

Appendix C

Online - Questionnaire Printouts

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Exhibit C - 1. School Questionnaire

Dear school administrator,

Thank you for participating in this study.

This questionnaire asks for information about:

- *School background information*
- *School management*
- *Teaching staff*
- *Assessment and evaluation*
- *Targeted groups*
- *Learning environment and curriculum*
- *School climate*

If a country administers national options, another bullet point should be added (above) as required.

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 60 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 purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other principals to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

To answer questions in this questionnaire, please consider the following definition:

Science includes the domains of physics, chemistry, biology, Earth science or geology, space science or astronomy, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor geography. Please consider this distinction.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires XX/XX/XXXX

Section A: School background information

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response.)

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

SC001Q001TA01

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

SC001Q001TA02

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

SC001Q001TA03

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

SC001Q001TA04

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

SC001Q001TA05

Exhibit C - 1. School Questionnaire - Continued

As of February 1, 2014, what was the total school enrollment (number of students)?

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

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

Exhibit C - 1. School Questionnaire - Continued

What is the average size of English classes in the 10th grade in your school?

(Please select one response.)

15 students or fewer

SC003Q01TA01

16-20 students

SC003Q01TA02

21-25 students

SC003Q01TA03

26-30 students

SC003Q01TA04

31-35 students

SC003Q01TA05

36-40 students

SC003Q01TA06

41-45 students

SC003Q01TA07

46-50 students

SC003Q01TA08

More than 50 students

SC003Q01TA09

Exhibit C - 1. School Questionnaire - Continued

Approximately what percentage of students at this school last year were eligible for free - or reduced - price lunches through the National School Lunch Program?

(Please enter a number. Type 0 (zero) if there are none.)

Percentage of students eligible

SC8010101

Exhibit C - 1. School Questionnaire - Continued

About how many students in the 10th grade in your school have a first language that is not English?

(Please select only one response.)

60% or more

SC80201

40% or more but less than 60%

SC80202

20% or more but less than 40%

SC80203

10% or more but less than 20%

SC80204

More than 0% but less than 10%

SC80205

None

SC80206

Exhibit C - 1. School Questionnaire - Continued

The goal of the following set of questions is to gather information about the student-computer ratio for students in the 10th grade at your school.

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

Number

At your school, what is the total number of students in the 10th grade?

SC004Q01TA01

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

SC004Q02TA01

Approximately how many of these computers are connected to the Internet?

SC004Q03TA01

Approximately how many of these computers are portable (e.g., laptop, tablet)?

SC004Q04NA01

About how many interactive whiteboards are available in the school altogether?

SC004Q05NA01

About how many data projectors are available in the school altogether?

SC004Q06NA01

About how many computers with internet connection are available **for teachers** in your school?

SC004Q07NA01

Exhibit C - 1. School Questionnaire - Continued

Do the following statements about ICT use apply to your school?

(Please select one response in each row.)

	Yes	No
Our school offers internet access free of charge to students via Wireless LAN.	SC005Q01NA01 <input type="radio"/>	SC005Q01NA02 <input type="radio"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.	SC005Q02NA01 <input type="radio"/>	SC005Q02NA02 <input type="radio"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom.	SC005Q03NA01 <input type="radio"/>	SC005Q03NA02 <input type="radio"/>
Our school has a media literacy education program for students.	SC005Q04NA01 <input type="radio"/>	SC005Q04NA02 <input type="radio"/>
Our school has a media literacy education program for teachers.	SC005Q05NA01 <input type="radio"/>	SC005Q05NA02 <input type="radio"/>
Our school offers accounts on school computers for students.	SC005Q06NA01 <input type="radio"/>	SC005Q06NA02 <input type="radio"/>
Our school offers accounts on school computers for teachers.	SC005Q07NA01 <input type="radio"/>	SC005Q07NA02 <input type="radio"/>
Our school offers intranet storage space for students.	SC005Q08NA01 <input type="radio"/>	SC005Q08NA02 <input type="radio"/>
Our school offers intranet storage space for teachers.	SC005Q09NA01 <input type="radio"/>	SC005Q09NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

How many instructional days per calendar week does your school provide to students in 10th grade?

(Please select a number.)

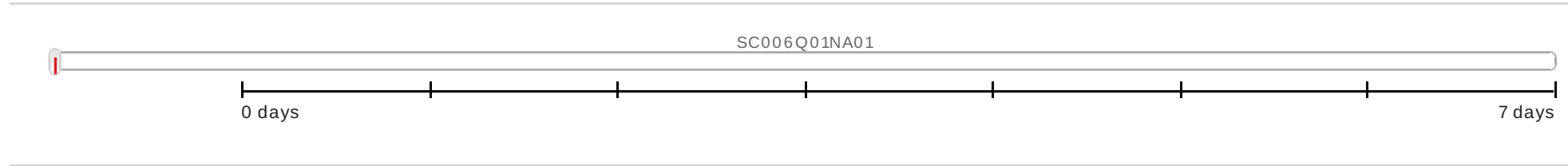


Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: IF ^SC006Q01NA01 = 0

Message: The value you have entered is zero. Please check your response.

Exhibit C - 1. School Questionnaire - Continued

How many instructional days are intended in this school year for students in 10th grade?

(Please consider all scheduled school days.)

(In case of periodical schooling please report the number of days by entering the average number of school days per calendar weeks calculated for a whole school year.)

(Please enter a number.)

Days:

SC007Q01NA01

Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: IF (^SC007Q01NA01 < 100 OR ^SC007Q01NA01 >350)

Message: The value you have entered is smaller than 100 or greater than 350. Please check your response.

Exhibit C - 1. School Questionnaire - Continued

On approximately how many days in the last 12 months was your school closed or deviated from the regular curriculum because of the following reasons?

(Please select a number. Select "0" (zero) if there was none.)

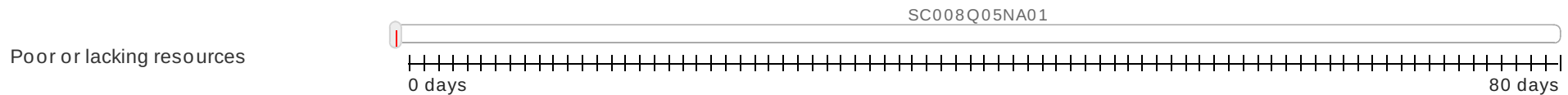
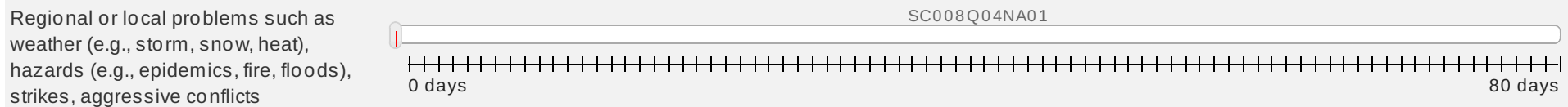
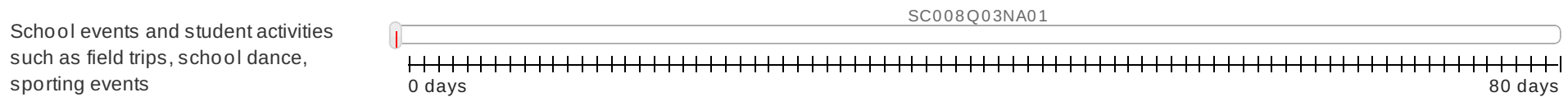
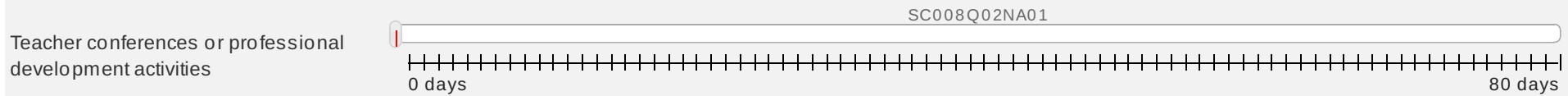
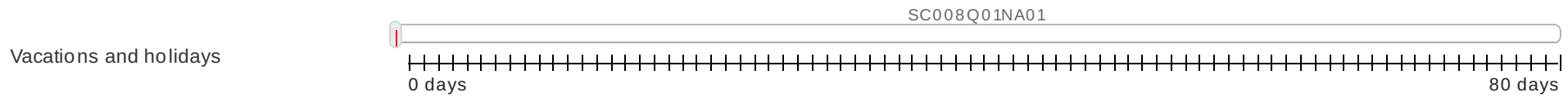
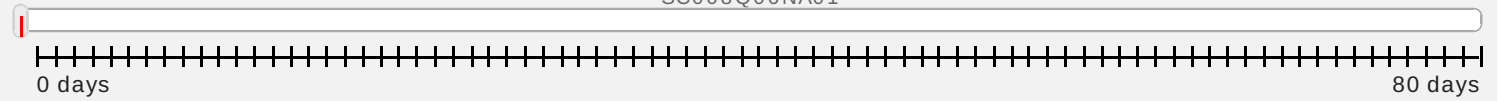


Exhibit C - 1. School Questionnaire - Continued

SC008Q06NA01

Poor teacher or student behavior



Section B: School management

Exhibit C - 1. School Questionnaire - Continued

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviors in your school during 2012-2013 academic year.

(Please select one response in each row.)

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
I use student performance results to develop the school's educational goals.	SC009Q01TA01 <input type="radio"/>	SC009Q01TA02 <input type="radio"/>	SC009Q01TA03 <input type="radio"/>	SC009Q01TA04 <input type="radio"/>	SC009Q01TA05 <input type="radio"/>	SC009Q01TA06 <input type="radio"/>
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	SC009Q02TA01 <input type="radio"/>	SC009Q02TA02 <input type="radio"/>	SC009Q02TA03 <input type="radio"/>	SC009Q02TA04 <input type="radio"/>	SC009Q02TA05 <input type="radio"/>	SC009Q02TA06 <input type="radio"/>
I ensure that teachers work according to the school's educational goals.	SC009Q03TA01 <input type="radio"/>	SC009Q03TA02 <input type="radio"/>	SC009Q03TA03 <input type="radio"/>	SC009Q03TA04 <input type="radio"/>	SC009Q03TA05 <input type="radio"/>	SC009Q03TA06 <input type="radio"/>
I promote teaching practices based on recent educational research.	SC009Q04TA01 <input type="radio"/>	SC009Q04TA02 <input type="radio"/>	SC009Q04TA03 <input type="radio"/>	SC009Q04TA04 <input type="radio"/>	SC009Q04TA05 <input type="radio"/>	SC009Q04TA06 <input type="radio"/>
I praise teachers whose students are actively participating in learning.	SC009Q05TA01 <input type="radio"/>	SC009Q05TA02 <input type="radio"/>	SC009Q05TA03 <input type="radio"/>	SC009Q05TA04 <input type="radio"/>	SC009Q05TA05 <input type="radio"/>	SC009Q05TA06 <input type="radio"/>
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	SC009Q06TA01 <input type="radio"/>	SC009Q06TA02 <input type="radio"/>	SC009Q06TA03 <input type="radio"/>	SC009Q06TA04 <input type="radio"/>	SC009Q06TA05 <input type="radio"/>	SC009Q06TA06 <input type="radio"/>
I draw teachers' attention to the importance of students' development of critical and social capacities.	SC009Q07TA01 <input type="radio"/>	SC009Q07TA02 <input type="radio"/>	SC009Q07TA03 <input type="radio"/>	SC009Q07TA04 <input type="radio"/>	SC009Q07TA05 <input type="radio"/>	SC009Q07TA06 <input type="radio"/>
I pay attention to disruptive behavior in classrooms.	SC009Q08TA01 <input type="radio"/>	SC009Q08TA02 <input type="radio"/>	SC009Q08TA03 <input type="radio"/>	SC009Q08TA04 <input type="radio"/>	SC009Q08TA05 <input type="radio"/>	SC009Q08TA06 <input type="radio"/>
I provide staff with opportunities to participate in school decision-making.	SC009Q09TA01 <input type="radio"/>	SC009Q09TA02 <input type="radio"/>	SC009Q09TA03 <input type="radio"/>	SC009Q09TA04 <input type="radio"/>	SC009Q09TA05 <input type="radio"/>	SC009Q09TA06 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

