

School questionnaire for pisa 2012

Field Trial

All notes version

December 2010

**This version includes reference notes for National
Project Managers and translators**

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INTRODUCTION

PURPOSE OF THIS DOCUMENT

1. This ‘notes version’ of the PISA 2012 Field Trial school questionnaire is designed to assist National Project Managers and translators adapt and translate the ‘no-notes’ version of the school questionnaire in a consistent and internationally comparable way.
2. Notes accompanying each question may include:

Notes for the National Project Manager clarifying terms and options, noting where adaptations should be made, and providing the rationale for the question’s inclusion, with references to the constructs and the research areas of focus described in the Contextual Framework.

Notes for the translator stating whether questions have been used before or are new to PISA. It is highlighted if questions are identical to those used in previous cycles and/or if questions are adapted versions of questions from previous cycles.

CONVENTIONS IN THIS DOCUMENT

3. The inclusion of text within < > brackets means that the national centre is required to insert a word or phrase which is appropriate for that country. In some cases adaptation is required: for example in <test language> or <ISCED level>. In other cases adaptation is optional: for example <Grade 1> or <School’s governing board> may not need adaptation, and may be directly translated where the test language is not a source language.
4. Subscripts are used on the response boxes. These are used to increase the accuracy of data entry. These should be retained and any proposed changes should be listed on the Questionnaire Adaptation Spreadsheet and agreed upon between the National Project Manager and the Consortium.
5. All text in green appears only in this ‘notes’ version of the questionnaire. The ‘no notes’ version will contain only the black font text.

Notes for National Project Manager

Front cover: National Project Managers may change the text and layout of the front cover but approval for these changes is needed. Proposed adaptations to the cover should be submitted in the **Common Booklet Parts Adaptation Spreadsheet** and approved by the Consortium. Refer to the National Project Manager manual for instructions on this.

This questionnaire asks for information including:

- The structure and organisation of the school;
- The student and teacher body;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school's policies and practices.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the principal or designate. It should take about 40 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.

Notes for National Project Manager

'School' - In a few countries with complex school sites or sampling procedures, the expression 'school' may need to be clarified for principals. National Project Managers will need to add to these notes or supply an explanation to the principal as to what the term 'school' means as it is used in this questionnaire. It should have the same meaning as for the primary sampling unit in the (Field Trial) sampling frame. For example, the National Project Manager could place a label on the front cover, or in a space reserved on this page, which says: 'For this questionnaire your school is defined as the campus on Aristotle Avenue only. Do not include the Plato Parade campus'. National Project Managers are also encouraged to add such definitional reminder notes wherever **<school reminder note>** (highlighted in grey) has been inserted. Alternatively, the respondent may be referred back to the definition. For example: 'In answering the following question(s) please refer to the definition of *school* on the front cover'. If a reminder note is not needed in your country, delete <school reminder note> wherever it occurs.

SECTION A: THE STRUCTURE AND ORGANISATION OF THE SCHOOL

<school reminder note>

SC01

Q Is your school a public or a private school?

(Please tick only one box.)

A public school

 ₁

(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

 ₂

(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q2). It was included to provide information about school management.

The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution for this question.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q2).

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

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

	%
a) Government (includes departments, local, regional, state and national)	_____
b) Student fees or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fund raising	_____
d) Other	_____
Total	100%

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q3). It was also used in PISA 2006, PISA 2003 and PISA 2000. This question is included to provide information about school funding.

Item b): 'Student fees or school charges' is defined as any payment from the household to the school.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q3).

Q Which of the following definitions best describes the community in which your school is located?

(Please tick only one box.)

A village, hamlet or rural area (fewer than 3 000 people) ₁

A small town (3 000 to about 15 000 people) ₂

A town (15 000 to about 100 000 people) ₃

A city (100 000 to about 1 000 000 people) ₄

A large city (with over 1 000 000 people) ₅

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q4).

Stem: 'community' – is a social group of any size whose members reside in a specific locality. A community may not always coincide with administrative or political boundaries.

Where this information is available in a reliable and up-to-date central database, this question may be omitted if the data can be provided to the Consortium in a convenient format at the time of Field Trial data submission. This must be agreed upon in the Questionnaire Adaptation process.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q4).

Q *We are interested in the options parents have when choosing a school for their children.*

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 for our students ₁

There is one other school in this area that competes for our students ₂

There are no other schools in this area that compete for our students ₃

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q5). It seeks to examine the extent of parental choice in considering a school for their children.

Stem: 'parents' refers to the parent, guardian or caregiver of a student. This definition of parent applies throughout this questionnaire and the appropriate term should be used consistently.

We are interested in the choice parents have between schools of the same type; i.e. those schools that offer similar curriculum pedagogy and/or educational philosophy. We are not interested here in choices between schools of different types.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q5).

Q What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?

(Please tick only one box.)

- | | |
|-----------------------|--|
| 15 students or fewer | <input type="checkbox"/> ₀₁ |
| 16-20 students | <input type="checkbox"/> ₀₂ |
| 21-25 students | <input type="checkbox"/> ₀₃ |
| 26-30 students | <input type="checkbox"/> ₀₄ |
| 31-35 students | <input type="checkbox"/> ₀₅ |
| 36-40 students | <input type="checkbox"/> ₀₆ |
| 41-45 students | <input type="checkbox"/> ₀₇ |
| 46-50 students | <input type="checkbox"/> ₀₈ |
| More than 50 students | <input type="checkbox"/> ₀₉ |

Notes for National Project Manager

This question has been reintroduced from the PISA 2006 Main Survey (Q6) to obtain information on another important input characteristic of educational systems, namely average class size in the modal grade.

Stem: **<national modal grade for 15-year-olds>** should be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

This phrase occurs throughout the questionnaire and NPMs should give some thought to its consistent adaptation from the onset.

Stem: **<test language>** should be adapted to the name of the language used in the PISA mathematics literacy test. The size of the **<test language>** class was used in 2006 as a general measure of class size, since the notion of a **<test language>** class is more consistent across countries than a mathematics class.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translators

This question was worded identically in the PISA 2006 Main Survey (Q6).

The following is a list of programmes that may be in your school and that are available to 15-year-old students.

- <Programme 1>
- <Programme 2>
- <Programme 3>
- <Programme 4>

Q For each of these programmes in your school:

(Please write a number in each row for each programme in your school.)

- a)
- | | | |
|--|---------|-----------------------|
| | <prog1> | _____ out of 52 weeks |
| How many
<instructional> weeks
are in the school year? | <prog2> | _____ out of 52 weeks |
| | <prog3> | _____ out of 52 weeks |
| | <prog4> | _____ out of 52 weeks |

(Please tick one box in each row.)

- | | | <30
hours | 30-32
hours | 33-35
hours | 36-40
hours | 41-45
hours | >45
hours |
|---|---------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| b) How many <u>hours</u> in
total are there in the
school week? (include
lunch breaks, <study
hall time>, and after
school activities) | <prog1> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| | <prog2> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| | <prog3> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
| | <prog4> | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |

		<22 hours	22-26 hours	27-31 hours	32-36 hours	>36 hours
c) How many <u>hours</u> for <instruction in all subjects> are there in the school week? (exclude lunch breaks and after school activities)	<prog1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
		0 hours	1-2 hours	3-4 hours	5-6 hours	>6 hours
d) How many <u>hours</u> for <instruction in mathematics> are there in the school week? (exclude lunch breaks and after school activities)	<prog1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
	<prog4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q7) (it was also included in the PISA 2000 Main Survey) and relates to the amount of formal learning time available to students. Item d) is new in the PISA 2012 Field Trial.

