkbox"/> ₁
PA023Q03NA	Age 2	<input type="checkbox"/> ₁
PA023Q04NA	Age 3	<input type="checkbox"/> ₁
PA023Q05NA	Age 4	<input type="checkbox"/> ₁
PA023Q06NA	Age 5	<input type="checkbox"/> ₁
PA023Q07NA	Age 6	<input type="checkbox"/> ₁
PA023Q08NA	Age 7	<input type="checkbox"/> ₁

PA026 PA026Q01NA	What was the most important reason why your child attended an <early childhood educational development arrangement>? (Please tick only one box.)	
	Attendance was mandatory.	<input type="checkbox"/> ₁
	We/I could not care for the child (e.g. work, illness).	<input type="checkbox"/> ₂
	We/I wanted additional learning stimulation for the child (e.g. social, academic).	<input type="checkbox"/> ₃
	Most other children attended a <early childhood educational development arrangement>.	<input type="checkbox"/> ₄

PA027	At what ages did your child attend a <pre-primary education arrangement> prior to <grade 1 in ISCED 1>? (Please tick all that apply.)	
PA027Q01NA	Up to age 1	<input type="checkbox"/> ₁
PA027Q02NA	Age 1	<input type="checkbox"/> ₁
PA027Q03NA	Age 2	<input type="checkbox"/> ₁
PA027Q04NA	Age 3	<input type="checkbox"/> ₁
PA027Q05NA	Age 4	<input type="checkbox"/> ₁
PA027Q06NA	Age 5	<input type="checkbox"/> ₁
PA027Q07NA	Age 6	<input type="checkbox"/> ₁
PA027Q08NA	Age 7	<input type="checkbox"/> ₁

Please consider now the last <pre-primary education arrangement> which your child attended prior to <grade 1 in ISCED 1>.

PA028 PA028Q01NA	What type of provider offered this <pre-primary education arrangement>? (Please tick only one box.)	
	Public management and mainly public funding (e.g. <national example>)	<input type="checkbox"/> ₁
	Private management and mainly public funding (e.g. <national example>)	<input type="checkbox"/> ₂
	Private management and mainly private funding (e.g. <national example>)	<input type="checkbox"/> ₃

PA029 PA029Q01NA	How many hours per week did your child attend a <pre-primary education arrangement> at the age of three years? (Please tick only one box.)	
	0 hours per week	<input type="checkbox"/> ₁
	up to 10 hours per week	<input type="checkbox"/> ₂
	11-20 hours per week	<input type="checkbox"/> ₃
	21-30 hours per week	<input type="checkbox"/> ₄
	31-40 hours per week	<input type="checkbox"/> ₅
	41-50 hours per week	<input type="checkbox"/> ₆
	51 hours per week or more	<input type="checkbox"/> ₇

PA030
PA030Q01NA

What was the most important reason why your child attended a <pre-primary education arrangement>?

(Please tick only one box.)

Attendance was mandatory.	<input type="checkbox"/> ₁
We/I could not care for the child (e.g. work, illness).	<input type="checkbox"/> ₂
We/I wanted additional learning stimulation for the child (e.g. social, academic).	<input type="checkbox"/> ₃
Most other children attended a <pre-primary education arrangement >.	<input type="checkbox"/> ₄

PART D PARENTS' VIEWS ON SCIENCE AND THE ENVIRONMENT

The following questions refer to <science-related careers>. A <science-related career> is one that requires studying science at tertiary level (e.g. university). So, careers like engineer (involving physics), weather forecaster (involving Earth science), optician (involving biology and physics) and medical doctors (involving the medical sciences) are all examples of <science-related careers>.

PA032

Please answer the questions below.

(Please tick only one box in each row.)

		Yes	No
PA032Q01TA	Does anybody in your family (including you) work in a <science-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA032Q02TA	Does your child show an interest in working in a <science-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA032Q03TA	Do you expect your child will go into a <science-related career>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA032Q04TA	Has your child shown interest in studying science after completing <secondary school>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
PA032Q05TA	Do you expect your child will study science after completing <secondary school>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

PA033

Science is an important part of the PISA study. We are interested in parents' opinions on science and on environmental issues.