I engage teachers to help build a school culture of continuous improvement.	SC009Q10TA01 <input type="radio"/>	SC009Q10TA02 <input type="radio"/>	SC009Q10TA03 <input type="radio"/>	SC009Q10TA04 <input type="radio"/>	SC009Q10TA05 <input type="radio"/>	SC009Q10TA06 <input type="radio"/>
I ask teachers to participate in reviewing management practices.	SC009Q11TA01 <input type="radio"/>	SC009Q11TA02 <input type="radio"/>	SC009Q11TA03 <input type="radio"/>	SC009Q11TA04 <input type="radio"/>	SC009Q11TA05 <input type="radio"/>	SC009Q11TA06 <input type="radio"/>
When a teacher brings up a classroom problem, we solve the problem together.	SC009Q12TA01 <input type="radio"/>	SC009Q12TA02 <input type="radio"/>	SC009Q12TA03 <input type="radio"/>	SC009Q12TA04 <input type="radio"/>	SC009Q12TA05 <input type="radio"/>	SC009Q12TA06 <input type="radio"/>
I discuss the school's academic goals with teachers at faculty meetings.	SC009Q13TA01 <input type="radio"/>	SC009Q13TA02 <input type="radio"/>	SC009Q13TA03 <input type="radio"/>	SC009Q13TA04 <input type="radio"/>	SC009Q13TA05 <input type="radio"/>	SC009Q13TA06 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

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

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

	<i>Principal</i>	<i>Teachers</i>	<i>School-level governing board</i>	<i>Local education agency</i>	<i>State education agency</i>	<i>U.S. Dept. of Education</i>
Selecting teachers for hire	SC010Q01TA01 <input type="checkbox"/>	SC010Q01TB01 <input type="checkbox"/>	SC010Q01TC01 <input type="checkbox"/>	SC010Q01TD01 <input type="checkbox"/>	SC010Q01TE01 <input type="checkbox"/>	SC010Q01T01 <input type="checkbox"/>
Firing teachers	SC010Q02TA01 <input type="checkbox"/>	SC010Q02TB01 <input type="checkbox"/>	SC010Q02TC01 <input type="checkbox"/>	SC010Q02TD01 <input type="checkbox"/>	SC010Q02TE01 <input type="checkbox"/>	SC010Q02T01 <input type="checkbox"/>
Establishing teachers' starting salaries	SC010Q03TA01 <input type="checkbox"/>	SC010Q03TB01 <input type="checkbox"/>	SC010Q03TC01 <input type="checkbox"/>	SC010Q03TD01 <input type="checkbox"/>	SC010Q03TE01 <input type="checkbox"/>	SC010Q03T01 <input type="checkbox"/>
Determining teachers' salary increases	SC010Q04TA01 <input type="checkbox"/>	SC010Q04TB01 <input type="checkbox"/>	SC010Q04TC01 <input type="checkbox"/>	SC010Q04TD01 <input type="checkbox"/>	SC010Q04TE01 <input type="checkbox"/>	SC010Q04T01 <input type="checkbox"/>
Formulating the school budget	SC010Q05TA01 <input type="checkbox"/>	SC010Q05TB01 <input type="checkbox"/>	SC010Q05TC01 <input type="checkbox"/>	SC010Q05TD01 <input type="checkbox"/>	SC010Q05TE01 <input type="checkbox"/>	SC010Q05T01 <input type="checkbox"/>
Deciding on budget allocations within the school	SC010Q06TA01 <input type="checkbox"/>	SC010Q06TB01 <input type="checkbox"/>	SC010Q06TC01 <input type="checkbox"/>	SC010Q06TD01 <input type="checkbox"/>	SC010Q06TE01 <input type="checkbox"/>	SC010Q06T01 <input type="checkbox"/>
Establishing student disciplinary policies	SC010Q07TA01 <input type="checkbox"/>	SC010Q07TB01 <input type="checkbox"/>	SC010Q07TC01 <input type="checkbox"/>	SC010Q07TD01 <input type="checkbox"/>	SC010Q07TE01 <input type="checkbox"/>	SC010Q07T01 <input type="checkbox"/>
Establishing student assessment policies	SC010Q08TA01 <input type="checkbox"/>	SC010Q08TB01 <input type="checkbox"/>	SC010Q08TC01 <input type="checkbox"/>	SC010Q08TD01 <input type="checkbox"/>	SC010Q08TE01 <input type="checkbox"/>	SC010Q08T01 <input type="checkbox"/>
Approving students for admission to the school	SC010Q09TA01 <input type="checkbox"/>	SC010Q09TB01 <input type="checkbox"/>	SC010Q09TC01 <input type="checkbox"/>	SC010Q09TD01 <input type="checkbox"/>	SC010Q09TE01 <input type="checkbox"/>	SC010Q09T01 <input type="checkbox"/>
	SC010Q10TA01	SC010Q10TB01	SC010Q10TC01	SC010Q10TD01	SC010Q10TE01	SC010Q10T01

Exhibit C - 1. School Questionnaire - Continued

Choosing which textbooks are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining course content	SC010Q11TA01 <input type="checkbox"/>	SC010Q11TB01 <input type="checkbox"/>	SC010Q11TC01 <input type="checkbox"/>	SC010Q11TD01 <input type="checkbox"/>	SC010Q11TE01 <input type="checkbox"/>	SC010Q11T01 <input type="checkbox"/>
Deciding which courses are offered	SC010Q12TA01 <input type="checkbox"/>	SC010Q12TB01 <input type="checkbox"/>	SC010Q12TC01 <input type="checkbox"/>	SC010Q12TD01 <input type="checkbox"/>	SC010Q12TE01 <input type="checkbox"/>	SC010Q12T01 <input type="checkbox"/>

Exhibit C - 1. School Questionnaire - Continued

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 select one response.)

There are two or more other schools in this area that compete for our students.

SC011Q01TA01

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

SC011Q01TA02

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

SC011Q01TA03

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
Student's record of academic performance (including placement tests)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation of feeder schools	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special program	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Other	SC012Q07TA01 <input type="radio"/>	SC012Q07TA02 <input type="radio"/>	SC012Q07TA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Is your school a public or a private school?

(Please select one response.)

A public school

SC013Q01TA01

A private school

SC013Q01TA02

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC014R01

Exhibit C - 1. School Questionnaire - Continued

What kind of organization runs your school?

(Please select one response.)

A church or other religious organization

SC014Q01NA01

Another not-for-profit organization

SC014Q01NA02

A for-profit organization

SC014Q01NA03

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC015 ELSE GOTO ^SC016

Exhibit C - 1. School Questionnaire - Continued

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

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



Government (includes local, state and federal)	SC015Q01TA01 <input type="text"/>
Tuition, student fees or school charges paid by parents	SC015Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent fundraising	SC015Q03TA01 <input type="text"/>
Other	SC015Q04TA01 <input type="text"/>

Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: If ($^{\wedge}\text{SC015Q01TA01} + ^{\wedge}\text{SC015Q02TA01} + ^{\wedge}\text{SC015Q03TA01} + ^{\wedge}\text{SC015Q04TA01}$) > 100 OR ($^{\wedge}\text{SC015Q01TA01} + ^{\wedge}\text{SC015Q02TA01} + ^{\wedge}\text{SC015Q03TA01} + ^{\wedge}\text{SC015Q04TA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC017 ELSE GOTO ^SC016

Exhibit C - 1. School Questionnaire - Continued

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

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

	%
Government (includes local, state and federal)	SC016Q01TA01 <input type="text"/>
Tuition, student fees or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: If ($^{\wedge}\text{SC016Q01TA01} + ^{\wedge}\text{SC016Q02TA01} + ^{\wedge}\text{SC016Q03TA01} + ^{\wedge}\text{SC016Q04TA01}$) > 100 OR ($^{\wedge}\text{SC016Q01TA01} + ^{\wedge}\text{SC016Q02TA01} + ^{\wedge}\text{SC016Q03TA01} + ^{\wedge}\text{SC016Q04TA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of assisting staff.	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff.	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material).	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material).	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA system).	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA system).	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>

Section C: Teaching staff

Exhibit C - 1. School Questionnaire - Continued

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

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

*Regarding the qualification level, please refer only to the teacher's **highest qualification level**.*

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

	<i>Full-time</i>	<i>Part-time</i>
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers fully certified by the state in their main assignment field	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with less than an associate's degree	SC018Q03NA01 <input type="text"/>	SC018Q03NA02 <input type="text"/>
Teachers with an associate's degree	SC018Q04NA01 <input type="text"/>	SC018Q04NA02 <input type="text"/>
Teachers with a bachelor's degree	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a master's degree	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a doctoral degree or professional degree (e.g., J.D. or M.D)	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

Exhibit C - 1. School Questionnaire - Continued

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

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

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

	<i>Full-time</i>	<i>Part-time</i>
Science teachers in TOTAL	SC019Q01NA01 <input type="text"/>	SC019Q01NA02 <input type="text"/>
Science teachers fully certified by the state	SC019Q02NA01 <input type="text"/>	SC019Q02NA02 <input type="text"/>
Science teachers with at least a bachelor's degree with a major in science	SC019Q03NA01 <input type="text"/>	SC019Q03NA02 <input type="text"/>

Exhibit C - 1. School Questionnaire - Continued

How many teachers in your school are teaching any of the following science subjects?

(Please do not distinguish between full-time and part-time teachers. If a teacher teaches two science subjects (e.g., both physics and biology), please count him or her twice.)

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

Physics

SC020Q01NA01

Chemistry

SC020Q02NA01

Biology

SC020Q03NA01

Earth and space

SC020Q04NA01

Applied science and technology (e.g., engineering, robotics)

SC020Q05NA01

General, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science)

SC020Q06NA01

Exhibit C - 1. School Questionnaire - Continued

Which of the following procedures for recruiting teachers is more common at your school?

(Please select one response.)

Teachers submit a direct application to your school.

SC021Q01NA01

The district or other governing authority assigns teachers to your school.

SC021Q01NA02

The school collaborates with the <school administration authority> in the recruitment of teachers.

SC021Q01NA03

Exhibit C - 1. School Questionnaire - Continued

Is the completion of a teacher education or training program required to teach at your school?

(Please select one response.)

Yes

SC022Q01NA01

No

SC022Q01NA02

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC022Q01NA01=1) THEN GOTO ^SC023 ELSE GOTO ^SC024

Exhibit C - 1. School Questionnaire - Continued

In your school the completion of a teacher education or training program is required to teach. How strict is this rule?

(Please select one response.)

The completion of a teacher education or training program is required from the beginning of teacher service.

SC023Q01NA01

In the beginning of teacher service, teachers have a limited time span to complete a teacher education or training program.

SC023Q01NA02

Exhibit C - 1. School Questionnaire - Continued

In the last academic year, did you fill all vacant 10th grade science teaching positions at your school?

(Please select one response.)

Not applicable

(we had no vacant science teaching positions to be filled)

SC024Q01NA01

Yes, we filled all vacant positions by appointing staff that holds a science teaching qualification.

SC024Q01NA02

Yes, we filled all vacant positions by appointing staff without a science teaching qualification.

SC024Q01NA03

No *(we could not fill one or more vacant science teaching positions)*

SC024Q01NA04

Exhibit C - 1. School Questionnaire - Continued

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

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

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

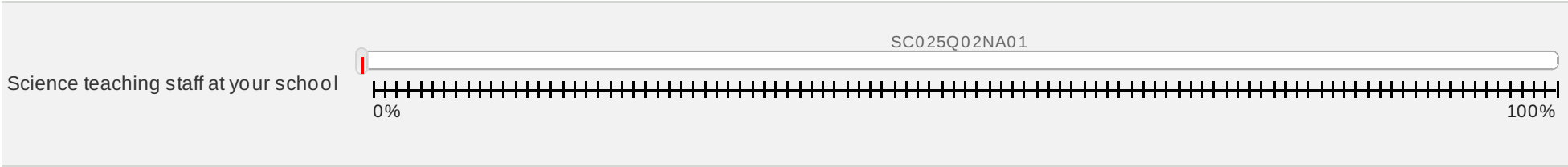


Exhibit C - 1. School Questionnaire - Continued

For how many days within a school year is a teacher in your school required to take part in professional development activities?

(Please move the slider to the appropriate number of days. If teachers are not required to take part in professional development activities, please select "0" (zero).)

SC026Q01NA01

0 days 40 days or more

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	Yes	No
The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	SC027Q01NA01 <input type="radio"/>	SC027Q01NA02 <input type="radio"/>
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA01 <input type="radio"/>	SC027Q02NA02 <input type="radio"/>
Our school organizes in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 <input type="radio"/>	SC027Q03NA02 <input type="radio"/>
Our school organizes in-service workshops for specific groups of teachers (e.g., newly appointed teachers).	SC027Q04NA01 <input type="radio"/>	SC027Q04NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Does your school have a formal policy concerning professional development activities?