Stem: **<Programme X>** this question asks information only for study programmes with the same categories as used in the Study Programme table. The formatting of Q6 is based upon the expectation that there will not be many different programmes available to 15-year-olds in each country. This is known not to be true for all countries, so National Project Managers are invited to adapt the format of this question to accommodate situations where there are many programmes. **There must be as many programmes listed in Q6 as appear in the study programme table.**

In some countries an 'hour' commonly equates to a 'period' in educational settings even if this is not 60 minutes. National Project Managers must ensure that the translation leads to responses of full (60 minute) hours to enable international comparisons.

A 'week' refers to a calendar week. Systems whose 'school week cycle' runs for longer blocks of time (e.g. over a 10 day period) may need to add a note to ensure that principals understand it is a calendar week that is referred to here.

Item a): **<instructional>** refers to that part of total time that is devoted to learning activities included in formal curriculum including possible formal off-school instructional activities organised by the school, but excluding lunch breaks, <study hall time>, and after school activities .

Item b): 'hours in total' is the time spent physically in the school (including lunches, etc), and in formal off-school activities such as work experience, attending training at another institute as part of the school's programme, sporting activities and so on.

Item b): **<study hall time>** refers to time at school set aside for self-directed student study.

Item c): **<instruction in all subjects>** seeks information on the total amount of instructional time in all subject areas taken together.

Item d): **<instruction in mathematics>** is aimed at obtaining information regarding the amount of instructional time that is set aside for teaching mathematics. Together with <instruction in all subjects> it allows the calculation of the proportion of time that is dedicated to mathematics.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translators

This question is worded similarly to that in the PISA 2003 Main Survey (Q7) however the response categories have changed from open-ended to closed format. The wording in item c) has changed to '<instruction in all subjects>' and item d) is new.

SECTION B: THE STUDENT AND TEACHER BODY

<school reminder note>

SC07

Q As at <February 1, 2011>, what was the total school enrolment (number of students)?

(Please write a number in each line. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

Notes for National Project Manager

<School reminder note> 'school' refers to the primary sampling unit. A reminder note or reference to the school definition should be inserted as necessary.

This question has been retained from the PISA 2009 Main Survey (Q6). It was included to provide a measure of school size, and can also be used to determine if the school is co-educational or single sex. It is also used in calculating computer-to-student and teacher-to-student ratios.

Stem: <February 1, 2011> should be a date about one month before data collection (i.e. the Field Trial) starts.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q6), except the year (2011).

Q During <the last academic year>, about what percentage of students in your school repeated a grade, at these <ISCED levels>?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Tick the ‘not available’ box if the <ISCED level> does not exist in your school.)

	%	<i><ISCED level> not available in this school</i>
a) The approximate percentage of students repeating a grade at <ISCED 2> in this school <last academic year> was:	_____	<input type="checkbox"/> <small>996</small>
b) The approximate percentage of students repeating a grade at <ISCED 3> in this school <last academic year> was:	_____	<input type="checkbox"/> <small>996</small>

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q7).

Stem x2 & response category: **<ISCED levels>** is in the stem to draw attention to the two levels asked about in the items.

Stem and items: **<the last academic year>** refers to the previous year of schooling, not necessarily the previous calendar year. If PISA is administered in the first six months of the present school year, please choose <The last academic year>. If PISA is administered in the second six months of the present school year, please choose <The current academic year>. If students are in their first year of a NEW school type, then choose <This academic year> even if this falls within the first six months of the school year.

If it is impossible to repeat a grade at either level for ALL schools in your system then this question, or the relevant part, may be omitted.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded similarly in the PISA 2009 Main Survey (Q7). The only change is a slight modification to the stem.

Q 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.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by <the appropriate authority>	_____	_____
c) Teachers with an <ISCED5A> qualification	_____	_____

Notes for National Project Manager

This question provides information about the quantity and qualifications of staff. This question has been retained from PISA 2009 Main Survey (Q9). Together with the next question, it provides information about the qualifications of the teachers in the school in general, and mathematics teachers in particular.

'Teacher' is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum to students enrolled in an educational programme. The teacher category includes only personnel who participate directly in instructing students. This definition does not depend on the qualification held by the teacher or on the delivery mechanism. It is based on three concepts: *activity*, thus excluding those without active teaching duties; *profession*, thus excluding people who work occasionally or in a voluntary capacity in educational institutions; and *educational programme*, thus excluding people who provide services other than formal instruction to students (e.g. supervisor, organiser) whether the programme is established at the national or school level.

In vocational and technical education, teachers of the 'school element' or apprenticeships in a dual system are included in the definition, and trainers of the 'in-company' element of a dual system are excluded.

Head teachers without teaching responsibilities are not defined as teachers, but classified separately. Head teachers who do have teaching responsibilities are defined as part time teachers, even if they only teach for ten per cent of their time.

Former teachers, people who work occasionally or in a voluntary capacity in schools, people who provide services other than formal instruction, e.g. supervisors or activity organisers, are excluded.

Item b): 'fully certified' – means having the qualifications that are required to work as a classroom teacher.

Item b): **<the appropriate authority>** refers to the government agency which is empowered to certify that a person is permitted to work as a school teacher.

Item c): **<ISCED 5A>** typically involves three or four years full time tertiary study (such as a Bachelor's Degree). Please refer to the Manual for ISCED implementation in OECD countries for guidance.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q9).

Q How many of the following are on the <mathematics 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 count only those teachers who have taught or will teach mathematics during the current school year.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full time</i>	<i>Part Time</i>
a) Teachers of mathematics in TOTAL	_____	_____
b) Teachers of mathematics with an <ISCED5A> qualification <with a major> in mathematics	_____	_____
c) Teachers of mathematics with an <ISCED5A> qualification <but not a major> in mathematics	_____	_____
d) Teachers of mathematics with an <ISCED5A> qualification in <pedagogy>	_____	_____
e) Teachers of mathematics with an <ISCED5B> but not an <ISCED 5A> qualification	_____	_____

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q19) in order to capture information regarding the training of mathematics teachers, as mathematics is the major domain again in PISA2012. This will allow trend information about an important input characteristic of educational systems to be available.

'Teacher' is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum to students enrolled in an educational programme. The teacher category includes only personnel who participate directly in instructing students. This definition does not depend on the qualification held by the teacher or on the delivery mechanism. It is based on three concepts: *activity*, thus excluding those without active teaching duties; *profession*, thus excluding people who work occasionally or in a voluntary capacity in educational institutions; and *educational programme*, thus excluding people who provide services other than formal instruction to students (e.g. supervisor, organiser) whether the programme is established at the national or school level.

In vocational and technical education, teachers of the 'school element' or apprenticeships in a dual system are included in the definition, and trainers of the 'in-company' element of a dual system are excluded.

Head teachers without teaching responsibilities are not defined as teachers, but classified separately. Head teachers who do have teaching responsibilities are defined as part time teachers, even if they only teach for ten per cent of their time.

Former teachers, people who work occasionally or in a voluntary capacity in schools, people who provide services other than formal instruction, e.g. supervisors or activity organisers, are excluded.

Stem: **<mathematics staff>** refers to all staff who have formally taught or will teach mathematics classes in the current school year. It does NOT include teachers qualified to teach mathematics who have not formally taught mathematics in the current year. By 'formally taught' it is meant that the teacher has actually been scheduled to teach the class thus excluding, for example, teachers who supervised mathematics classes in the absence of a formally scheduled staff member (e.g. because of illness).