The following question asks about your views towards science.

How much do you agree with the following statements?

(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
PA033Q02TA	<Broad science> is important to help us to understand the natural world.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA033Q06TA	<Broad science> is valuable to society.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA033Q07TA	<Broad science> is very relevant to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA033Q08TA	I find that <broad science> helps me to understand the things around me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA033Q09TA	Advances in <broad science> usually bring social benefits.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**PA035****Do you see the environmental issues below as a serious concern for yourself and/or others?***(Please tick only one box in each row.)*

		This is a serious concern for me personally as well as others	This is a serious concern for other people in my country but not for me personally	This is a serious concern only for people in other countries	This is not a serious concern for anyone
PA035Q01TA	Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q03TA	Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q04TA	Clearing of forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q05TA	Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q06TA	Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q07NA	Extreme weather conditions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
PA035Q08NA	Human contact with animal diseases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PA036**Do you think problems associated with the environmental issues below will improve or get worse over the next 20 years?***(Please tick only one box in each row.)*

		Improve	Stay about the same	Get worse
PA036Q01TA	Air pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q03TA	Extinction of plants and animals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q04TA	Clearing of forests for other land use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q05TA	Water shortages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q06TA	Nuclear waste	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q07NA	Extreme weather conditions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
PA036Q08NA	Human contact with animal diseases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

PART E PARENT'S BACKGROUND**PA039****In what country were the following people in the child's family born?***(Please tick only one answer per column.)*

		Mother	Father	Maternal grand-mother	Maternal grand-father	Paternal grand-mother	Paternal grand-father
		PA039Q01TA	PA039Q02TA	PA039Q03TA	PA039Q04TA	PA039Q05TA	PA039Q06TA
	<Country of test>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
	<Country A>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
	<Country B>	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
	<Country C>	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
	<Country D>	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
	<Country E>	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆
	<Country F>	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇

PA041

PA041Q01TA

Please answer the following question thinking just of expenses related to <the student who brought this questionnaire home>.

In the last twelve months, about how much would you have paid to educational providers for services?

In determining this, please include any tuition fees you pay to your child's school, any other fees paid to individual teachers in the school or to other teachers for any tutoring your child receives, as well as any fees for cram school.

Do **not** include the costs of goods like sports equipment, school uniforms, computers or textbooks if they are not included in a general fee (that is, if you have to buy these things separately).

(Please tick only one box.)

Nothing	<input type="checkbox"/> ₁
<More than \$0 but less than \$W>	<input type="checkbox"/> ₂
<\$W or more but less than \$X>	<input type="checkbox"/> ₃
<\$X or more but less than \$Y>	<input type="checkbox"/> ₄
<\$Y or more but less than \$Z>	<input type="checkbox"/> ₅
<\$Z> or more	<input type="checkbox"/> ₆

PA042

PA042Q01TA

What is your annual household income?

Please add together the total income, before tax, from all members of your household.

Please remember we ask you to answer questions only if you feel comfortable doing so, and that all responses are kept **strictly confidential**.

(Please tick only one box.)

Less than <\$A>	<input type="checkbox"/> ₁
<\$A> or more but less than <\$B>	<input type="checkbox"/> ₂
<\$B> or more but less than <\$C>	<input type="checkbox"/> ₃
<\$C> or more but less than <\$D>	<input type="checkbox"/> ₄
<\$D> or more but less than <\$E>	<input type="checkbox"/> ₅
<\$E> or more	<input type="checkbox"/> ₆



TEACHER QUESTIONNAIRE

(International Option)

Main Survey Versions

For PISA 2015, countries had the option to add a questionnaire for teachers. There is a version of this questionnaire for science teachers and a different version for teachers who teach other subjects. In both cases, the questionnaire takes about 30 minutes to complete.