(Please select one response.)

Yes

SC028Q01NA01

No

SC028Q01NA02

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC028Q01NA01=1) THEN GOTO ^SC029 ELSE GOTO ^SC030

Exhibit C - 1. School Questionnaire - Continued

Does your formal school policy concerning professional development activities include the following topics?

(Please select all that apply.)

Obligation to participate in professional development activities

SC029Q01NA01

Use of working time

SC029Q02NA01

Release from teaching responsibilities

SC029Q03NA01

Remuneration and reimbursement

SC029Q04NA01

Contents of professional development activities

SC029Q05NA01

Provision of resources (e.g., rooms, materials, staff)

SC029Q06NA01

Exhibit C - 1. School Questionnaire - Continued

What resources does your school provide for professional development activities?

(Please select all that apply.)

Specified periods of time

SC030Q01NA01

Specified rooms

SC030Q02NA01

Staff (e.g, subject expert)

SC030Q03NA01

Procurement and provision of materials

SC030Q04NA01

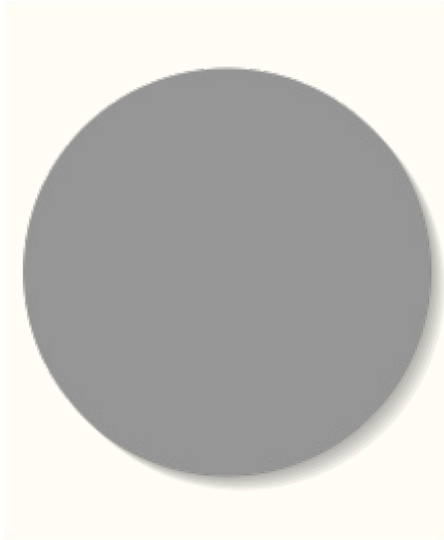
Exhibit C - 1. School Questionnaire - Continued

The next question only refers to the science teachers at your school.

Which proportion of all professional development activities attended by science teachers from your school has been dedicated to each of the following three areas?

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

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



Science and technology content matter: knowledge and skills in any science discipline	SC031Q01NA01 <input type="text"/>
Teaching and learning science: teaching methodology related to science, didactical skills (e.g., use of experiments), student misconceptions	SC031Q02NA01 <input type="text"/>
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	SC031Q03NA01 <input type="text"/>
Other topics	SC031Q04NA01 <input type="text"/>

Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: IF (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) >100 or (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) < 100

Message: Sum does not add to 100%. Please check your response.

Section D: Assessment and evaluation

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	Yes	No
Tests or assessments of student achievement	SC032Q01TA01 <input type="radio"/>	SC032Q01TA02 <input type="radio"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 <input type="radio"/>	SC032Q02TA02 <input type="radio"/>
Principal or senior staff observations of lessons	SC032Q03TA01 <input type="radio"/>	SC032Q03TA02 <input type="radio"/>
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 <input type="radio"/>	SC032Q04TA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

(Please select one response in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Always</i>
Public recognition from the principal	SC033Q01NA01 <input type="radio"/>	SC033Q01NA02 <input type="radio"/>	SC033Q01NA03 <input type="radio"/>	SC033Q01NA04 <input type="radio"/>
A change in a teacher's salary or a payment of a financial bonus	SC033Q02NA01 <input type="radio"/>	SC033Q02NA02 <input type="radio"/>	SC033Q02NA03 <input type="radio"/>	SC033Q02NA04 <input type="radio"/>
A change in the likelihood of a teacher's career advancement	SC033Q03NA01 <input type="radio"/>	SC033Q03NA02 <input type="radio"/>	SC033Q03NA03 <input type="radio"/>	SC033Q03NA04 <input type="radio"/>
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	SC033Q04NA01 <input type="radio"/>	SC033Q04NA02 <input type="radio"/>	SC033Q04NA03 <input type="radio"/>	SC033Q04NA04 <input type="radio"/>
A development or training plan is developed for the teacher	SC033Q05NA01 <input type="radio"/>	SC033Q05NA02 <input type="radio"/>	SC033Q05NA03 <input type="radio"/>	SC033Q05NA04 <input type="radio"/>
Measures to remedy any weaknesses in teaching are discussed with the teacher	SC033Q06NA01 <input type="radio"/>	SC033Q06NA02 <input type="radio"/>	SC033Q06NA03 <input type="radio"/>	SC033Q06NA04 <input type="radio"/>
A mentor is appointed to help the teacher improve his/her teaching	SC033Q07NA01 <input type="radio"/>	SC033Q07NA02 <input type="radio"/>	SC033Q07NA03 <input type="radio"/>	SC033Q07NA04 <input type="radio"/>
Dismissal or non-renewal of contract	SC033Q08NA01 <input type="radio"/>	SC033Q08NA02 <input type="radio"/>	SC033Q08NA03 <input type="radio"/>	SC033Q08NA04 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Generally, in your school, how often are students in the 10th grade assessed using the following methods?

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

(Please select one response in each row.)

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

	<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
Mandatory standardized tests (e.g., state assessment in your state)	SC034Q01NA01 <input type="radio"/>	SC034Q01NA02 <input type="radio"/>	SC034Q01NA03 <input type="radio"/>	SC034Q01NA04 <input type="radio"/>	SC034Q01NA05 <input type="radio"/>
Non-mandatory standardized tests (e.g., publicly or commercial available standardized test material like the SAT or ACT)	SC034Q02NA01 <input type="radio"/>	SC034Q02NA02 <input type="radio"/>	SC034Q02NA03 <input type="radio"/>	SC034Q02NA04 <input type="radio"/>	SC034Q02NA05 <input type="radio"/>
Teacher-developed tests	SC034Q03TA01 <input type="radio"/>	SC034Q03TA02 <input type="radio"/>	SC034Q03TA03 <input type="radio"/>	SC034Q03TA04 <input type="radio"/>	SC034Q03TA05 <input type="radio"/>
Teachers' judgmental ratings	SC034Q04TA01 <input type="radio"/>	SC034Q04TA02 <input type="radio"/>	SC034Q04TA03 <input type="radio"/>	SC034Q04TA04 <input type="radio"/>	SC034Q04TA05 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC034Q01NA02=1 or ^SC034Q01NA03=1 or ^SC034Q01NA04=1 or ^SC034Q01NA05=1 or
^SC034Q02NA02=1 or ^SC034Q02NA03=1 or ^SC034Q02NA04=1 or ^SC034Q02NA05=1 or ^SC034Q03TA02=1 or
^SC034Q03TA03=1 or ^SC034Q03TA04=1 or ^SC034Q03TA05=1) THEN GOTO ^SC035 ELSE GOTO ^SC036

Exhibit C - 1. School Questionnaire - Continued

In your school, are standardized tests and/or teacher-developed tests of students in 10th grade used for any of the following purposes?

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

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


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

Standardized tests


Teacher-developed tests

To guide students' learning

SC035Q01NA01

Select... 

SC035Q01NB01


Select... 

- To guide students' learning (SC035Q01NB01)
Select...
Yes
No


- To guide students' learning (SC035Q01NA01)
Select...
Yes
No

To inform parents about their child's progress

SC035Q02TA01

Select... 

SC035Q02TB01

Select... 

- To inform parents about their child's progress (SC035Q02TB01)
Select...
Yes
No

- To inform parents about their child's progress (SC035Q02TA01)
Select...
Yes

Exhibit C - 1. School Questionnaire - Continued

No

To make decisions about students' retention or promotion

SC035Q03TA01

SC035Q03TB01

- To make decisions about students' retention or promotion (SC035Q03TB01)
Select...
Yes
No

- To make decisions about students' retention or promotion (SC035Q03TA01)
Select...
Yes
No

To group students for instructional purposes

SC035Q04TA01

SC035Q04TB01

- To group students for instructional purposes (SC035Q04TB01)
Select...
Yes
No

- To group students for instructional purposes (SC035Q04TA01)
Select...
Yes
No

To compare the school to district, state, or national performance

SC035Q05TA01

SC035Q05TB01

- To compare the school to district, state, or national performance (SC035Q05TB01)
Select...
Yes
No

- To compare the school to district, state, or national performance (SC035Q05TA01)
Select...
Yes
No

SC035Q06TA01

SC035Q06TB01

Exhibit C - 1. School Questionnaire - Continued

To monitor the school's progress from year to year

Select...

Select...

- To monitor the school's progress from year to year (SC035Q06TB01)
Select...
Yes
No

- To monitor the school's progress from year to year (SC035Q06TA01)
Select...
Yes
No

To make judgments about teachers' effectiveness

SC035Q07TA01

Select...

SC035Q07TB01

Select...

- To make judgments about teachers' effectiveness (SC035Q07TB01)
Select...
Yes
No

- To make judgments about teachers' effectiveness (SC035Q07TA01)
Select...
Yes
No

To identify aspects of instruction or the curriculum that could be improved

SC035Q08TA01

Select...

SC035Q08TB01

Select...

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TB01)
Select...
Yes
No

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TA01)
Select...
Yes
No

To adapt teaching to the students' needs

SC035Q09NA01

Select...

SC035Q09NB01

Select...

Exhibit C - 1. School Questionnaire - Continued

- To adapt teaching to the students' needs (SC035Q09NB01)
Select...
Yes
No

- To adapt teaching to the students' needs (SC035Q09NA01)
Select...
Yes
No

To compare the school with other schools

SC035Q10TA01

Select... 

SC035Q10TB01

Select... 

- To compare the school with other schools (SC035Q10TB01)
Select...
Yes
No


- To compare the school with other schools (SC035Q10TA01)
Select...
Yes
No

To award certificates to students

SC035Q11NA01

Select... 

SC035Q11NB01

Select... 

- To award certificates to students (SC035Q11NB01)
Select...
Yes
No

- To award certificates to students (SC035Q11NA01)
Select...
Yes
No

Exhibit C - 1. School Questionnaire - Continued

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

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g., in the media)	SC036Q01TA01 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data are provided directly to parents	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

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

(If you need further explanation of the term "internal school evaluation" or "external school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	<i>Yes, this is mandatory, e.g., based on district or state policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

teacher mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardized policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 <input type="radio"/>	SC037Q10NA02 <input type="radio"/>	SC037Q10NA03 <input type="radio"/>
Policies on negative consequences for teachers performing poorly	SC037Q11NA01 <input type="radio"/>	SC037Q11NA02 <input type="radio"/>	SC037Q11NA03 <input type="radio"/>
Policies on rewards for teachers performing exceptionally well	SC037Q12NA01 <input type="radio"/>	SC037Q12NA02 <input type="radio"/>	SC037Q12NA03 <input type="radio"/>
Policies on the continuing professional development of particular poorly performing teachers	SC037Q13NA01 <input type="radio"/>	SC037Q13NA02 <input type="radio"/>	SC037Q13NA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC038 ELSE GOTO ^SC040R01

Exhibit C - 1. School Questionnaire - Continued

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
School's educational resources (e.g., textbooks, computers, library materials, laboratory materials)	SC038Q01NA01 <input type="radio"/>	SC038Q01NA02 <input type="radio"/>
Educational staff (e.g., workload, personal requirements, qualifications)	SC038Q02NA01 <input type="radio"/>	SC038Q02NA02 <input type="radio"/>
Implementation of the curriculum	SC038Q03NA01 <input type="radio"/>	SC038Q03NA02 <input type="radio"/>
Extra-curricular activities (e.g., such as participation, content)	SC038Q04NA01 <input type="radio"/>	SC038Q04NA02 <input type="radio"/>
Quality of teaching and learning	SC038Q05NA01 <input type="radio"/>	SC038Q05NA02 <input type="radio"/>
Assessment practices	SC038Q06NA01 <input type="radio"/>	SC038Q06NA02 <input type="radio"/>
Social climate in school	SC038Q07NA01 <input type="radio"/>	SC038Q07NA02 <input type="radio"/>
Teacher cooperation	SC038Q08NA01 <input type="radio"/>	SC038Q08NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Use of ICT for teaching and learning	SC038Q09NA01 <input type="radio"/>	SC038Q09NA02 <input type="radio"/>
School management (e.g., leadership, counseling, cooperation, school program)	SC038Q10NA01 <input type="radio"/>	SC038Q10NA02 <input type="radio"/>
Parental engagement in school	SC038Q11NA01 <input type="radio"/>	SC038Q11NA02 <input type="radio"/>
Teacher professional development	SC038Q12NA01 <input type="radio"/>	SC038Q12NA02 <input type="radio"/>
Diversity management	SC038Q13NA01 <input type="radio"/>	SC038Q13NA02 <input type="radio"/>
Cooperation with external partners	SC038Q14NA01 <input type="radio"/>	SC038Q14NA02 <input type="radio"/>
Student achievement	SC038Q15NA01 <input type="radio"/>	SC038Q15NA02 <input type="radio"/>
Students' cross-curricular competencies	SC038Q16NA01 <input type="radio"/>	SC038Q16NA02 <input type="radio"/>
Equity in school	SC038Q17NA01 <input type="radio"/>	SC038Q17NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Thinking about the last internal evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
We clearly defined criteria prior to evaluation.	SC039Q01NA01 <input type="radio"/>	SC039Q01NA02 <input type="radio"/>
We derive evaluation criteria from our school's educational goals.	SC039Q02NA01 <input type="radio"/>	SC039Q02NA02 <input type="radio"/>
The results of the internal evaluation led to changes in school policies.	SC039Q03NA01 <input type="radio"/>	SC039Q03NA02 <input type="radio"/>
We used the results of the internal evaluation to draw up clearly defined measures.	SC039Q04NA01 <input type="radio"/>	SC039Q04NA02 <input type="radio"/>
We used the data to plan specific action for school development.	SC039Q05NA01 <input type="radio"/>	SC039Q05NA02 <input type="radio"/>
We used the data to plan specific action for the improvement of teaching.	SC039Q06NA01 <input type="radio"/>	SC039Q06NA02 <input type="radio"/>
We put measures derived from the results of the internal evaluation into practice promptly.	SC039Q07NA01 <input type="radio"/>	SC039Q07NA02 <input type="radio"/>
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	SC039Q08NA01 <input type="radio"/>	SC039Q08NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