All items: 'Mathematics' includes all branches of mathematics.

Items b), c), d), e): **<ISCED 5A>** typically involves three or four years full time tertiary study (such as a Bachelor's Degree). Please refer to the Manual for ISCED implementation in OECD countries for guidance.

Item e): **<ISCED 5B>** has a minimum of two years' full-time equivalent duration but generally is of 2 or 3 years. It is more practically oriented and occupationally specific than programmes at ISCED 5A, and does not provide direct access to advanced research programmes.

If it is not possible to teach with an ISCED 5B qualification in your country then delete this option. This deletion has to be noted in the Questionnaire Adaptation Spreadsheet.

Items b) and c): **<with a major>**, **<but not a major>** refers to the focus of study in an undergraduate university degree. A major in mathematics is a complete sequence of mathematics in an ISCED 5A qualification. In some countries the concept of a 'major' is not familiar. It may be omitted if it is expected that principals will not understand the concept.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translation

This question was worded identically in the PISA 2003 Main Survey (Q19).

SECTION C: THE SCHOOL'S RESOURCES

<school reminder note>

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

SC11

Number

Q At your school, what is the total number of students in the *<national modal grade for 15-year-olds>*?

Q Approximately, how many computers are available for these students for educational purposes?

Q Approximately, how many of these computers are connected to the Internet/World Wide Web?

Notes for National Project Manager

<School reminder note> 'school' refers to the primary sampling unit. A reminder note or reference to the school definition should be inserted as necessary.

This question has been retained from the PISA 2009 Main Survey (Q10). The aim of this question is to learn about the number of students compared to the number of computers.

Stem x2: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is deliberately worded to obtain an approximate (rather than precise) number for the convenience of the respondent. This question was worded identically in the PISA 2009 Main Survey (Q10).

SC12

Q Which of the following statements describe <national modal grade for 15-year-olds> students' access to computers in your school?

(Please tick one box per row.)

	Yes	No
a) The school provides one or more specially equipped computer rooms/labs for students' use.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) The school provides a pool of laptops (i.e. at least one set for an average class size) for students' use.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) The school provides each student with a laptop.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Each student provides his or her own laptop.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Each student has one laptop, partly funded by the school partly funded by the students or their parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students have access to computers or laptops during lessons only.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Students have access to computers or laptops outside lessons (e.g. during breaks or free lessons).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial. Its aim is to obtain more detailed information about the type of access to computers students have at school. It covers three elements: first, the type of computer access, static or flexible; second, whether computers are also used outside class; and third, who is funding this resource in the case of one-to-one laptop access (c, d, e). Together with the next question it seeks to obtain further details about the set-up and use of computers for instructional purposes. This, in turn, provides more information regarding the inputs and processes that are related to student outcomes, particularly within the context of increased computer-based assessment in PISA 2012.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Items a), b) & c): 'provides' means that the school offers this access to students at no direct additional cost to the students or their parents.

Item b): 'pool of laptops' means at least one set of laptops that is sufficient for an average class size that is available to be used by students. Frequently, there will be a booking system in place for teachers to request use of the laptops when the laptops are needed for instructional purposes in their classrooms.

Item d): 'provides' here means that the students have to bring their own laptops or notebooks to school, usually paid for by parents.

Item e): This covers situations where schools have a one-to-one laptop/notebook policy that is paid for partly by the school and partly by the parents.

Item g): 'free lessons' denotes time between lessons of instruction during the school day.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This is a new question in the PISA 2012 Field Trial.

Q In all subjects taken together, for how much of the work does the school expect <national modal grade for 15-year-olds> students to access the Internet/ World Wide Web?

(Please tick only one box in each row.)

	<10%	10-25%	26-50%	51-75%	>75%
a) Work during lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Assignments or projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Notes for National Project Manager

This is a new question for the PISA 2012 Field Trial aimed at obtaining more information regarding the instructional use of Information and Communication Technology (ICT), especially in the context of the extension of computer-based assessment in this PISA cycle. It asks about the expectations of the school regarding different aspects of students' work which requires information from the Internet/World Wide Web. The response scale is designed deliberately to obtain rough estimates as it is not so much the exact proportion which is of interest but the general reliance or otherwise on the Internet/World Wide Web that is the focus. The estimates should focus on the amount expected for the different types of student work.

Item c): 'Assignments or projects' frequently involve some work at school and some work at home. The difference to 'homework' and 'work during lessons' is that 'assignments/projects' have a longer period of work on a particular topic associated with them than the other two types of work.

Stem: <national modal grade for 15-year-olds> should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This is a new question for the PISA 2012 Field Trial.

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

(Please tick one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified <test language> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of school buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q11), however, three items have been deleted: e), f) and m). The current items k), l) and m) have been added from Q8 of the PISA 2003 Main Survey. This question provides information on the quality and quantity of the school's staffing and educational resources.

Item c): **<test language>** should be adapted to the name of the language used in the mathematics test.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

Items a) to j) are worded identically to those in the PISA 2009 Main Survey (Q11) with the exception of item e), f) and m) being removed and subsequent updates to the item lettering. The current items k), l) and m) are items k), l) and m) from (Q8) of the 2003 Main Survey but each item starts with 'shortage or inadequacy' because the question stem changed between 2003 and 2009.

SECTION D: SCHOOL INSTRUCTION CURRICULUM AND ASSESSMENT

<school reminder note>

SC15

- Q** *Schools sometimes organise instruction differently for students with different abilities and interests in mathematics. Which of the following options describe what your school does for <national modal grade for 15-year-olds> students in mathematics classes?*

(Please tick one box in each row.)

	<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes for National Project Manager

<School reminder note> 'school' refers to the primary sampling unit. A reminder note or reference to the school definition should be inserted as necessary.

This question has been reintroduced from the PISA 2003 Main Survey (Q16) with only a slight change in the stem. It is designed to provide information about tracking and ability grouping within schools, which is a key aspect of school organisation and structure.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Item a): This refers to ability grouping BETWEEN classes.

Item b): This also refers to ability grouping BETWEEN classes but where different mathematical topics are used with students of different ability (e.g. an average class may do "numerical methods" while an advanced class does "algebra and geometry").

Item c): This refers to ability grouping WITHIN classes, e.g. for workgroups of students.

Item d): 'heterogeneous abilities' refers to a group of students who range in ability.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translators

This question was worded identically in the PISA 2003 Main Study (Q16). Only the stem has slightly changed. It now reads 'for **<national modal grade for 15-year-olds>** students' whereas in 2003 it read 'for 15-year-old students'.

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

(Please tick one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Mathematics club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Mathematics competitions, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) <country specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q13) and has been slightly revised. Items a), b), c), d), i), j) and k) are the same as they appeared in 2009, item e) has been revised slightly while f), g) are items c) and d) from Q17 in the PISA 2003 and h) is new. It intends to provide information on the school's offer of extra-curricular activities. Extra-curricular activities are activities that generally happen outside normal class time and outside lessons in regular school subjects. The activities are mostly voluntary as opposed to mandatory.