For science teachers, the questionnaire covers:

- Background information
- Teacher's initial education and professional development
- Teacher's school
- Science teaching practices

For other teachers, the questionnaire covers:

- Background information
- Teacher's initial education and professional development
- Teacher's school
- Teaching practices

PART A SCIENCE TEACHER QUESTIONNAIRE

Background information

TC001 TC001Q01NA	Are you female or male? <i>(Please select one response.)</i>				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Female</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/>₁</td> </tr> <tr> <td>Male</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> </tr> </table>	Female	<input type="checkbox"/> ₁	Male	<input type="checkbox"/> ₂
Female	<input type="checkbox"/> ₁				
Male	<input type="checkbox"/> ₂				

TC002 TC002Q01NA	How old are you? <i>(Please move the slider to the appropriate number of years.)</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Years:</td> <td style="width: 30%; text-align: center;"> </td> </tr> </table>	Years:	
Years:			
Slider bar: Parking position; range: "20 years or younger"-"70 years or older"; step=1.			

TC004 TC004Q01NA	What is your employment status as a teacher at <u>this school</u>? <i>(Please select one response.)</i>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/>₁</td> </tr> <tr> <td>Fixed-term contract for a period of more than 1 school year</td> <td style="text-align: center;"><input type="checkbox"/>₂</td> </tr> <tr> <td>Fixed-term contract for a period of 1 school year or less</td> <td style="text-align: center;"><input type="checkbox"/>₃</td> </tr> </table>	Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	<input type="checkbox"/> ₁	Fixed-term contract for a period of more than 1 school year	<input type="checkbox"/> ₂	Fixed-term contract for a period of 1 school year or less	<input type="checkbox"/> ₃
Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	<input type="checkbox"/> ₁						
Fixed-term contract for a period of more than 1 school year	<input type="checkbox"/> ₂						
Fixed-term contract for a period of 1 school year or less	<input type="checkbox"/> ₃						

TC005

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employments together.)
(Please select one response in each row.)

		Full-time (more than 90% of full- time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full- time hours)
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006

TC006Q01NA

In how many schools have you worked over the course of your teaching career?

(Include all schools, even if you worked at several schools at once.)

(Please move the slider to the appropriate number of schools.)

Schools:	
----------	--

Slider bar: Parking position; range: "1 school"–"20 schools or more"; step=1

TC007

How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option does not apply to you select "0" [zero].)

TC007Q01NA	Year(s) working as a teacher <u>at this school</u>	
TC007Q02NA	Year(s) working as a teacher <u>in total</u>	

Slider bar: Parking position; range: "0 years"–"50 years or more"; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

Teacher's initial education and professional development

TC012

TC012Q01NA

What is the highest level of formal education you have completed?

(Please select one response.)

<Below ISCED Level 5>	<input type="checkbox"/> ₁
<ISCED Level 5B>	<input type="checkbox"/> ₂
<ISCED Level 5A Bachelor degree>	<input type="checkbox"/> ₃
<ISCED Level 5A Master's degree>	<input type="checkbox"/> ₄
<ISCED Level 6>	<input type="checkbox"/> ₅

TC013

TC013Q01NA

After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes	<input type="checkbox"/> ₁
No	<input type="checkbox"/> ₂

TC014

TC014Q01NA

Did you complete a teacher education or training programme?

(Please select one response.)

Yes	<input type="checkbox"/> ₁
No	<input type="checkbox"/> ₂



TC015
TC015Q01NA

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training programme at a <educational institute which is eligible to educate or train teachers>.	<input type="checkbox"/> ₁
I attended an in-service teacher education or training programme.	<input type="checkbox"/> ₂
I attended a work-based teacher education or training programme.	<input type="checkbox"/> ₃
I attended training in another pedagogical profession.	<input type="checkbox"/> ₄
Other	<input type="checkbox"/> ₅

TC018

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

Please select all that apply.)