SC039Q09NA01

SC039Q09NA02

Exhibit C - 1. School Questionnaire - Continued

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

(If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No, because results were satisfactory	No for other reasons
School's educational resources (e.g., textbooks, computer, library materials, laboratory materials)	SC040Q01NA01 <input type="radio"/>	SC040Q01NA02 <input type="radio"/>	SC040Q01NA03 <input type="radio"/>
Educational staff (e.g., workload, personal requirements, qualifications)	SC040Q02NA01 <input type="radio"/>	SC040Q02NA02 <input type="radio"/>	SC040Q02NA03 <input type="radio"/>
Implementation of the curriculum	SC040Q03NA01 <input type="radio"/>	SC040Q03NA02 <input type="radio"/>	SC040Q03NA03 <input type="radio"/>
Extra-curricular activities (such as participation, content)	SC040Q04NA01 <input type="radio"/>	SC040Q04NA02 <input type="radio"/>	SC040Q04NA03 <input type="radio"/>
Quality of teaching and learning	SC040Q05NA01 <input type="radio"/>	SC040Q05NA02 <input type="radio"/>	SC040Q05NA03 <input type="radio"/>
Assessment practices	SC040Q06NA01 <input type="radio"/>	SC040Q06NA02 <input type="radio"/>	SC040Q06NA03 <input type="radio"/>
Social climate in school	SC040Q07NA01 <input type="radio"/>	SC040Q07NA02 <input type="radio"/>	SC040Q07NA03 <input type="radio"/>
Teacher cooperation	SC040Q08NA01 <input type="radio"/>	SC040Q08NA02 <input type="radio"/>	SC040Q08NA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Use of ICT for teaching and learning	SC040Q09NA01 <input type="radio"/>	SC040Q09NA02 <input type="radio"/>	SC040Q09NA03 <input type="radio"/>
School management (leadership, counseling, cooperation, school program)	SC040Q10NA01 <input type="radio"/>	SC040Q10NA02 <input type="radio"/>	SC040Q10NA03 <input type="radio"/>
Parental engagement in school	SC040Q11NA01 <input type="radio"/>	SC040Q11NA02 <input type="radio"/>	SC040Q11NA03 <input type="radio"/>
Teacher professional development	SC040Q12NA01 <input type="radio"/>	SC040Q12NA02 <input type="radio"/>	SC040Q12NA03 <input type="radio"/>
Diversity management	SC040Q13NA01 <input type="radio"/>	SC040Q13NA02 <input type="radio"/>	SC040Q13NA03 <input type="radio"/>
Cooperation with external partners	SC040Q14NA01 <input type="radio"/>	SC040Q14NA02 <input type="radio"/>	SC040Q14NA03 <input type="radio"/>
Student achievement	SC040Q15NA01 <input type="radio"/>	SC040Q15NA02 <input type="radio"/>	SC040Q15NA03 <input type="radio"/>
Students' cross-curricular competencies	SC040Q16NA01 <input type="radio"/>	SC040Q16NA02 <input type="radio"/>	SC040Q16NA03 <input type="radio"/>
Equity in school	SC040Q17NA01 <input type="radio"/>	SC040Q17NA02 <input type="radio"/>	SC040Q17NA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC037Q02TA01=1 or ^SC037Q02TA02=1) THEN GOTO ^SC041 ELSE GOTO ^SC5info

Exhibit C - 1. School Questionnaire - Continued

Thinking about the last external evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "external school evaluation," please use the help button.)

(Please select one response in each row.)

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes	No
The results of the external evaluation led to changes in school policies.	SC041Q01NA01 <input type="radio"/>	SC041Q01NA02 <input type="radio"/>
We used the results of the external evaluation to draw up clearly defined measures.	SC041Q02NA01 <input type="radio"/>	SC041Q02NA02 <input type="radio"/>
We used the data to plan specific action for school development.	SC041Q03NA01 <input type="radio"/>	SC041Q03NA02 <input type="radio"/>
We used the data to plan specific action for the improvement of teaching.	SC041Q04NA01 <input type="radio"/>	SC041Q04NA02 <input type="radio"/>
We put measures derived from the results of the external evaluation into practice promptly.	SC041Q05NA01 <input type="radio"/>	SC041Q05NA02 <input type="radio"/>
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q06NA01 <input type="radio"/>	SC041Q06NA02 <input type="radio"/>
The effects triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q07NA01 <input type="radio"/>	SC041Q07NA02 <input type="radio"/>

Section E: Targeted groups

Exhibit C - 1. School Questionnaire - Continued

Some schools organize instruction differently for students with different abilities.

What is your school's policy about this for students in tenth grade?

(Please select one response in each row.)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
Students are grouped by ability into different classes	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Which policies regarding grade retention are implemented in your school?

(Please select one response in each row.)

	Yes	No
Grade retention is possible on a voluntary basis, i.e. with request or permission from the parents.	SC043Q01NA01 <input type="radio"/>	SC043Q01NA02 <input type="radio"/>
If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the grade.	SC043Q02NA01 <input type="radio"/>	SC043Q02NA02 <input type="radio"/>
Individual courses can be repeated without repeating a whole grade.	SC043Q03NA01 <input type="radio"/>	SC043Q03NA02 <input type="radio"/>
After repeating grades a certain number of times, students are expected to leave the school.	SC043Q04NA01 <input type="radio"/>	SC043Q04NA02 <input type="radio"/>
Grade retention is prohibited by state or district regulations.	SC043Q05NA01 <input type="radio"/>	SC043Q05NA02 <input type="radio"/>
Grade retention is prohibited by school policies.	SC043Q06NA01 <input type="radio"/>	SC043Q06NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Which measures to support students at risk of academic failure are implemented in your school?

(Please select one response in each row.)

	Yes	No
Our school has a professional counselor for students at risk of academic failure.	SC044Q01NA01 <input type="radio"/>	SC044Q01NA02 <input type="radio"/>
Our school provides mandatory remedial courses during the school year.	SC044Q02NA01 <input type="radio"/>	SC044Q02NA02 <input type="radio"/>
Our school offers remedial courses during the school year.	SC044Q03NA01 <input type="radio"/>	SC044Q03NA02 <input type="radio"/>
Our school offers remedial courses during the summer.	SC044Q04NA01 <input type="radio"/>	SC044Q04NA02 <input type="radio"/>
Our school offers students remedial education while repeating.	SC044Q05NA01 <input type="radio"/>	SC044Q05NA02 <input type="radio"/>
Our school offers students specific counseling during repeating.	SC044Q06NA01 <input type="radio"/>	SC044Q06NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Among the students in your school's final grade, what proportion of them left school without a diploma or alternative credential (e.g., a GED) in the alst academic year?

(A diploma or alternative credential allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment.)

(Please select a number. Select "0" (zero) if no students left without such a certificate.)

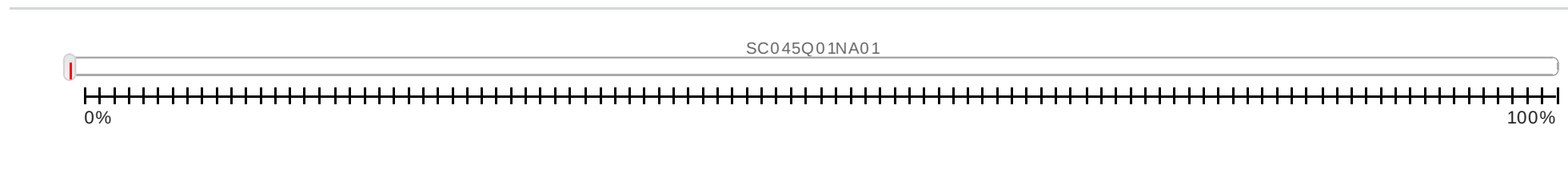


Exhibit C - 1. School Questionnaire - Continued

Consistency check rule

Rule: IF ^SC045Q01NA01 >=50

Message: Value entered is 50% or more. Please check your response.

Exhibit C - 1. School Questionnaire - Continued

Does your school have a policy on additional instruction for grades with 15-year-olds (e.g., tutoring, private lessons, additional instruction)?

(Please select one response.)

Yes

SC046Q01NA01

No

SC046Q01NA02

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC046Q01NA01=1) THEN GOTO ^SC047 ELSE GOTO ^SC048

Exhibit C - 1. School Questionnaire - Continued

How do your school, district, or other governing authority or government handle additional instruction?

(Please select all that apply.)

District or other governing authority or government pay for courses given by an instructor of the student's choice.

SC047Q01NA01

District or other governing authority or government pay for courses given by specific instructors or organizations of tutoring.

SC047Q02NA01

Our school pays for courses given by an instructor of the student's choice.

SC047Q03NA01

Our school pays for courses given by specific instructors or organizations of tutoring.

SC047Q04NA01

Our school provides free additional instruction for students.

SC047Q05NA01

Our school provides students with contact information for some instructor.

SC047Q06NA01

Our school provides rooms where students can meet their instructor(s).

SC047Q07NA01

Our school does not interfere with additional instruction.

SC047Q08NA01

Teachers in our school are allowed to provide additional instruction for any student in their time off duty (paid and unpaid).

SC047Q09NA01

Regulations determine which students teachers in our school can provide with additional instruction under which circumstances.

SC047Q10NA01

Exhibit C - 1. School Questionnaire - Continued

For teachers in our school, providing free of charge additional instruction for students is part of their regular teaching duties.

SC047Q11NA01

Exhibit C - 1. School Questionnaire - Continued

Please estimate the percentage of students at 10th grade in your school who have the following characteristics.

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

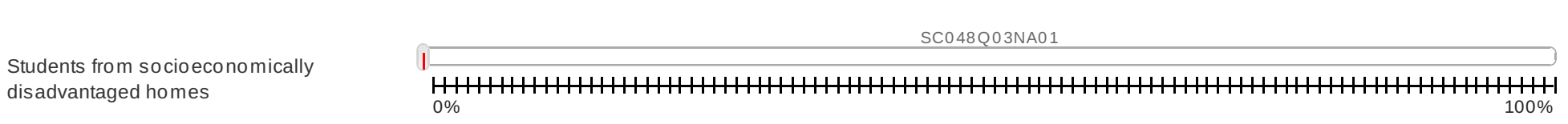
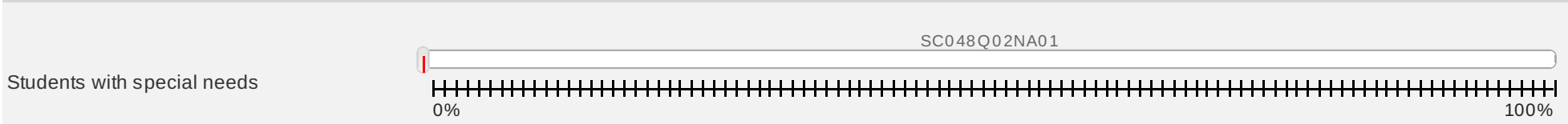
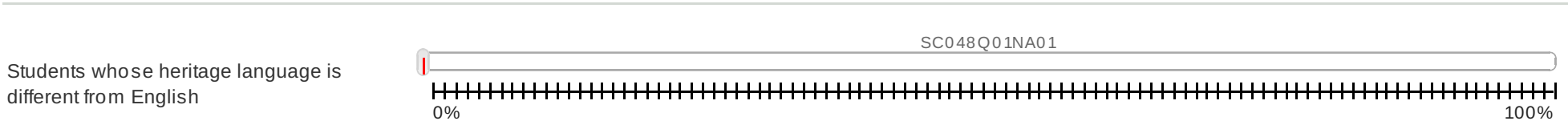


Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC049

Exhibit C - 1. School Questionnaire - Continued

Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select only one of the following two responses.)