Stem: **<This academic year>** refers to the previous year of schooling, not necessarily the calendar year. If PISA is administered in the first six months of the present school year, please choose **<The previous academic year>**. If PISA is administered in the second six months of the present school year, please choose **<This academic year>**. If students are in their first year of a NEW school type, then choose **<This academic year>** even if this falls within the first six months of the school year.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Item d): 'Volunteering or service activities' refers to voluntary and/or non-profit activities where students perform charitable work, either by direct hands-on efforts or by raising money.

Item d): **<national examples>** National Project Managers should add two examples of volunteering or service activities that have relevancy to school leaders and students in the particular country.

Item e): 'Mathematics club' is a club based at the school in which students come together to work on mathematics problems or topics for fun, regardless of prior achievement or ability. It is not a club that offers enrichment or remedial activities to specific students depending on their achievement (see question SC21).

Item f): 'Mathematics competitions' -refers to the school participating in competitions that either individual students or groups of students can enter and compete against students or groups of students from other schools. Frequently, countries, states or regions within countries

may have mathematics competitions that schools can enter and in which students are given certificates for participation or reaching certain scores.

Item f): **<national examples>** National Project Managers should insert here the actual names of the most widely known mathematics competitions in their systems. This might include competitions that are sponsored by private companies (e.g. banks), government departments or universities.

Item h): 'club with a focus on computers/information and communication technology' is, for example, a general computer club, a club related to computer gaming a club where the internet is used by students for information retrieval whereby access could be through computers or mobile phones, a club concerned with computer or internet safety or a club that fosters electronic communication exchanges with another school, for example for the purpose of foreign language learning and practice.

Item k): **<country-specific item>** National Project Managers must add one other indicator of extra-curricular activities that suits the national context.

If there are extra-curricular activities that do not occur in any of the schools in your country, then they may be omitted (subject to the adaptation being agreed between the NPM and the Consortium).

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is worded almost identically to that in the PISA 2009 Main Survey (Q13). Items a), b), c), d), i), j) and k) are the same as they appeared in 2009, item e) has been revised slightly and f, g and h are new.

Q Does your school offer any of the following options to students in <national modal grade for 15-year-olds> whose <heritage language> is not <the test language>?

(Please tick one box in each row.)

	<i>Yes</i>	<i>No</i>
a) These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Before transferring to regular classes, these students receive some instruction in school subjects through their <heritage language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) These students receive significant amounts of instruction in their <heritage language> aimed at developing proficiency in both languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Class size is reduced to cater to the special needs of these students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q14). It is of interest to education systems with a large proportion of migrants or students whose language at home is different to the language of the test.

It intends to provide information on the school's equity-oriented policies and practices targeted at students whose first language is not their test language. The goal is to capture curricular options addressing the needs of students with limited proficiency in the language of instruction whose parents or grandparents have immigrated to the country. Curricular options for students from native families who are fluent in one of the country's official languages and set out to learn another official language are not considered. Curricular options may be mandatory or non-mandatory for immigrant students. In determining relevant groups of second-language immigrant students in the country, National Project Managers may contact their national minority specialists.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Stem and item c) & d): **<Heritage language>** refers to the language learned by the student at home which is not the test language. It is often also referred to as the 'mother-tongue'. This should be replaced with **an appropriate generic term. This definition applies throughout all questionnaires and the appropriate term should be used consistently.**

Stem & item a) & b): **<the test language>** should be adapted to the name of the language used in the PISA mathematics literacy test.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q14).

Q In your school, are assessments of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(Please tick only one box in each row.)

	Yes	No
a) To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To compare the school to <district or national> performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q16).

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Item d): **<district or national>** performance refers to comparison with a larger administrative region which could be the district, region, province and/or the country as a whole.

Item h): 'Compare the school with other schools' refers to comparing schools with particular 'benchmark' or competing schools or other schools of particular interest.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q16).

SC19

Q 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 tick one box in each row.)

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g. in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q22). However, only items a) and e) have been retained whereas b), c), d), have been dropped. It will be used to obtain information on those accountability procedures which have been shown to be related to student performance.

Stem: **<accountability procedures>** means the regular use of school-level statistics on student achievement to report on the quality of the school functioning to parents or external authorities. Please use the terminology that corresponds to this notion in your school system and that will be understood by the respondents. In countries where the notion of accountability is not widely known, National Project Managers are advised to consult the French source version for acceptable alternative wording.

Stem: 'grades' This term refers to the teacher's evaluation of student performance in a course or subject and should be adapted to the national context.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q22).

SC20

Q Does your school offer mathematics lessons in addition to the mathematics lessons offered during the usual school hours?

(Please tick only one box.)

Yes

₁

.go to the next question

No

₂

.go to Q<22>

Notes for National Project Manager

This question is new in the PISA2012 Field Trial.

Notes for translator

This question is new in the PISA2012 Field Trial.

Q What is the purpose of these additional mathematics lessons?

(Please tick one box in each row.)

	Yes	No
a) <Enrichment mathematics> only	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <Remedial mathematics> only	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Both <Enrichment mathematics> and <Remedial mathematics>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Without differentiation depending on the prior achievement level of the students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question is similar to the PISA 2003 Main Survey (Q17) but with new items c), and d.

Item a) & c): **<Enrichment mathematics>** is mathematics offered outside of normal class time to extend/stimulate/challenge students who are of higher ability.

Item b) & c): **<Remedial mathematics>** is mathematics offered outside of normal class time to help students who have fallen behind the performance level of their peers to catch up.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is worded similar to that in the PISA 2003 Main Survey (Q17). Care should be taken to clarify that 'enrichment mathematics' is indeed for students with high prior mathematics performance whereas 'remedial mathematics' is for students with low prior mathematics performance who are struggling to keep up with the content.

SECTION E: SCHOOL CLIMATE

<school reminder note>

SC22

Q In your school, to what extent is the learning of students hindered by the following phenomenon?

(Please tick one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students being late for classes during the school day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students not attending compulsory school events (e.g. sports day) or excursions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Teachers having to teach students of heterogeneous ability levels within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers having to teach students of diverse ethnic backgrounds (i.e. language, culture) within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
n) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Teachers being late for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

<School reminder note> 'school' refers to the primary sampling unit. A reminder note or reference to the school definition should be inserted as necessary

This question has been retained from the PISA 2009 Main Survey (Q17). However, please note that ITEM A HAS CHANGED from 'student **absenteeism**' to 'student **truancy**' as a consequence of the emphasis given to this latter construct in the context questionnaire framework for PISA 2012. Student truancy as the unauthorised absence is considered an - albeit negative - outcome of schooling and an important (negative) indicator of student's use of learning opportunities and predictive of other types of deviant behaviour. Together with the new questions SC41, SC42 and SC43, truancy, its monitoring and consequences as well as the school's policies in dealing with the phenomenon are covered in detail.

Also, six new items have been added (c, d, k, l, p & q) two of which measure aspects of students' behavioural outcomes, two measure aspects of teacher behaviour that have been shown to be negatively linked to student performance, and two relate to student diversity.

Item a): 'student truancy' is **used differently** in PISA 2012 and refers **ONLY TO THE UNAUTHORISED** failure to attend classes, whereas in previous cycles 'student absenteeism' included the unauthorised **AND** authorised (e.g. illness) absence of students from school.

Item b): 'skipping' is unauthorised failure to attend whole classes/lessons/periods during the school day by individual students; for example, a student attends the first two lessons of the day, is absent for the third and fourth and returns on the fifth.

Item c): Refers to students arriving late for classes/lessons/periods during the day when they have to change classrooms and/or teachers between lessons. In contrast to 'skipping classes' in item g), it is not whole lessons or periods that students miss. Instead, it refers to students attending lessons but arriving late to lessons thus disturbing the flow of instruction.