		Included in my teacher education or training programme or other professional qualification	I teach it to the <national modal grade for 15-year-olds> in the current school year
TC018Q01N	Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q03N	Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q04N	Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q05N	Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q08N	Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q09N	Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Help button

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft.

Consistency check/soft reminder if any button remains unmarked.

TC029

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

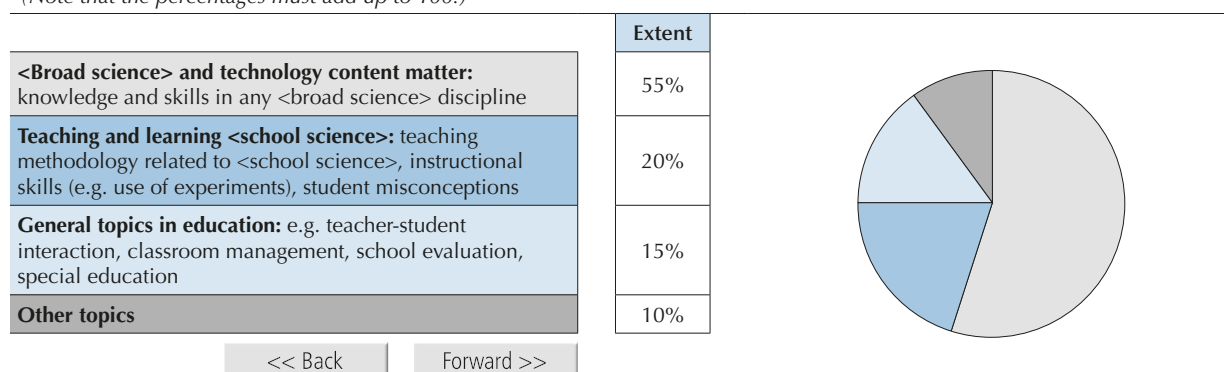
TC029Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC029Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC029Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC029Q04NA	Other topics	_____ %

Consistency check/soft reminder if sum is more or less than 100%.

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)



The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC020

During the last 12 months, did you participate in any of the following activities?

(Please select one response in each row.)

		Yes	No
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

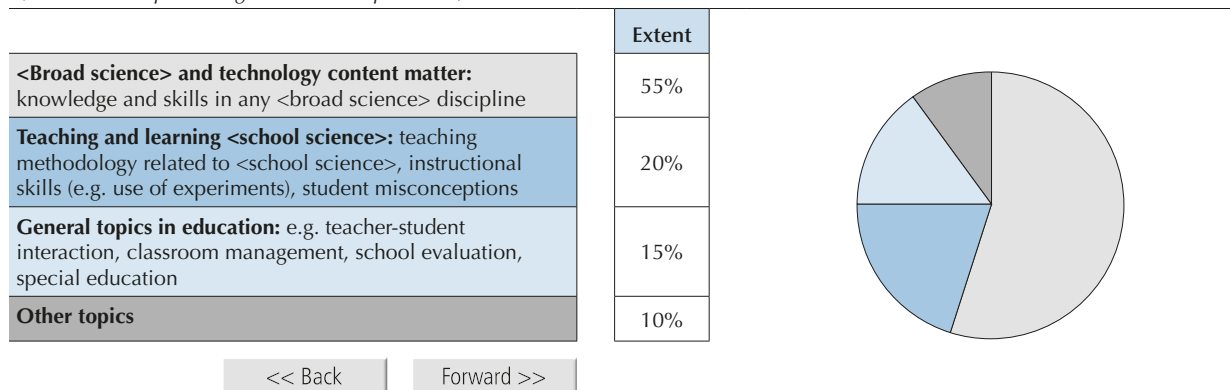


TC030	During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas? (For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for <broad science> and technology content matter.) (Note that the percentages must add up to 100.)	
TC030Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC030Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC030Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC030Q04NA	Other topics	_____ %
Consistency check/soft reminder if sum is more or less than 100 %.		