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.

SC049Q01NA01

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United States.

SC049Q01NA02

It is crucial for the academic success of multilingual students that schools offer additional courses in English.

SC049Q02NA01

It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their mother tongue.

SC049Q02NA02

It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.

SC049Q03NA01

It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

SC049Q03NA02

In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.

SC049Q04NA01

In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.

SC049Q04NA02

It is best for school cohesion when all students speak the same language at school.

SC049Q05NA01

It is best for school cohesion when the school encourages linguistic diversity in school.

SC049Q05NA02

Exhibit C - 1. School Questionnaire - Continued

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC051

Exhibit C - 1. School Questionnaire - Continued

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	<i>None or almost none of them</i>	<i>Some of them</i>	<i>Many of them</i>	<i>All or almost all of them</i>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.	SC050Q01NA01 <input type="radio"/>	SC050Q01NA02 <input type="radio"/>	SC050Q01NA03 <input type="radio"/>	SC050Q01NA04 <input type="radio"/>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United States.	SC050Q02NA01 <input type="radio"/>	SC050Q02NA02 <input type="radio"/>	SC050Q02NA03 <input type="radio"/>	SC050Q02NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer courses in their mother tongue.	SC050Q03NA01 <input type="radio"/>	SC050Q03NA02 <input type="radio"/>	SC050Q03NA03 <input type="radio"/>	SC050Q03NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer additional courses in English.	SC050Q04NA01 <input type="radio"/>	SC050Q04NA02 <input type="radio"/>	SC050Q04NA03 <input type="radio"/>	SC050Q04NA04 <input type="radio"/>
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC050Q05NA01 <input type="radio"/>	SC050Q05NA02 <input type="radio"/>	SC050Q05NA03 <input type="radio"/>	SC050Q05NA04 <input type="radio"/>
It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.	SC050Q06NA01 <input type="radio"/>	SC050Q06NA02 <input type="radio"/>	SC050Q06NA03 <input type="radio"/>	SC050Q06NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC050Q07NA01 <input type="radio"/>	SC050Q07NA02 <input type="radio"/>	SC050Q07NA03 <input type="radio"/>	SC050Q07NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.	SC050Q08NA01 <input type="radio"/>	SC050Q08NA02 <input type="radio"/>	SC050Q08NA03 <input type="radio"/>	SC050Q08NA04 <input type="radio"/>
It is best for school cohesion when all students speak the same language	SC050Q09NA01 <input type="radio"/>	SC050Q09NA02 <input type="radio"/>	SC050Q09NA03 <input type="radio"/>	SC050Q09NA04 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

at school.

It is best for school cohesion when the school encourages linguistic diversity in school.

SC050Q10NA01

SC050Q10NA02

SC050Q10NA03

SC050Q10NA04

Exhibit C - 1. School Questionnaire - Continued

Do the following statements reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse ethnic and cultural groups that live in the United States.	SC051Q01NA01 <input type="radio"/>	SC051Q01NA02 <input type="radio"/>
In our school, students learn about the cultures (e.g., beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in the United States.	SC051Q02NA01 <input type="radio"/>	SC051Q02NA02 <input type="radio"/>
In our school, students learn about different ethnic and cultural perspectives on historical and social events.	SC051Q03NA01 <input type="radio"/>	SC051Q03NA02 <input type="radio"/>
Our school supports activities or organizations that encourage student's expression of diverse ethnic and cultural identities (e.g., artistic groups).	SC051Q04NA01 <input type="radio"/>	SC051Q04NA02 <input type="radio"/>

Section F: Learning environment and curriculum

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC052Q01NA01 <input type="radio"/>	SC052Q01NA02 <input type="radio"/>
Staff help with homework	SC052Q02NA01 <input type="radio"/>	SC052Q02NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

In this academic year, which of the following activities does your school offer to students in the 10th grade?

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play or school musical	SC053Q02TA01 <input type="radio"/>	SC053Q02TA02 <input type="radio"/>
School yearbook, newspaper or magazine	SC053Q03TA01 <input type="radio"/>	SC053Q03TA02 <input type="radio"/>
Volunteering or community service activities	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Science club	SC053Q05NA01 <input type="radio"/>	SC053Q05NA02 <input type="radio"/>
Science competitions (e.g., science fair)	SC053Q06NA01 <input type="radio"/>	SC053Q06NA02 <input type="radio"/>
Chess club	SC053Q07TA01 <input type="radio"/>	SC053Q07TA02 <input type="radio"/>
Club with a focus on computers/ Information and Communication Technology	SC053Q08TA01 <input type="radio"/>	SC053Q08TA02 <input type="radio"/>
Art club or art activities	SC053Q09TA01 <input type="radio"/>	SC053Q09TA02 <input type="radio"/>
Sports team or sports activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Do the following statements regarding students' lunch apply to your school?

(Please select one response in each row.)

	Yes	No
Our school provides free lunch for all students.	SC054Q01NA01 <input type="radio"/>	SC054Q01NA02 <input type="radio"/>
Our school provides free lunch only for students in need.	SC054Q02NA01 <input type="radio"/>	SC054Q02NA02 <input type="radio"/>
Our school provides lunch to students for a charge.	SC054Q03NA01 <input type="radio"/>	SC054Q03NA02 <input type="radio"/>
There is a cafeteria at our school.	SC054Q04NA01 <input type="radio"/>	SC054Q04NA02 <input type="radio"/>
There is a food vending machine at our school.	SC054Q05NA01 <input type="radio"/>	SC054Q05NA02 <input type="radio"/>
There is a kiosk at our school.	SC054Q06NA01 <input type="radio"/>	SC054Q06NA02 <input type="radio"/>
Our school has a policy on healthy lunch.	SC054Q07NA01 <input type="radio"/>	SC054Q07NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Who pays for the following things at your school?

(Please select one response in each row.)

	<i>We don't have this at our school</i>	<i>Our school subsidizes this for all students</i>	<i>Our school subsidizes this only for students in need</i>	<i>Our school fully finances this for all students</i>	<i>Our school fully finances this only for students in need</i>	<i>The students (or their families) cover all expenses for this</i>
Textbooks	SC055Q01NA01 <input type="radio"/>	SC055Q01NA02 <input type="radio"/>	SC055Q01NA03 <input type="radio"/>	SC055Q01NA04 <input type="radio"/>	SC055Q01NA05 <input type="radio"/>	SC055Q01NA06 <input type="radio"/>
School trips	SC055Q02NA01 <input type="radio"/>	SC055Q02NA02 <input type="radio"/>	SC055Q02NA03 <input type="radio"/>	SC055Q02NA04 <input type="radio"/>	SC055Q02NA05 <input type="radio"/>	SC055Q02NA06 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Which of the following statements about science education apply to your school?

(A policy refers to formal rules known to those concerned with the policy.)

(Please select one response in each row.)

	Yes	No
Science teachers in the school follow a standardized curriculum that specifies content at least on a monthly basis.	SC056Q01NA01 <input type="radio"/>	SC056Q01NA02 <input type="radio"/>
The school follows a policy on how to use computers in science instruction (e.g., amount of computer use in science lessons, use of specific science computer programs).	SC056Q02NA01 <input type="radio"/>	SC056Q02NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response.)

Yes

SC057Q01NA01

No

SC057Q01NA02

Branching rule

Rule: IF (^SC057Q01NA01=1) THEN GOTO ^SC058 ELSE GO TO ^SC059

Exhibit C - 1. School Questionnaire - Continued

What is the purpose of these additional science lessons?

(Please select one response.)

Enrichment science only

SC058Q01NA01

Remedial science only

SC058Q01NA02

Both enrichment science and remedial science

SC058Q01NA03

Without differentiation depending on the prior achievement level of the students

SC058Q01NA04

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	Yes	No
Compared to other departments, our school's science department is well equipped.	SC059Q01NA01 <input type="radio"/>	SC059Q01NA02 <input type="radio"/>
If we ever have some extra funding, a big share goes into improvement of our science teaching.	SC059Q02NA01 <input type="radio"/>	SC059Q02NA02 <input type="radio"/>
Science teachers are among our best educated staff members.	SC059Q03NA01 <input type="radio"/>	SC059Q03NA02 <input type="radio"/>
Compared to similar schools, we have a well equipped laboratory.	SC059Q04NA01 <input type="radio"/>	SC059Q04NA02 <input type="radio"/>
The material for hands-on activities in science is in good shape.	SC059Q05NA01 <input type="radio"/>	SC059Q05NA02 <input type="radio"/>
We have enough laboratory material that all courses can regularly use it.	SC059Q06NA01 <input type="radio"/>	SC059Q06NA02 <input type="radio"/>
We have extra laboratory staff that helps support science teaching.	SC059Q07NA01 <input type="radio"/>	SC059Q07NA02 <input type="radio"/>
Our school spends extra money on up-to-date science equipment.	SC059Q08NA01 <input type="radio"/>	SC059Q08NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Do you agree with the following statements about science education at your school?

(Please select one response in each row.)

	Yes	No
Our school has a good reputation because of its science department.	SC060Q01NA01 <input type="radio"/>	SC060Q01NA02 <input type="radio"/>
Our school is proud to have a good science department.	SC060Q02NA01 <input type="radio"/>	SC060Q02NA02 <input type="radio"/>
Students and parents select our school because of our good science department.	SC060Q03NA01 <input type="radio"/>	SC060Q03NA02 <input type="radio"/>
It is important for our school, in particular to have a good science department.	SC060Q04NA01 <input type="radio"/>	SC060Q04NA02 <input type="radio"/>
Our school's science department is in particular responsible for the school's good reputation.	SC060Q05NA01 <input type="radio"/>	SC060Q05NA02 <input type="radio"/>
We spend extra effort to provide best possible science education to our students.	SC060Q06NA01 <input type="radio"/>	SC060Q06NA02 <input type="radio"/>
Parents view on our science department is especially important to us.	SC060Q07NA01 <input type="radio"/>	SC060Q07NA02 <input type="radio"/>

Section G: School climate

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Student truancy	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The morale of teachers in this school is high.	SC062Q01TA01 <input type="radio"/>	SC062Q01TA02 <input type="radio"/>	SC062Q01TA03 <input type="radio"/>	SC062Q01TA04 <input type="radio"/>
Teachers work with enthusiasm.	SC062Q02TA01 <input type="radio"/>	SC062Q02TA02 <input type="radio"/>	SC062Q02TA03 <input type="radio"/>	SC062Q02TA04 <input type="radio"/>
Teachers take pride in this school.	SC062Q03TA01 <input type="radio"/>	SC062Q03TA02 <input type="radio"/>	SC062Q03TA03 <input type="radio"/>	SC062Q03TA04 <input type="radio"/>
Teachers value academic achievement.	SC062Q04TA01 <input type="radio"/>	SC062Q04TA02 <input type="radio"/>	SC062Q04TA03 <input type="radio"/>	SC062Q04TA04 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

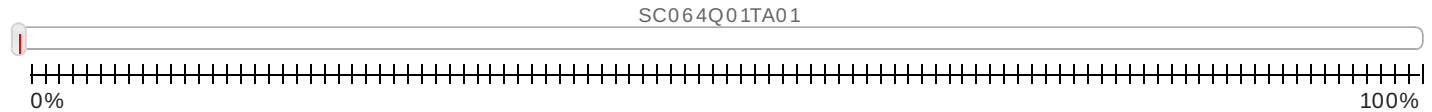
	Yes	No
Our school invites parents to participate in school-wide activities on a regular basis.	SC063Q01NA01 <input type="radio"/>	SC063Q01NA02 <input type="radio"/>
Our school provides a welcoming and accepting atmosphere for parents to get involved.	SC063Q02NA01 <input type="radio"/>	SC063Q02NA02 <input type="radio"/>
Our school designs effective forms of school-to-home and home-to-school communications about school programs and children's progress.	SC063Q03NA01 <input type="radio"/>	SC063Q03NA02 <input type="radio"/>
Our school includes parents in school decisions.	SC063Q04NA01 <input type="radio"/>	SC063Q04NA02 <input type="radio"/>
Our school offers parent education (e.g., courses on family literacy) or family support (e.g., to assist with health or nutrition).	SC063Q05NA01 <input type="radio"/>	SC063Q05NA02 <input type="radio"/>
Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	SC063Q06NA01 <input type="radio"/>	SC063Q06NA02 <input type="radio"/>
Our school identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.	SC063Q07NA01 <input type="radio"/>	SC063Q07NA02 <input type="radio"/>
Our school keeps parents informed about their child's progress.	SC063Q08NA01 <input type="radio"/>	SC063Q08NA02 <input type="radio"/>
There is federal, state, or district legislation on including parents in school activities.	SC063Q09NA01 <input type="radio"/>	SC063Q09NA02 <input type="radio"/>

Exhibit C - 1. School Questionnaire - Continued

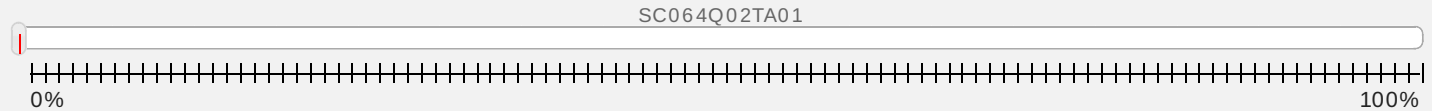
During 2012-2013 academic year, what proportion of students' parents participated in the following school-related activities?