Item d): 'school events' refers to school activities other than usual class work that students are expected to attend, for example sports days, excursions, school camps, project days.

Item j): 'poor' means 'unsatisfactory'.

Notes for translator

This question was worded almost identically in the PISA 2009 Main Survey (Q17), however, item a) has changed to 'student truancy' and six items have been added (c, d, k, l, p & q).

Q **During <the last academic year>, what proportion of students left your school without a <school leaving certificate>?** %

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial. It is intended to obtain further information regarding outcomes of schooling. It aims to capture the proportion of all students in the school - not just the group 15-year-old students - who 'drop-out' of school without having reached a recognised exit point (e.g. school leaving certificate).

Stem: **<school leaving certificate>** NPMs should enter the term or terms that reflect certificates and/or qualifications that allow students to enter post-school destinations such as university, technical, further or vocational education, apprenticeship or employment. Employment in this context refers to ongoing paid employment not to casual paid or unpaid work or to work as an unskilled labourer.

Stem: <the last academic year> refers to the previous year of schooling, not necessarily the previous calendar year. If PISA is administered in the first six months of the present school year, please choose <The last academic year>. If PISA is administered in the second six months of the present school year, please choose <The current academic year>.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is new in the PISA 2012 Field Trial.

Q Which statement below best characterises parental expectations towards your school?

(Please tick only one box.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them

 ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*

 ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*

 ₃

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q18).

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q18).

Q During <the last academic year>, for which proportion of students have parents participated in the following school-related activities?

(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity)

	%
a) Discussed their child's behaviour with a teacher on their own initiative	_____
b) Discussed their child's behaviour on the initiative of one of their child's teachers	_____
c) Discussed their child's progress with a teacher on their own initiative	_____
d) Discussed their child's progress on the initiative of one of their child's teachers	_____
e) Volunteered in physical activities, e.g. building maintenance, carpentry, gardening or yard work	_____
f) Volunteered in extra-curricular activities, e.g. book club, school play, sports, field trip	_____
g) Volunteered in the school library or media centre	_____
h) Assisted a teacher in the school	_____
i) Appeared as a guest speaker	_____
j) Participated in local school <government>, e.g. parent counsel or school management committee	_____
k) Fundraising for the school	_____

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial, however, a similar question was included in the PISA 2009 Main Survey Parent Questionnaire (Q15). It is meant to capture not only parents' expectations of the school but also parents' preparedness to contribute to school life.

Stem: <the last academic year> refers to the previous year of schooling, not necessarily the previous calendar year. If PISA is administered in the first six months of the present school year, please choose <The last academic year>. If PISA is administered in the second six months of the present school year, please choose <The current academic year>. If students are in their first year of a NEW school type, then choose <This academic year> even if this falls within the first six months of the school year.

Stem: 'parents' If additional terms to 'parent' such as 'guardian' or 'caregiver' tend to be used in an education system, NPMs should add these terms here and negotiate this as a questionnaire adaptation with the Consortium.

Item h): 'Assisted a teacher in the school' Some countries do not legally allow parents to assist teachers in the classroom. If this is the case in their system, National Project Managers may omit this question (subject to agreement between the NPM and the consortium).

Item j): <government> refers to any involvement in representing the views or interests of parents in an organised group or body.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is new in the PISA 2012 Field Trial, however, a very similar question was included in the PISA 2009 Main Survey Parent Questionnaire (Q15). This question has been adapted to be applicable to principals as the respondents.

Q Think about the teachers in your school. How much do you agree with the following statements?

(Please tick one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in this school is high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q24) to gauge climate as a school process construct in terms of the principal's perception of teachers' attitudes towards the school.

Note for translator

This question was worded identically in the PISA 2003 Main Survey (Q24).

Q How much do you agree with these statements about innovation in your school?

(Please tick one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Mathematics teachers are interested in trying new methods and teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is a preference among mathematics teachers to stay with well-known methods and practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between ‘innovative’ and ‘traditional’ mathematics teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q21). Together with questions SC28 and SC29, it is designed to gather information on the extent to which the principal perceives consistent and shared (academic) goals in the teaching of mathematics. One possible factor associated with effective departments or schools is the extent to which there is a consensus about key instructional aims.

Items a), b) and c) are not mutually exclusive statements.

Note for translator

This question was worded identically in the PISA 2003 Main Survey (Q21).

Q How much do you agree with these statements about teachers' expectations in your school?

(Please tick one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is consensus among mathematics teachers that academic achievement must be kept as high as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' level and needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between mathematics teachers who consider each other to be 'too demanding' or 'too lax'.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q22). Together with questions SC27 and SC29, it is designed to gather information on the extent to which the principal perceives consistent and shared (academic) goals in the teaching of mathematics. One possible factor associated with effective departments or schools is the extent to which there is a consensus about key school policies.

Items a), b) and c) are not mutually exclusive statements.

Note for translator

This question was worded identically in the PISA 2003 Main Survey (Q22).

Q How much do you agree with these statements about teaching goals in your school?

(Please tick one box in each row.)

- | | <i>Strongly
agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly
disagree</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) There is consensus among mathematics teachers that the social and emotional development of the student is as important as their acquisition of mathematical skills and knowledge in mathematics classes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) There are frequent disagreements between mathematics teachers who consider each other as 'too focused on skill acquisition' or 'too focused on the affective development' of the student. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Notes for National Project Manager

This question has been reintroduced from the PISA 2003 Main Survey (Q23). Together with questions SC27 and SC28, it is designed to gather information on the extent to which the principal perceives consistent and shared (academic) goals in the teaching of mathematics. One possible factor associated with effective departments or schools is the extent to which there is a consensus about key school policies.

Item c): 'affective development' means emotional development.

Items a), b) and c) are not mutually exclusive statements.

Note for translator

This question was worded identically in the PISA 2003 Main Survey (Q23).

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

(Please tick one box in each row.)

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

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q23) and has been adjusted to be mathematics teacher specific.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded almost identically in the PISA 2009 Main Survey (Q23). The only difference is that <test language> has been replaced by 'mathematics' in the stem.

Q Concerning appraisal of and/or feedback to teachers, to what extent have they directly led to any of the following?

(Please tick one box in each row.)

	<i>No change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
a) A change in salary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A financial bonus or another kind of monetary reward.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Opportunities for professional development activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A change in the likelihood of career advancement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Public recognition from you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Changes in work responsibilities that make the job more attractive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Role in school development initiatives (e.g. curriculum development group, development of school objectives).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial to obtain information regarding teachers' incentives. It is based on a question from the OECD's TALIS survey.

Notes for translator

This question is new in the PISA 2012 Field Trial.

SECTION F: SCHOOL POLICIES AND PRACTICES

<school reminder note>

SC32

Q How often are the following factors considered when students are admitted to your school?

(Please tick one box in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Student's record of academic performance in general (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of performance specifically in mathematics (including placement test)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes for National Project Manager

<School reminder note> 'school' refers to the primary sampling unit. A reminder note or reference to the school definition should be inserted as necessary.

This question has been retained from the PISA 2009 Main Survey (Q19) as in many countries individual schools providing education at ISCED 2 level do not necessarily have to accept all students. Item a) has been edited slightly and item b) is new. Items have also been reordered.

Items a) & b): 'Placement test' refers to a test designed to measure achievement level of the students. This test may be one specific to a school, or it may be a more general or system-wide run test. It may also be an exit test from another institution.