During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)



The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC021 TC021Q01NA	Are you required to take part in professional development activities? (Please select one response.)	
	Yes	<input type="checkbox"/> ₁
	No	<input type="checkbox"/> ₂

Teacher's school

TC028

Is your school's capacity to provide instruction hindered by any of the following issues?*(Please select one response in each row.)*

		Not at all	Very little	To some extent	A lot
TC028Q01NA	A lack of teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC039

TC039Q01NA

Is there any formal curriculum for <school science> in <national modal grade for 15-year-olds>?*(Please consider national, state, regional, or school policies.)**(Please select one response.)*

Yes	<input type="checkbox"/> ₁
No	<input type="checkbox"/> ₂

TC041

→ Only, if TC039 = 'yes'. Else proceed to TC031.

How much emphasis is given to the following approaches and processes in the intended <school science> curriculum for <the national modal grade of 15-year-olds>?*(Please select one response in each row.)*

		No emphasis	Very little emphasis	Some emphasis	A lot of emphasis
TC041Q01NA	Knowing basic science facts and principles	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q02NA	Observing natural phenomena and describing what is seen	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q03NA	Providing explanations of what is being studied	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q04NA	Designing and planning experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q05NA	Conducting experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q06NA	Integrating science with other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q07NA	Relating what students are learning to their daily lives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q08NA	Incorporating the experiences of different ethnic/cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TC043 TC043Q01NA	→ Only if TC039 = 'yes'. Else proceed to TC031.	
	Are parents informed about the availability and content of the <school science> curriculum (e.g. in a parent-teacher conference or a newsletter)? (Please select one response.)	
	Yes	<input type="checkbox"/> ₁
	No	<input type="checkbox"/> ₂

TC031	To what extent do you disagree or agree with the following statements about regular cooperation among your fellow <school science> teachers and yourself? (Please select one response in each row.)				
		Strongly disagree	Disagree	Agree	Strongly agree
TC031Q04NA	We discuss the achievement requirements for <school science> when setting tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q07NA	It is natural for us to cooperate on what homework to give to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q11NA	We discuss the criteria we use to grade written tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q13NA	We exchange tasks for lessons and homework that cover a range of different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q14NA	I prepare a selection of teaching units with my fellow <school science> teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q15NA	We discuss ways to teach learning strategies and techniques to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q18NA	My fellow <school science> teachers benefit from my specific skills and interests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q20NA	We discuss ways to better identify students' individual strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC026	We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? (Please select one response in each row.)				
		Strongly disagree	Disagree	Agree	Strongly agree
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Science teaching practices

TC037

How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
TC037Q01NA	Students are asked to draw conclusions from an experiment they have conducted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q02NA	Students are given opportunities to explain their ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q03NA	I explain scientific ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q04NA	A small group discussion between students takes place.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q05NA	A whole class discussion takes place in which I participate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q06NA	Current scientific issues are discussed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q07NA	Students make calculations using scientific formulas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q08NA	I use an interactive whiteboard.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q09NA	Students do their own scientific study and related research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q10NA	I discuss questions that students ask.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q11NA	Students carry out practical work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q12NA	Students write up laboratory reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q13NA	I demonstrate an idea.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q14NA	I discuss questions of practical relevance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q15NA	Students read materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q16NA	Students take notes from the board.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q17NA	Students discuss materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q18NA	Students watch videos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q19NA	Students use the internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q20NA	The class corrects homework or a test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q21NA	Students fill out worksheets.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q22NA	Students present something to the rest of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC033

To what extent can (or could) you do the following?

(Please select one response in each row.)

		Not at all	Very little	To some extent	To a large extent
TC033Q04NA	Design experiments and hands-on activities for <inquiry-based learning>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q05NA	Assign tailored tasks to the weakest as well as to the best students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q06NA	Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q08NA	Facilitate a discussion among students on how to interpret experimental findings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TC034

To what extent can (or could) you do the following?*(If you need further explanation of the term my “scientific discipline”, please use the help button.)**(Please select one response in each row.)*

		Not at all	Very little	To some extent	To a large extent
TC034Q01NA	Explain a complex scientific concept to a fellow teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q02NA	State and defend an informed position on ethical problems relating to <broad science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q04NA	Read state-of-the art papers in my scientific discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q06NA	Explain the links between biology, physics and chemistry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Help button	Your <scientific discipline> refers to one specific <broad science> discipline your main <school science> subject belongs to. If you teach the same number of hours for several <school science> subjects, you should choose only one and relate your answer to it.				