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

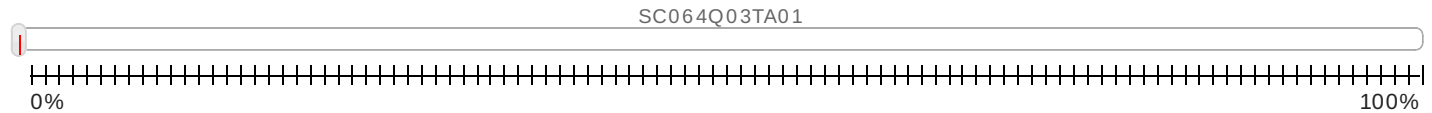
Discussed their child's academic progress with a teacher on their own initiative



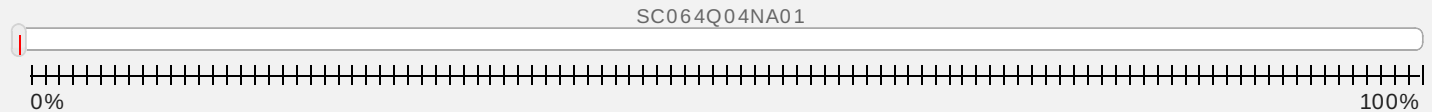
Discussed their child's academic progress on the initiative of one of their child's teachers.



Participated in local school government (e.g., parent teacher association or parent advisory council).



Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)



Volunteered to support school activities (e.g., volunteered in the school library, media center, or cafeteria, assisted a teacher, appeared as a guest speaker)

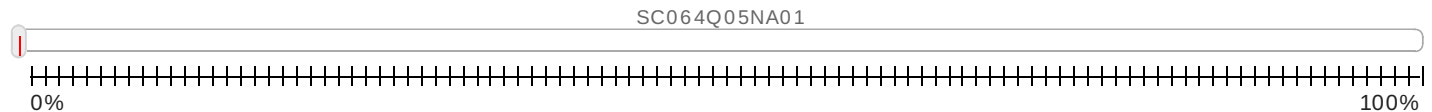


Exhibit C - 1. School Questionnaire - Continued

SC064Q06TA01

Assisted in fundraising for the school.

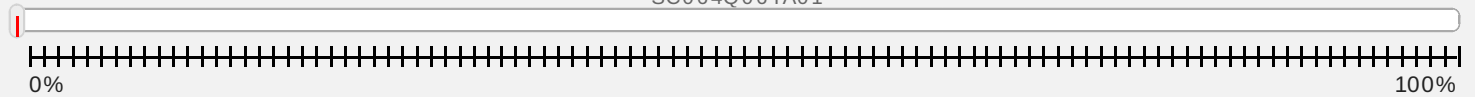


Exhibit C - 1. School Questionnaire - Continued

Which statement below best characterizes parental expectations towards your school?

(Please select one response.)

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

SC065Q01TA01

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

SC065Q01TA02

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

SC065Q01TA03

Exhibit C - 1. School Questionnaire - Continued

Which of the following statements about science related collaboration is true for your school?

(Please select one response in each row.)

	Yes	No
Parents are encouraged to help us improve our science teaching.	SC066Q01NA01 <input type="radio"/>	SC066Q01NA02 <input type="radio"/>
Science teachers are especially encouraged to regard parental expectations.	SC066Q02NA01 <input type="radio"/>	SC066Q02NA02 <input type="radio"/>
Parent consultation is particularly frequent for science teachers.	SC066Q03NA01 <input type="radio"/>	SC066Q03NA02 <input type="radio"/>
Our school regularly cooperates with science organizations to improve teaching.	SC066Q04NA01 <input type="radio"/>	SC066Q04NA02 <input type="radio"/>
Companies in the technical and science sector are invited to share their expertise with our students.	SC066Q05NA01 <input type="radio"/>	SC066Q05NA02 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!

Exhibit C - 2. Teacher Questionnaire - General

Dear teacher,

Thank you for participating in this study.

This questionnaire asks for information about:

- Background information
- Your initial education and professional development
- Your collaboration with teachers and parents
- Teacher beliefs and attitudes
- Teaching practices
- Your school

This information will help illustrate the similarities and differences between groups of teachers 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 you only. It should take about 45 minutes to complete.

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

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other teachers to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires XX/XX/XXXX

Section A: Background information

Exhibit C - 2. Teacher Questionnaire - General - Continued

Are you female or male?

(Please select one response.)

Female

TC001Q01NA01

Male

TC001Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

How old are you?

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

TC002Q01NA01

20 years or younger 70 years or older

Exhibit C - 2. Teacher Questionnaire - General - Continued

Have you taught 10th grade in the last 12 months?

(Please select one response.)

Yes

TC003Q01NA01

No

TC003Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

What is your employment status as a teacher at this school?

(Please select one response.)

Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)

TC004Q01NA01

Fixed-term contract for a period of more than 1 school year

TC004Q01NA02

Fixed-term contract for a period of 1 school year or less

TC004Q01NA03

Exhibit C - 2. Teacher Questionnaire - General - Continued

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employments together.)

(Please select one response in each row.)

	<i>Full-time (more than 90% of full-time hours)</i>	<i>Part-time (71-90% of full-time hours)</i>	<i>Part-time (50-70% of full-time hours)</i>	<i>Part-time (less than 50% of full-time hours)</i>
My employment status at this school	TC005Q01NA01 <input type="radio"/>	TC005Q01NA02 <input type="radio"/>	TC005Q01NA03 <input type="radio"/>	TC005Q01NA04 <input type="radio"/>
All my teaching employments together	TC005Q02NA01 <input type="radio"/>	TC005Q02NA02 <input type="radio"/>	TC005Q02NA03 <input type="radio"/>	TC005Q02NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

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

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

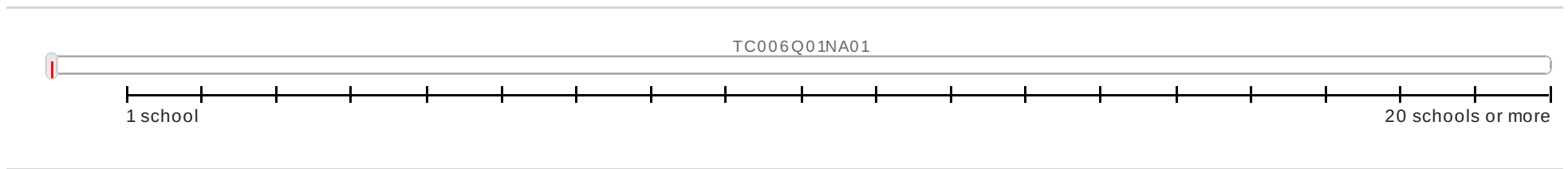


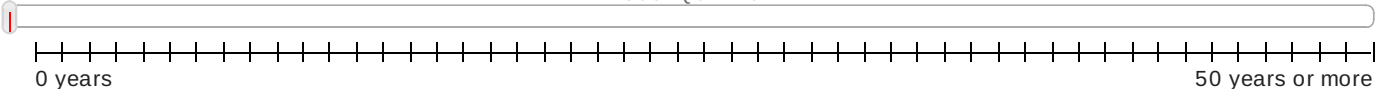
Exhibit C - 2. Teacher Questionnaire - General - Continued

How many years of work experience do you have?

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

Year(s) working as a teacher at this school

TC007Q01NA01

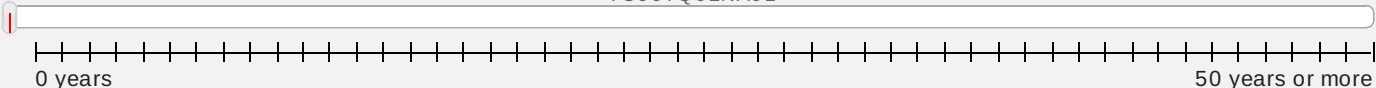


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working as a teacher in total

TC007Q02NA01

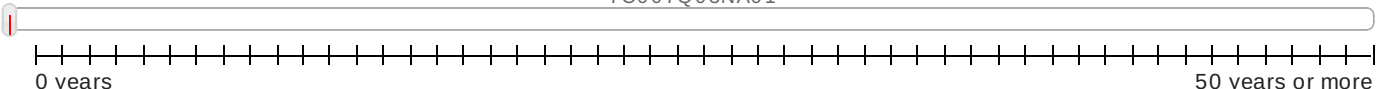


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working in other education roles (do not include years working as a teacher)

TC007Q03NA01

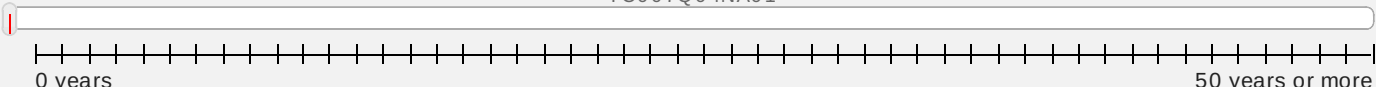


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working in other jobs

TC007Q04NA01



0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Exhibit C - 2. Teacher Questionnaire - General - Continued

Consistency check rule

Rule: If ^TC007Q01NA01 > ^TC007Q02NA01

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Exhibit C - 2. Teacher Questionnaire - General - Continued

Did you submit a written application for the position as a teacher directly to your school?

(Please select one response.)

Yes

TC008Q01NA01

No

TC008Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

Branching rule

Rule: If (^TC008Q01NA01=1) THEN GOTO ^TC010 ELSE If (^TC008Q01NA02=1) THEN GOTO ^TC009 ELSE GOTO
^TC3info

Exhibit C - 2. Teacher Questionnaire - General - Continued

You did not submit an application to your school directly. Did the district or other governing agency assign you to your position?

(Please select one response.)

Yes

TC009Q01NA01

No

TC009Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

Branching rule

Rule: If (^TC009Q01NA01=1 OR ^TC009Q01NA02=1) THEN GOTO ^TC3info ELSE GOTO ^TC3info

Exhibit C - 2. Teacher Questionnaire - General - Continued

Was your current position at your school your first choice?

(Please select one response.)