Notes for translator

This question is worded almost identically to that in the PISA 2009 Main Survey (Q19). Item a) has been edited slightly and item b) has been added as new. Item lettering has also been updated. Items have also been reordered.

Q Regarding your school, who has a considerable responsibility for the following tasks?

(Please tick as many boxes as appropriate in each row.)

	<i>Principals</i>	<i>Teachers</i>	<i><School governing board></i>	<i><Regional or local education authority></i>	<i>National education authority</i>
a) Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Determining teachers' salaries increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q24).

'Teachers' in the response category includes groups of teachers such as curriculum committees.

Response category: **<school governing board>** is a board directly responsible for the governance of the school. This board may be totally external to the school or may have staff and student representation. The school's governing board is usually the governing board of that school only (i.e. it is not a district board).

Response category: **<Regional or local education authority>** is an authority that is not a national authority and does not directly govern the school. A provincial ministry could be an example.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2009 Main Survey (Q24).

Q 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 tick only one box in each row.)

	<i>Less than once a year</i>	<i>Once a year</i>	<i>3-4 times a year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
a) I work to enhance the school’s reputation in the community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) 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"/> ₄	<input type="checkbox"/> ₆
c) 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
d) 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
e) 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
f) 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
g) 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
h) I draw teachers’ attention to the importance of pupil’s 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
i) 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

	<i>Less than once a year</i>	<i>Once a year</i>	<i>3-4 times a year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
j) 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
k) 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
l) 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
m) 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
n) 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
o) I refer to the school's academic goals when making curricular decisions with teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
p) I discuss academic performance results with the faculty to identify curricular strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
q) I lead or attend in-service activities concerned with instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
r) I set aside time at faculty meetings for teachers to share ideas or information from in-service activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
s) I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
t) I review student work products when evaluating classroom instruction.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

- u) I ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. ₁ ₂ ₃ ₄ ₅ ₆

Notes for National Project Manager

This question has been retained from the PISA 2009 Main Survey (Q26); however, the stem has changed slightly and the response categories have been changed. In addition, the original items f), h), j) and n) have been deleted based on analyses of data from the PISA 2009 Main Study. Items a), e) f), h), j), k), l) and n) to u) are new in the PISA 2012 Field Trial to capture aspects of school management that have been found to be school-level processes that mediate student performance.

Stem: **<the last academic year>** refers to the previous year of schooling, not necessarily the previous calendar year. If PISA is administered in the first six months of the present school year, please choose **<The last academic year>**. If PISA is administered in the second six months of the present school year, please choose **<The current academic year>**. If students are in their first year of a NEW school type, then choose **<This academic year>** even if this falls within the first six months of the school year.

Item e): 'teaching practices based on recent educational research' refers to practice that has been shown to be effective by recent (not more than about 10 years old) research studies that are usually reported in scholarly or professional journals.

Item h): 'critical and social capacities' means that a principal emphasises to teachers that not only the development of academic skills is important but also the development of students' skills in terms of questioning subject content and getting along with others.

Item j): 'participate in school decision-making' does not necessarily mean that the principal allows teachers to make decisions. Rather, the principal seeks teachers' views which she or he considers when making the decision.

Item k): 'continuous improvement' refers to the ongoing process of reflection and discussion resulting in adjustment of policies and/or practices aimed at improving any aspect of the school, be it the curriculum, instruction, professional development, liaising with parents or the community.

Item n): 'faculty meeting' refers to meetings of teaching staff at the school typically to discuss matters of instruction, curriculum and/or school operations.

Notes for translators

This question has been taken from the PISA 2009 Main Survey (Q26), however, the beginning of the stem has changed from 'Below you can find statements' to 'Below are statements', the response categories have been changed, items f), h), j) and n) have been deleted, and the item lettering has been updated. Items a), e) f), h), j), k), l) and n) to u) are new in the PISA 2012 Field Trial.

SC35

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

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 total length of the programme must last for at least one day and have a focus on the teaching and education of mathematics.

- a) All staff at your school _____ %
- b) Staff who teach mathematics at your school _____ %

Notes for National Project Manager

This question has been reintroduced from the PISA 2000 Main Survey (Q15) and given a mathematics focus. The question also now requires separate percentages for all staff and mathematics teachers. Professional development of teachers is an important process from a human resources perspective to maintain and develop teachers' currency regarding subject content and instructional strategies.

The professional development could focus on mathematics content or the delivery of mathematics instruction and could include both mathematics specialist teachers as well as other teachers. Also, it can be undertaken at school as an in-service for all teachers or individual teachers may be sent to specific professional development activities outside the school depending on their interest and the availability of funds.

Notes for translator

This question is worded identically to that in the PISA 2000 Main Survey (Q15) but has had 'with a focus on mathematics' and 'of mathematics' added to make it specific to the major domain in PISA 2012. Item a) has been edited and item b) has been added to specify for which staff members the question should be answered.

SC36

Q Who has the main responsibility for career guidance of students in <national modal grade for 15-year-olds> at your school?

(Please tick only one box.)

Not applicable, career guidance is not available in this school. ₁

All teachers share the responsibility for career guidance. ₂

Specific teachers have the main responsibility for career guidance. ₃

We have one or more specific career guidance counsellors **employed** at school. ₄

We have one or more specific career guidance counsellors who regularly **visit** the school. ₅

Notes for National Project Manager

This question has been reintroduced from the PISA 2006 Main Survey (Q28).

Stem: <national modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2006 Main Survey (Q28).

Q **If career guidance is available at your school, which of the statements below best describes the situation for students in <national modal grade for 15-year-olds>?**

Please skip this question if career guidance is not available at your school.

Otherwise, please tick only one box.

Career guidance is sought voluntarily by students. ₁

Career guidance is formally scheduled into students' time at school. ₂

Notes for National Project Manager

This question has been reintroduced from PISA 2006 Main Survey (Q29).

Note that this question should be answered only if career guidance is available at the school (see first phrase in English).

Stem: <national modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If you do not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled"

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question was worded identically in the PISA 2006 Main Survey (Q29).

Q To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in tertiary education?

(Please tick only one box.)

These skills and knowledge are incidental to teachers' pedagogical activities ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasised ₂

These skills and knowledge are a focus of teachers' pedagogical activities ₃

Notes for National Project Manager

This question has been reintroduced from the PISA 2006 Main Survey (Q27). It is aimed at obtaining information regarding the extent to which schools envisage tertiary education as a pathway for their students and focus on developing the necessary skills.

Stem: 'tertiary education' refers to ISCED level 5 and above.

Notes for translator

This question was worded identically in the PISA 2006 Main Survey (Q27).

Q Which of the following measures aimed at quality assurance and improvement do you have in your school?

(Please tick one box in each row.)

	Yes	No
a) A written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Systematic recording of data including teacher and student attendance and graduation rates, test results, professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Analysis of professional development needs and development of a professional development plan for teachers and school leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Internal evaluation/self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Seeking written feed-back from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) 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
j) Implementation of a standardised policy for mathematics (i.e. school curriculum with shared instructional materials accompanied by staff development and training.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) The school has written induction information for new teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) The school takes new teachers through the induction information	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial with the aim of obtaining information about school policies. In connection with other questions, for example, regarding student attendance or computer access, this question enables the analysis of links between school policies and practices.

Items a) & j): 'curricular profile' or 'curriculum' refers to the content that students are expected to learn.