PART B GENERAL TEACHER QUESTIONNAIRE**Background information**

TC001

TC001Q01NA


Are you female or male?*(Please select one response.)*

	Female	<input type="checkbox"/> ₁
	Male	<input type="checkbox"/> ₂

TC002

TC002Q01NA

How old are you?*(Please move the slider to the appropriate number of years.)*

	Years:	
Slider bar: Parking position; range: “20 years or younger”-“70 years or older”; step=1.		

TC004

TC004Q01NA

What is your employment status as a teacher at this school?*(Please select one response.)*

	Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	<input type="checkbox"/> ₁
	Fixed-term contract for a period of more than 1 school year	<input type="checkbox"/> ₂
	Fixed-term contract for a period of 1 school year or less	<input type="checkbox"/> ₃

TC005

What is your current employment status as a teacher?*(Please consider your employment status at this school and for all your teaching employments together.)**(Please select one response in each row.)*

		Full-time (more than 90% of full- time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full- time hours)
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006
TC006Q01NA

In how many schools have you worked over the course of your teaching career?

(Include all schools, even if you worked at several schools at once.)

(Please move the slider to the appropriate number of schools.)

Schools:



Slider bar: Parking position; range: "1 school"-"20 schools or more"; step=1

TC007

How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option does not apply to you select "0" [zero].)

TC007Q01NA

Year(s) working as a teacher at this school



TC007Q02NA

Year(s) working as a teacher in total



Slider bar: Parking position; range: "0 years"-"50 years or more"; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

Teacher's initial education and professional development

TC012
TC012Q01NA

What is the highest level of formal education you have completed?

(Please select one response.)

<Below ISCED Level 5>

☐ ₁

<ISCED Level 5B>

☐ ₂

<ISCED Level 5A Bachelor degree>

☐ ₃

<ISCED Level 5A Master's degree>

☐ ₄

<ISCED Level 6>

☐ ₅

TC013
TC013Q01NA

After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes

☐ ₁

No

☐ ₂

TC014
TC014Q01NA

Did you complete a teacher education or training programme?

(Please select one response.)

Yes

☐ ₁

No

☐ ₂

TC015
TC015Q01NA

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training programme at an <educational institute which is eligible to educate or train teachers>.

☐ ₁

I attended an in-service teacher education or training programme.

☐ ₂

I attended a work-based teacher education or training programme.

☐ ₃

I attended training in another pedagogical profession.

☐ ₄

Other

☐ ₅



TC018

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

		Included in my teacher education or training programme or other professional qualification	I teach it to the <national modal grade for 15-year-olds> in the current school year
TC018Q01N	Reading, writing and literature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q03N	Science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q04N	Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q05N	Social studies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q08N	Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q09N	Physical education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Help button

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

Consistency check/soft reminder if any button remains unmarked.

TC020**During the last 12 months, did you participate in any of the following activities?***(Please select one response in each row.)*

		Yes	No
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

TC021

TC021Q01NA

Are you required to take part in professional development activities?*(Please select one response.)*

Yes	<input type="checkbox"/> ₁
No	<input type="checkbox"/> ₂

TC045**Were any of the topics listed below included in your teacher education or training programme or other professional qualification and your professional development activities?***(Please select all that apply.)*

		Included in my teacher education or training programme or other professional qualification	Included in my professional development activities during the last 12 months
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q06N	Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q07N	School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q08N	Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q11N	Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q12N	Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q13N	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q15N	Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Consistency check/soft reminder if not a single button is marked.