Yes

TC010Q01NA01

No

TC010Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

How important were the following reasons for applying to work at this particular school?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very Important</i>
The school had a vacant position.	TC011Q01NA01 <input type="radio"/>	TC011Q01NA02 <input type="radio"/>	TC011Q01NA03 <input type="radio"/>	TC011Q01NA04 <input type="radio"/>
The school's leadership team is very good.	TC011Q02NA01 <input type="radio"/>	TC011Q02NA02 <input type="radio"/>	TC011Q02NA03 <input type="radio"/>	TC011Q02NA04 <input type="radio"/>
My professional career will benefit from working at this school.	TC011Q03NA01 <input type="radio"/>	TC011Q03NA02 <input type="radio"/>	TC011Q03NA03 <input type="radio"/>	TC011Q03NA04 <input type="radio"/>
The school is a short distance from home.	TC011Q04NA01 <input type="radio"/>	TC011Q04NA02 <input type="radio"/>	TC011Q04NA03 <input type="radio"/>	TC011Q04NA04 <input type="radio"/>
The school has a good reputation.	TC011Q05NA01 <input type="radio"/>	TC011Q05NA02 <input type="radio"/>	TC011Q05NA03 <input type="radio"/>	TC011Q05NA04 <input type="radio"/>
The school offers particular courses or school subjects.	TC011Q06NA01 <input type="radio"/>	TC011Q06NA02 <input type="radio"/>	TC011Q06NA03 <input type="radio"/>	TC011Q06NA04 <input type="radio"/>
The school has a particular religious affiliation.	TC011Q07NA01 <input type="radio"/>	TC011Q07NA02 <input type="radio"/>	TC011Q07NA03 <input type="radio"/>	TC011Q07NA04 <input type="radio"/>
The school has a particular pedagogical-didactical approach, e.g., Montessori.	TC011Q08NA01 <input type="radio"/>	TC011Q08NA02 <input type="radio"/>	TC011Q08NA03 <input type="radio"/>	TC011Q08NA04 <input type="radio"/>
Friends or family members teach at this school.	TC011Q09NA01 <input type="radio"/>	TC011Q09NA02 <input type="radio"/>	TC011Q09NA03 <input type="radio"/>	TC011Q09NA04 <input type="radio"/>
The school has an active and pleasant school climate.	TC011Q10NA01 <input type="radio"/>	TC011Q10NA02 <input type="radio"/>	TC011Q10NA03 <input type="radio"/>	TC011Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

The academic achievements of students in the school are high.	TC011Q11NA01 <input type="radio"/>	TC011Q11NA02 <input type="radio"/>	TC011Q11NA03 <input type="radio"/>	TC011Q11NA04 <input type="radio"/>
There is a safe school environment.	TC011Q12NA01 <input type="radio"/>	TC011Q12NA02 <input type="radio"/>	TC011Q12NA03 <input type="radio"/>	TC011Q12NA04 <input type="radio"/>
Most students come from disadvantaged backgrounds.	TC011Q13NA01 <input type="radio"/>	TC011Q13NA02 <input type="radio"/>	TC011Q13NA03 <input type="radio"/>	TC011Q13NA04 <input type="radio"/>
Most students come from a privileged background.	TC011Q14NA01 <input type="radio"/>	TC011Q14NA02 <input type="radio"/>	TC011Q14NA03 <input type="radio"/>	TC011Q14NA04 <input type="radio"/>
The school offers attractive salaries and bonuses.	TC011Q15NA01 <input type="radio"/>	TC011Q15NA02 <input type="radio"/>	TC011Q15NA03 <input type="radio"/>	TC011Q15NA04 <input type="radio"/>
The school is well-funded and equipped.	TC011Q16NA01 <input type="radio"/>	TC011Q16NA02 <input type="radio"/>	TC011Q16NA03 <input type="radio"/>	TC011Q16NA04 <input type="radio"/>

Section B: Your initial education and professional development

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response.)

High school and/or some college courses

TC012Q01NA01

Associate's degree

TC012Q01NA02

Bachelor's degree

TC012Q01NA03

Master's degree

TC012Q01NA04

Doctoral or professional degree (e.g., PhD,
M.D., J.D)

TC012Q01NA05

Exhibit C - 2. Teacher Questionnaire - General - Continued

After completing high school, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes

TC013Q01NA01

No

TC013Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

Did you complete a teacher education or training program?

(Please select one response.)

Yes

TC014Q01NA01

No

TC014Q01NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training program at an educational institution.

TC015Q01NA01

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

TC015Q01NA02

I attended a work based teacher education or training program.

TC015Q01NA03

I attended training in another pedagogical profession.

TC015Q01NA04

Other

TC015Q01NA05

Exhibit C - 2. Teacher Questionnaire - General - Continued

Branching rule

Rule: IF (^TC015Q01NA01=1) THEN GOTO ^TC016 ELSE IF (^TC015Q01NA02=1 OR ^TC015Q01NA03=1) THEN GOTO ^TC017 ELSE IF (^TC015Q01NA04=1 OR ^TC015Q01NA05=1) THEN GOTO ^TC018 ELSE GOTO ^TC018

Exhibit C - 2. Teacher Questionnaire - General - Continued

You attended a teacher education program. What level of formal education did you reach there?

(Please select one response.)

High school and/or some college
courses

TC016Q01NA01

Associate's degree

TC016Q01NA02

Bachelor's degree

TC016Q01NA03

Master's degree

TC016Q01NA04

Exhibit C - 2. Teacher Questionnaire - General - Continued

For how many months did you attend the teacher education or training program?

(Please round up to whole months and move the slider to the appropriate number of months.)

TC017Q01NA01

1 month 72 months or more

Exhibit C - 2. Teacher Questionnaire - General - Continued

Were any of the following included in your teacher education or training program or other professional qualification and do you teach them to the 10th grade in the current school year?

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

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

(Please select all that apply.)

Reading, writing and literature: reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism

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

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

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

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, American studies, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction (e.g., Spanish, French)

Ancient languages (e.g., Latin)

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

Physical education: physical education, gymnastics, dance, health

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

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

*Included in my teacher education or training program
or other professional qualification*

I teach it to the 10th grade in the current school year

Reading, writing and literature

TC018Q01NA01

TC018Q01NB01

Mathematics

TC018Q02NA01

TC018Q02NB01

Exhibit C - 2. Teacher Questionnaire - General - Continued

Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Science	TC018Q03NA01 <input type="checkbox"/>	TC018Q03NB01 <input type="checkbox"/>
Technology	TC018Q04NA01 <input type="checkbox"/>	TC018Q04NB01 <input type="checkbox"/>
Social studies	TC018Q05NA01 <input type="checkbox"/>	TC018Q05NB01 <input type="checkbox"/>
Modern foreign languages	TC018Q06NA01 <input type="checkbox"/>	TC018Q06NB01 <input type="checkbox"/>
Ancient languages (e.g., Latin)	TC018Q07NA01 <input type="checkbox"/>	TC018Q07NB01 <input type="checkbox"/>
Arts	TC018Q08NA01 <input type="checkbox"/>	TC018Q08NB01 <input type="checkbox"/>
Physical education	TC018Q09NA01 <input type="checkbox"/>	TC018Q09NB01 <input type="checkbox"/>
Religion and/or ethics	TC018Q10NA01 <input type="checkbox"/>	TC018Q10NB01 <input type="checkbox"/>
Practical and vocational skills	TC018Q11NA01 <input type="checkbox"/>	TC018Q11NB01 <input type="checkbox"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Consistency check rule

Rule: If (^TC018Q01NA01=null and ^TC018Q02NA01=null and ^TC018Q03NA01=null and ^TC018Q04NA01=null and ^TC018Q05NA01=null and ^TC018Q06NA01=null and ^TC018Q07NA01=null and ^TC018Q08NA01=null and ^TC018Q09NA01=null and ^TC018Q10NA01=null and ^TC018Q11NA01=null and (^TC018Q01NB01=null and ^TC018Q02NB01=null and ^TC018Q03NB01=null and ^TC018Q04NB01=null and ^TC018Q05NB01=null and ^TC018Q06NB01=null and ^TC018Q07NB01=null and ^TC018Q08NB01=null and ^TC018Q09NB01=null and ^TC018Q10NB01=null and ^TC018Q11NB01=null))

Message: Please select a response.

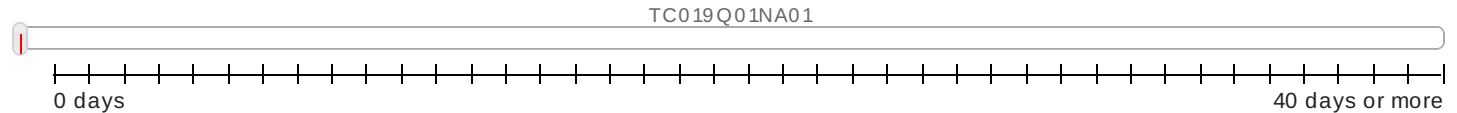
Exhibit C - 2. Teacher Questionnaire - General - Continued

During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last?

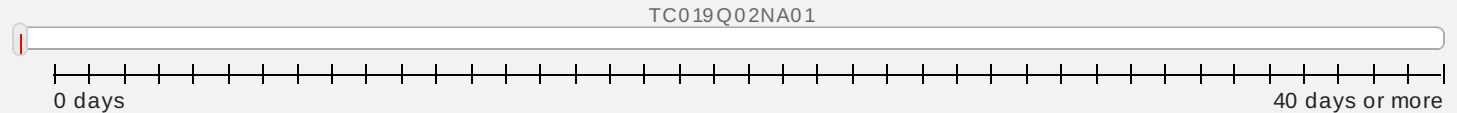
(Please sum up the activities in full days (a full day is 6-8 hours) and include activities that take place during weekends, evenings or other off-work hours.)

(Please move the slider to the appropriate number of days. If you did not participate in any professional development activities select "0" (zero).)

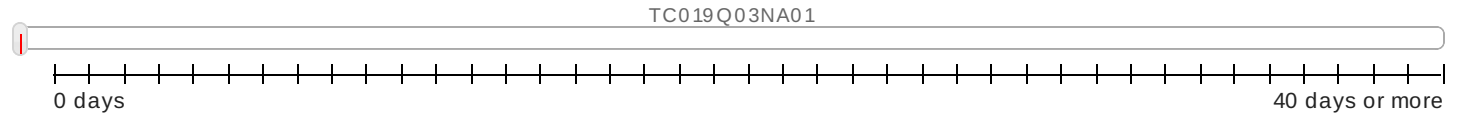
Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)



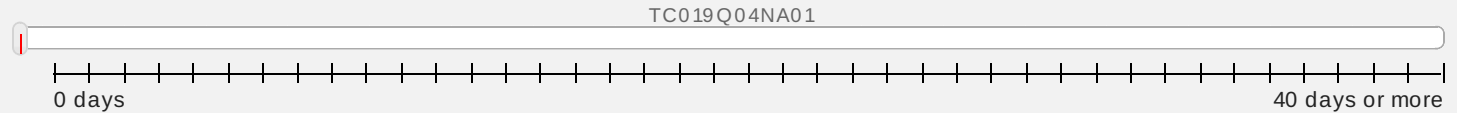
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)



Observation visits to other schools



Observation visits to business premises, public organizations, non-governmental organizations



In-service training courses in private companies, public organizations, non-

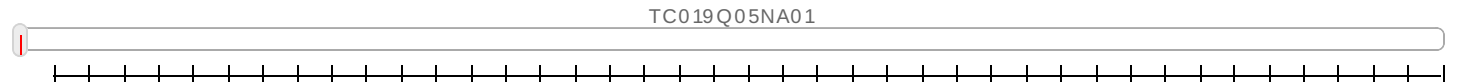


Exhibit C - 2. Teacher Questionnaire - General - Continued

governmental organizations	0 days	40 days or more
----------------------------	--------	-----------------

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	Yes	No
Degree program	TC020Q01NA01 <input type="radio"/>	TC020Q01NA02 <input type="radio"/>
Participation in a network of teachers formed specifically for the professional development of teachers	TC020Q02NA01 <input type="radio"/>	TC020Q02NA02 <input type="radio"/>
Individual or collaborative research on a topic of interest to you professionally	TC020Q03NA01 <input type="radio"/>	TC020Q03NA02 <input type="radio"/>
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	TC020Q04NA01 <input type="radio"/>	TC020Q04NA02 <input type="radio"/>
Reading professional literature (e.g., journals, evidence-based papers, thesis papers)	TC020Q05NA01 <input type="radio"/>	TC020Q05NA02 <input type="radio"/>
Engaging in informal dialogue with your colleagues on how to improve your teaching	TC020Q06NA01 <input type="radio"/>	TC020Q06NA02 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Are you required to take part in professional development activities?

(Please select one response.)

Yes

TC021Q01NA01

No

TC021Q01NA02

Branching rule

Rule: IF (^TC021Q01NA01=1) THEN GOTO ^TC022 ELSE GOTO ^TC023

Exhibit C - 2. Teacher Questionnaire - General - Continued

How many days within a school year are you required to take part in professional development activities?

(If you are not required to take part in professional development activities for a certain number of days but are required to participate in selected workshops or courses, please count the number of days that these professional development activities occur over the course of a school year.)

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

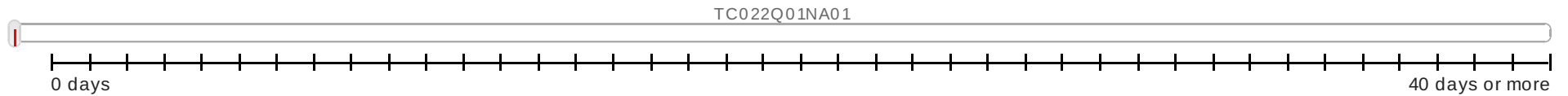


Exhibit C - 2. Teacher Questionnaire - General - Continued

How does your school support your professional development activities?