Item b): 'student performance standards' would be frequently available for the school's reporting of student performance to parents.

Item h): 'Teacher mentoring' -usually includes a more experienced teacher providing guidance and assistance to a less experienced teacher either through role modelling or classroom observation with subsequent reflection of teaching practice and identification of improvement possibilities. In addition, mentoring might include advice regarding career development.

Item g): 'written feed-back from students' refers to feed-back on any aspect of the school and how it is run by students. Feed-back can be obtained systematically and regularly or invited on an ad-hoc basis.

Item i): 'experts' would usually be external to the school, including professional consultants or coaches who usually - but not exclusively - work towards school improvement with teachers and/or the school leadership. These experts can be invited by the school or assigned by a regional or national school authority.

Item j): 'policy' is a set of written rules regarding a topic that is either set by another authority or developed within the school. These rules are generally known and available to those who are affected by them.

Item k): 'induction information' -the school has a set of written information to assist new teachers become familiar with the school's processes, policies and resources.

Item l): Often, this will occur as part of an induction program that new teachers have to attend before they start to teach at the school.

Notes for translator

This question is new in the PISA 2012 Field Trial.

Q Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please tick one box in each row.)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) The school has a policy on how to use computers in mathematics instruction, (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) All <national modal grade for 15-year-olds> mathematics classes in the school use the same textbook. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial. Together with some other questions, for example on computer access and use, it provides information concerning the link between a school's policies and its practices and implementation of those policies. In addition, it provides important information about school policies regarding mathematics, the major student outcome that is measured in PISA 2012.

Stem & items a) : 'policy' is a set of written rules regarding a topic that is either set by another authority or developed within the school. These rules are generally known and available to those who are affected by them.

Item b): <**national modal grade for 15-year-olds**> this be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If you do not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is new in the PISA 2012 Field Trial.

SC41

Q How is the attendance of students at your school monitored?

(Please tick one box in each row.)

	Yes	No
a) Student attendance is recorded every morning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Student attendance is recorded in every class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Students (or their parents) report their absences to the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Principal or other member of the school leadership personally monitors students' attendance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question and the next question are new in the PISA 2012 Field Trial. It is aimed at obtaining information on the school's monitoring of student attendance as an important outcome of school, namely student behaviour. Truancy as the unauthorised absence of a student from school is also considered an important (negative) indicator of student's use of learning opportunities and predictive of deviant behaviour.

Item d): School leadership frequently includes a principal and one or two assistants or deputy principals depending on the size of the school.

Notes for translator

This question is new in the PISA 2012 Field Trial.

Q At your school, how is student truancy followed-up?

(Please tick all that apply.)

	<i>Truancy once or twice</i>	<i>Repeated or ongoing truancy</i>
a) Oral warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Extra duties for student, e.g. picking up rubbish, additional assignments, keeping back during breaks or after school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Written warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Agreement/contract about attendance with student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Parents contacted by phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Written warning to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Parents invited to school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Home visit	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Consultation with student by specialised staff, e.g. <social worker or psychologist>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Suspension	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Expulsion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial. It is aimed to provide information regarding how the school deals with unauthorised absences of students. As the school's actions may differ depending on how frequently a student's unauthorised absence occurs, two response columns are provided.

Item b): 'keeping back during breaks or after school' refers to students not being allowed to play in the schoolyard during break time or being kept in the classroom at the end of the school day, usually to do some additional work.

Items e), f), g): If additional terms to 'parent' such as 'guardian' or 'caregiver' tend to be used in an education system, NPMs should add these terms here and negotiate this as a questionnaire adaptation with the Consortium.

Item e): 'Parents contacted by phone' - can be a teacher or administrative staff member ringing the parent(s) of the student concerned or can include an instant alert via SMS or other means to the parent's mobile phone.

Item i): **<social worker or psychologist>** 'specialised staff' refers to staff who have special training - often in psychology or counselling - to deal with students with behavioural difficulties. It does not have to be a staff member especially appointed for this purpose but can refer to a teacher with such specialised training.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is new for the PISA 2012 Field Trial.

Q Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please tick one box in each row.)

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>
a) The school had a policy for monitoring and reacting to student truancy three years ago.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) The leadership of the school regarded student truancy as a problem three years ago.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) The school currently has a policy for monitoring and reacting to student truancy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial. Together with some other questions, for example on computer access and use, it provides information concerning the link between a school's policies and its practices and implementation of those policies. In addition, it provides important information about school policies regarding mathematics, the major student outcome that is measured in PISA 2012.

The intention of items a), b) and c) is to generate a chain of events whereby truancy - that is the unauthorised absence of students from school - was recognised as a problem in the school three years ago and a truancy policy was introduced and is now in place as a consequence. Together with questions SC41 and SC42 this provides the possibility of analysing the link between policy, implementation and outcomes.

Stem & items a) & c): 'policy' is a set of written rules regarding a topic that is either set by another authority or developed within the school. These rules are generally known and available to those who are affected by them.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for translator

This question is new in the PISA 2012 Field Trial.

Q In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school because of the following reasons?

If students are never transferred, please finish here. Thank you.

(Please tick one box in each row.)

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes for National Project Managers

This question has been retained from the PISA 2009 Main Survey (Q20).

Stem: <national modal grade for 15-year-olds> this should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Stem: 'transferred' implies that the student is obliged to move schools, usually on the basis of staff recommendations. It does not refer to movement along standard pathways, for example from a junior to a senior school. It refers to movement out of the school, not into another track within the school.

Notes for translator

This question is worded identically to that in the PISA 2009 Field Trial (Q20).

***Thank you very much for your co-operation in
completing this questionnaire!***

Notes for National Project Managers

Additional Section ONLY for Education Systems Participating
in Financial Literacy

SECTION G: FINANCIAL EDUCATION AT SCHOOL

<school reminder note>

The following four questions are about financial education in your school. Financial education involves topics such as money and transactions; planning and managing finances (including saving and spending; credit and debt; and financial decision-making); risk and reward (investment and insurance); and financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).

SC45

Q Is financial education compulsory in your school?

(Please tick only one box.)

Yes ₁

No ₂

Notes for National Project Manager

This and the following three questions are new in the PISA 2012 Field Trial and are designed to capture **principals' views on how financial education is taught in their school**. They should be added at the end of the School Questionnaire in only those educational systems participating in the PISA Financial Literacy international option.

Stem: 'Compulsory' refers to students having to attend financial education classes as part of the prescribed curriculum. It means that financial education is a mandatory not an optional component of the school's curriculum.

Notes for Translator

This question is new in the PISA 2012 Field Trial.

Q Which of the statements below describe the teaching of financial education at your school?

For each statement, please indicate the number of hours of financial education of this type for students in <national modal grade for 15-year-olds> during <the last academic year>?

(Please tick one box in each row.)

	<i>Not at all</i>	<i>1-4 hours a year</i>	<i>5-19 hours year</i>	<i>20-49 hours a year</i>	<i>50 or more hours a year</i>
a) It is taught as a separate subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) It is taught as a cross-curricular subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) It is taught as part of <business or economics> courses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) It is taught as part of other social sciences and humanities subjects (e.g. history, geography, <home economics>, <citizenship>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) It is taught as part of mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) It is available as an <extra-curricular activity>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

For the following two statements please respond with yes or no.

(Please tick one box in each row.)