Teacher's school

TC028
Is your school's capacity to provide instruction hindered by any of the following issues?
(Please select one response in each row.)

		Not at all	Very little	To some extent	A lot
TC028Q01NA	A lack of teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC060
To what extent do you disagree or agree with the following statements regarding your school?
(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
TC060Q02NA	The principal tries to achieve consensus with all staff when defining priorities and goals in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q04NA	The principal is aware of my needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q06NA	The principal inspires new ideas for my professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q07NA	The principal treats teaching staff as professionals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q09NA	The principal ensures our involvement in decision making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC046
On average, how often do you do the following in this school?
(Please select one response in each row.)

		Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
TC046Q01NA	Teach jointly as a team in the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q02NA	Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q03NA	Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q04NA	Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q05NA	Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q06NA	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q07NA	Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q08NA	Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC026

We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching practices

TC048

How often do you assign the following activities to your students?

(Please select one response in each row.)

		Never or almost never	Once a year or less	2-4 times a year	5-9 times a year	1-3 times a month	Once a week or more
TC048Q01NA	Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q02NA	Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q03NA	Preparing and giving a talk/presentation together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC051

How often do you use the following appreciations during students' team collaboration activities?

(Please select one response in each row.)

		Never or almost never	Sometimes	Often	Always or almost always
TC051Q01NA	No appreciations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q02NA	Individual appreciations for individual performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q03NA	Collective appreciations for a group product	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q04NA	Collective appreciations for individual contributions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q05NA	Individual appreciations for a group product	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

**TC052****How often do you use the following types of collaboration during students' team collaboration activities?***(Please select one response in each row.)*

		Never or almost never	Sometimes	Often	Always or almost always
TC052Q01NA	Members of groups work according to specialisation of each member	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q02NA	Members of groups work on a collective outcome	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q03NA	Group members receive different information (resource interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q04NA	Group members are assigned different roles (role interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC053**How often do you use the following grouping practices during students' team collaboration activities?***(Please select one response in each row.)*

		Never or almost never	Sometimes	Often	Always or almost always
TC053Q01NA	Groups with a mix of abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q02NA	Groups of students with similar abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q03NA	Groups as the students choose them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC054**How often do you use the following methods of assessing student learning?***(If you need further explanation of the term "<standardised tests>", please use the help button.)**(Please select one response in each row.)*

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
TC054Q01NA	I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q02NA	I administer a <standardised test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q03NA	I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q04NA	I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q05NA	I let students judge their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q06NA	I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q07NA	I collect data from classroom assignments or home work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Help button

Here, the term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

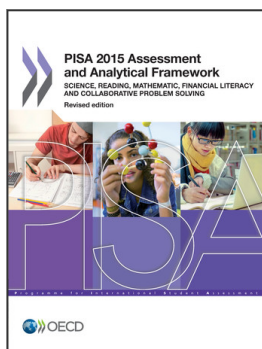
TC055

To what extent do you use the following approaches to assign final <semester> grades to students in <national modal grade for 15-year-olds>.

(If you need further explanation of the term "<standardised tests>", please use the help button.)

(Please select one response in each row.)

		Not at all	Very little	To some extent	To a large extent
TC055Q01NA	I consider students' individual improvement of performance since the beginning of the <semester>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q02NA	I consider students' problem solving ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q03NA	I consider students' critical thinking ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q04NA	I consider students' performance in collaborative problem solving activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q05NA	I recognise students' effort; even if performance does not improve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q06NA	I compare student performance in the current course to that of students from the previous course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q07NA	I compare a student's performance to that of other students in the course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q08NA	I compare students' performance to written <national or regional performance standards>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q11NA	I consider the degree to which the student participates in the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q13NA	I base grades on <standardised tests> mandated by national, state or district authorities, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q14NA	I base grades on non-mandatory, publicly or commercially available <standardised tests>, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Help button	<Standardised tests> are consistent in design, content, administration and scoring. Results can be compared across students and schools. This excludes teacher-developed tests!				



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