	<i>Yes</i>	<i>No</i>
g) It is provided by people from outside your school, from private sector finance institutions (e.g. commercial bank, insurance company).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) It is provided by people from outside your school, NOT from private sector finance institutions (e.g. <ministry of finance>, <reserve bank>).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial and is designed to capture **principals' views on how financial education is taught in their school**.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Stem: **<the last academic year>** refers to the previous year of schooling, not necessarily the previous calendar year. If PISA is administered in the first six months of the present school year, please choose **<The last academic year>**. If PISA is administered in the second six months of the present school year, please choose **<The current academic year>**. If students are in their first year of a NEW school type, then choose **<This academic year>** even if this falls within the first six months of the school year.

Stem and response categories: In some countries an 'hour' commonly equates to a 'period' in educational settings even if this is not 60 minutes. National Project Managers must ensure that the translation leads to responses of full (60 minute) hours to enable international comparisons.

Item c): **<business or economics>** NPMs should adapt these examples by referring to those subjects that, at a country level, are considered most directly related to financial education.

Item d): **<home economics>**, **<citizenship>**: NPMs should adapt these examples by referring to those subjects that, at a country level, are considered less directly related to financial education.

Item f): **<Extra-curricular activity>** is an activity sponsored by and usually held at school but that is not part of the academic curriculum. Such activities often involve some time commitment outside of the regular school day and may range from sports to newspaper editing to music and theatre. These activities present an opportunity to practise financial skills and to experiment in activities that may represent a career interest in this area.

Item h): **<ministry of finance>**, **<reserve bank>**: NPMs should insert the appropriate terms for these institutions in their country.

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for Translator

This question is new in the PISA 2012 Field Trial.

Q Which of the statements below best describes the situation for students in <national modal grade for 15-year-olds> regarding the availability of financial education in your school?

(Please tick only one box.)

Financial education is not available. ₁

Financial education has been available for less than two years. ₂

Financial education has been available for two years or more. ₃

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial and is designed to capture **principals' report on how financial education is taught in their school**.

Stem: **<national modal grade for 15-year-olds>** should be replaced by the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

Adaptations to this question are a requirement. They need to be described in the Questionnaire Adaptation Spreadsheet and agreed between the NPM and the Consortium.

Notes for Translator

This question is new in the PISA 2012 Field Trial.

Q Which of the statements below best describe the situation for teachers at your school regarding professional development in financial education?

(Please tick one box in each row.)

	<i>Yes</i>	<i>No</i>	<i>Not applicable</i>
a) Financial education is required as part of pre-service education for teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Financial education is offered as part of pre-service education for teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Professional development in financial education is available to teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Teachers have attended professional development in financial education in the past 12 months.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial and, together with the previous three questions, is designed to capture **principals' views on how financial education is taught in their school.**

Items a) and b): The difference between these two items is that in a) financial education is a mandatory component of these teachers' pre-service education whereas in b) it is optional.

Notes for Translator

This question is new in the PISA 2012 Field Trial.

Notes for National Project Manager

This following section is for education systems participating in the paper-based/online comparison study of the School Questionnaire (English-speaking countries only).

SECTION H: ADDITIONAL QUESTIONS

<school reminder note>

SC49

Q For each of the following areas please indicate the demand you experienced when completing the questionnaire?

(Please tick somewhere along the rating scale.)

- | | |
|---|--|
| <p>a) How much mental and perceptual activity was required (thinking, deciding, calculating, remembering, looking, searching, etc.)? Was completing the survey easy or demanding, simple or complex, exacting or forgiving?</p> | <p style="text-align: center;"><i>Mental Demand</i></p> <div style="text-align: center;"> </div> |
| <p>b) How much physical activity was required (pushing, pulling, turning, controlling, etc.). Was completing the survey easy or demanding, slow or brisk, slack or strenuous, restful or laborious?</p> | <p style="text-align: center;"><i>Physical Demand</i></p> <div style="text-align: center;"> </div> |
| <p>c) How much time pressure did you feel when completing the survey? Was the pace slow and leisurely or rapid and frantic?</p> | <p style="text-align: center;"><i>Temporal Demand</i></p> <div style="text-align: center;"> </div> |
| <p>d) How successful do you think you were in completing the survey? How satisfied were you with how you completed the survey?</p> | <p style="text-align: center;"><i>Performance</i></p> <div style="text-align: center;"> </div> |
| <p>e) How hard did you have to work (mentally and physically) to complete the survey?</p> | <p style="text-align: center;"><i>Effort</i></p> <div style="text-align: center;"> </div> |
| <p>f) How insecure, discouraged, irritated, stressed and annoyed versus secure, gratified, content, relaxed and complacent did you feel while completing the survey?</p> | <p style="text-align: center;"><i>Frustration</i></p> <div style="text-align: center;"> </div> |

Notes for National Project Manager

This question is new in the PISA 2012 Field Trial and it is designed to capture the reactions to the paper-and-pencil and online versions of the School Questionnaire. It is based on the NASA Task Load Index (NASA-TLX; Hart, 2010) which has been administered in over 500 studies for the past 20 years, in a number of languages, and in a number of different countries. It is a multi-dimensional scale designed to obtain workload estimates from operators, or respondents, while they are performing a task or immediately afterwards. Scales measure mental, physical, and temporal demand, effort required, performance, and frustration level.

The question has been used for a variety of purposes including for evaluating users of computers and monitoring the workload associated with data entry, which are tasks similar to completing a school questionnaire survey either online or in paper-and-pencil format.

Some modifications of terminology from the actual NASA-TLX were made to customize it to the task of responding to the School Questionnaire.

The same set of questions will be inserted at the end of both the paper-and-pencil and online forms of the survey with the intention of comparing responses to the two modes.

Notes for Translator

This question is new in the PISA 2012 Field Trial.

Q Is there any final comment that you wish to make regarding any aspect of the survey (e.g. content, mode of delivery)?

Notes for National Project Manager

Online School Questionnaire additional text elements.
Please delete table from paper-based questionnaire.

	English	French
1	Forward	
2	Backward	
3	Progress	
4	Choose your language.	
5	English	
6	German	
7	French	
8	Italian	
9	Spanish	
10	Danish	
11	Estonian	
12	Russian	
13	Finnish	
14	Chinese (Cantonese)	
15	Hungarian	
16	Icelandic	
17	Arabic	
18	Hebrew	
19	Japanese	
20	Norwegian (Nynorsk)	
21	Norwegian (Bokmål)	
22	Portuguese	
23	Slovenian	
24	Mandarin	
25	Long-term pause	
26	Pause	
27	Yes	
28	No	
29	OK	
30	Confirm	
31	Cancel	
32	Close	
33	Ignore	
34	Submit	
35	Finish	
36	This page is correctly filled-in.	
37	This page is not correctly filled-in.	
38	This page is complete.	
39	This page is not complete.	
40	Input Consistency	
41	Input Completeness	
42	At least one of the input values is out of bounds or not valid.	
43	PISA Online School Questionnaire	
44	OECD Programme for International Student Assessment	
45	User ID	
46	More on next page.	

47	Your questionnaire has already been submitted.	
48	Are you sure that you want to submit your questionnaire? You will not be allowed to come back later on.	
49	Your questionnaire has been successfully submitted.	
50	Login	
51	Password	
52	Invalid identifiers. Please provide your login and password to authenticate.	
53	Back to Login window	
54	An unexpected error occurred. Please contact your National Centre.	
55	An unexpected error occurred during the submission of your questionnaire.	
56	An unexpected error occurred during the submission of the current form.	