(Please select all that apply.)

By providing remuneration and reimbursement

TC023Q01NA01

By use of working time

TC023Q02NA01

By release from teaching responsibilities

TC023Q03NA01

By providing material resources

TC023Q04NA01

By providing other support

TC023Q05NA01

No support

TC023Q06NA01

Exhibit C - 2. Teacher Questionnaire - General - Continued

Consistency check rule

Rule: If ^TC023Q06NA01 = 1 and (^TC023Q01NA01 = 1 or ^TC023Q02NA01 = 1 or ^TC023Q03NA01 = 1 or ^TC023Q04NA01 = 1 or ^TC023Q05NA01 = 1)

Message: You have selected "No support" with another category. Please check your response.

Exhibit C - 2. Teacher Questionnaire - General - Continued

Were any of the topics listed below included in your teacher education or training program or other professional qualification and your professional development activities?

(Please select all that apply.)

	<i>Included in my teacher education or training program or other professional qualification</i>	<i>Included in my professional development activities during the last 12 months</i>
Knowledge and understanding of my subject field(s)	TC045Q01NA01 <input type="checkbox"/>	TC045Q01NB01 <input type="checkbox"/>
Pedagogical competencies in teaching my subject field(s)	TC045Q02NA01 <input type="checkbox"/>	TC045Q02NB01 <input type="checkbox"/>
Knowledge of the curriculum	TC045Q03NA01 <input type="checkbox"/>	TC045Q03NB01 <input type="checkbox"/>
Student assessment practices	TC045Q04NA01 <input type="checkbox"/>	TC045Q04NB01 <input type="checkbox"/>
ICT (information and communication technology) skills for teaching	TC045Q05NA01 <input type="checkbox"/>	TC045Q05NB01 <input type="checkbox"/>
Student behavior and classroom management	TC045Q06NA01 <input type="checkbox"/>	TC045Q06NB01 <input type="checkbox"/>
School management and administration	TC045Q07NA01 <input type="checkbox"/>	TC045Q07NB01 <input type="checkbox"/>
Approaches to individualized learning	TC045Q08NA01 <input type="checkbox"/>	TC045Q08NB01 <input type="checkbox"/>
Teaching students with special needs	TC045Q09NA01 <input type="checkbox"/>	TC045Q09NB01 <input type="checkbox"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Teaching in a multicultural or multilingual setting	TC045Q10NA01 <input type="checkbox"/>	TC045Q10NB01 <input type="checkbox"/>
Teaching cross-curricular skills (e.g., problem solving, learning-to-learn)	TC045Q11NA01 <input type="checkbox"/>	TC045Q11NB01 <input type="checkbox"/>
Student career guidance and counseling	TC045Q12NA01 <input type="checkbox"/>	TC045Q12NB01 <input type="checkbox"/>
Internal evaluation or self-evaluation of schools	TC045Q13NA01 <input type="checkbox"/>	TC045Q13NB01 <input type="checkbox"/>
Use of evaluation results	TC045Q14NA01 <input type="checkbox"/>	TC045Q14NB01 <input type="checkbox"/>
Teacher-parent cooperation	TC045Q15NA01 <input type="checkbox"/>	TC045Q15NB01 <input type="checkbox"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Consistency check rule

Rule: If ^TC045Q01NA01=null and ^TC045Q02NA01=null and ^TC045Q03NA01=null and ^TC045Q04NA01=null and ^TC045Q05NA01=null and ^TC045Q06NA01=null and ^TC045Q07NA01=null and ^TC045Q08NA01=null and ^TC045Q09NA01=null and ^TC045Q10NA01=null and ^TC045Q11NA01=null and ^TC045Q12NA01=null and ^TC045Q13NA01=null and ^TC045Q14NA01=null and ^TC045Q15NA01=null and ^TC045Q01NB01=null and ^TC045Q02NB01=null and ^TC045Q03NB01=null and ^TC045Q04NB01=null and ^TC045Q05NB01=null and ^TC045Q06NB01=null and ^TC045Q07NB01=null and ^TC045Q08NB01=null and ^TC045Q09NB01=null and ^TC045Q10NB01=null and ^TC045Q11NB01=null and ^TC045Q12NB01=null and ^TC045Q13NB01=null and ^TC045Q14NB01=null and ^TC045Q15NB01=null

Message: Please select a response.

Section C: Your collaboration with teachers and parents

Exhibit C - 2. Teacher Questionnaire - General - Continued

On average, how often do you do the following in this school?

(Please select one response in each row.)

	<i>Never</i>	<i>Once a year or less</i>	<i>2-4 times a year</i>	<i>5-10 times a year</i>	<i>1-3 times a month</i>	<i>Once a week or more</i>
Teach jointly as a team in the same class	TC046Q01NA01 <input type="radio"/>	TC046Q01NA02 <input type="radio"/>	TC046Q01NA03 <input type="radio"/>	TC046Q01NA04 <input type="radio"/>	TC046Q01NA05 <input type="radio"/>	TC046Q01NA06 <input type="radio"/>
Observe other teachers' classes and provide feedback	TC046Q02NA01 <input type="radio"/>	TC046Q02NA02 <input type="radio"/>	TC046Q02NA03 <input type="radio"/>	TC046Q02NA04 <input type="radio"/>	TC046Q02NA05 <input type="radio"/>	TC046Q02NA06 <input type="radio"/>
Engage in joint activities across different classes and age groups (e.g., projects)	TC046Q03NA01 <input type="radio"/>	TC046Q03NA02 <input type="radio"/>	TC046Q03NA03 <input type="radio"/>	TC046Q03NA04 <input type="radio"/>	TC046Q03NA05 <input type="radio"/>	TC046Q03NA06 <input type="radio"/>
Exchange teaching materials with colleagues	TC046Q04NA01 <input type="radio"/>	TC046Q04NA02 <input type="radio"/>	TC046Q04NA03 <input type="radio"/>	TC046Q04NA04 <input type="radio"/>	TC046Q04NA05 <input type="radio"/>	TC046Q04NA06 <input type="radio"/>
Engage in discussions about the learning development of specific students	TC046Q05NA01 <input type="radio"/>	TC046Q05NA02 <input type="radio"/>	TC046Q05NA03 <input type="radio"/>	TC046Q05NA04 <input type="radio"/>	TC046Q05NA05 <input type="radio"/>	TC046Q05NA06 <input type="radio"/>
Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	TC046Q06NA01 <input type="radio"/>	TC046Q06NA02 <input type="radio"/>	TC046Q06NA03 <input type="radio"/>	TC046Q06NA04 <input type="radio"/>	TC046Q06NA05 <input type="radio"/>	TC046Q06NA06 <input type="radio"/>
Attend team conferences	TC046Q07NA01 <input type="radio"/>	TC046Q07NA02 <input type="radio"/>	TC046Q07NA03 <input type="radio"/>	TC046Q07NA04 <input type="radio"/>	TC046Q07NA05 <input type="radio"/>	TC046Q07NA06 <input type="radio"/>
Take part in collaborative professional learning	TC046Q08NA01 <input type="radio"/>	TC046Q08NA02 <input type="radio"/>	TC046Q08NA03 <input type="radio"/>	TC046Q08NA04 <input type="radio"/>	TC046Q08NA05 <input type="radio"/>	TC046Q08NA06 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Teachers play an important role in communication with parents. From your perspective, to what extent are the following topics of parent-teacher communication important?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>
Students' academic achievement	TC024Q01NA01 <input type="radio"/>	TC024Q01NA02 <input type="radio"/>	TC024Q01NA03 <input type="radio"/>	TC024Q01NA04 <input type="radio"/>
Choice of school	TC024Q02NA01 <input type="radio"/>	TC024Q02NA02 <input type="radio"/>	TC024Q02NA03 <input type="radio"/>	TC024Q02NA04 <input type="radio"/>
Students' transfer or change of school	TC024Q03NA01 <input type="radio"/>	TC024Q03NA02 <input type="radio"/>	TC024Q03NA03 <input type="radio"/>	TC024Q03NA04 <input type="radio"/>
Students' behavior problems	TC024Q04NA01 <input type="radio"/>	TC024Q04NA02 <input type="radio"/>	TC024Q04NA03 <input type="radio"/>	TC024Q04NA04 <input type="radio"/>
Specific concerns related to parents from other countries	TC024Q05NA01 <input type="radio"/>	TC024Q05NA02 <input type="radio"/>	TC024Q05NA03 <input type="radio"/>	TC024Q05NA04 <input type="radio"/>
Students' learning difficulties	TC024Q06NA01 <input type="radio"/>	TC024Q06NA02 <input type="radio"/>	TC024Q06NA03 <input type="radio"/>	TC024Q06NA04 <input type="radio"/>
Ways to help students with their homework	TC024Q07NA01 <input type="radio"/>	TC024Q07NA02 <input type="radio"/>	TC024Q07NA03 <input type="radio"/>	TC024Q07NA04 <input type="radio"/>
Individual encouragement of each student	TC024Q08NA01 <input type="radio"/>	TC024Q08NA02 <input type="radio"/>	TC024Q08NA03 <input type="radio"/>	TC024Q08NA04 <input type="radio"/>
Students' addiction problems	TC024Q09NA01 <input type="radio"/>	TC024Q09NA02 <input type="radio"/>	TC024Q09NA03 <input type="radio"/>	TC024Q09NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

To what extent are the following ways of communicating with your students' parents important to you?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>	<i>Not offered by school</i>
Communication per notes and letters	TC025Q01NA01 <input type="radio"/>	TC025Q01NA02 <input type="radio"/>	TC025Q01NA03 <input type="radio"/>	TC025Q01NA04 <input type="radio"/>	TC025Q01NA05 <input type="radio"/>
Scheduled meeting at a parent-teacher conference / consultation	TC025Q02NA01 <input type="radio"/>	TC025Q02NA02 <input type="radio"/>	TC025Q02NA03 <input type="radio"/>	TC025Q02NA04 <input type="radio"/>	TC025Q02NA05 <input type="radio"/>
Phone calls	TC025Q03NA01 <input type="radio"/>	TC025Q03NA02 <input type="radio"/>	TC025Q03NA03 <input type="radio"/>	TC025Q03NA04 <input type="radio"/>	TC025Q03NA05 <input type="radio"/>
Communication via internet or text messages (e.g., e-mail, website, messenger, etc.)	TC025Q04NA01 <input type="radio"/>	TC025Q04NA02 <input type="radio"/>	TC025Q04NA03 <input type="radio"/>	TC025Q04NA04 <input type="radio"/>	TC025Q04NA05 <input type="radio"/>
Unscheduled informal meetings	TC025Q05NA01 <input type="radio"/>	TC025Q05NA02 <input type="radio"/>	TC025Q05NA03 <input type="radio"/>	TC025Q05NA04 <input type="radio"/>	TC025Q05NA05 <input type="radio"/>

Section D: Teacher beliefs and attitudes

Exhibit C - 2. Teacher Questionnaire - General - Continued

In your teaching, to what extent can you do the following?

(Please select one response in each row.)

	<i>Not at all</i>	<i>To some extent</i>	<i>Quite a bit</i>	<i>A lot</i>
Get students to believe they can do well in school work	TC047Q01NA01 <input type="radio"/>	TC047Q01NA02 <input type="radio"/>	TC047Q01NA03 <input type="radio"/>	TC047Q01NA04 <input type="radio"/>
Help my students value learning	TC047Q02NA01 <input type="radio"/>	TC047Q02NA02 <input type="radio"/>	TC047Q02NA03 <input type="radio"/>	TC047Q02NA04 <input type="radio"/>
Craft good questions for my students	TC047Q03NA01 <input type="radio"/>	TC047Q03NA02 <input type="radio"/>	TC047Q03NA03 <input type="radio"/>	TC047Q03NA04 <input type="radio"/>
Control disruptive behavior in the classroom	TC047Q04NA01 <input type="radio"/>	TC047Q04NA02 <input type="radio"/>	TC047Q04NA03 <input type="radio"/>	TC047Q04NA04 <input type="radio"/>
Motivate students who show low interest in school work	TC047Q05NA01 <input type="radio"/>	TC047Q05NA02 <input type="radio"/>	TC047Q05NA03 <input type="radio"/>	TC047Q05NA04 <input type="radio"/>
Make my expectations about student behavior clear	TC047Q06NA01 <input type="radio"/>	TC047Q06NA02 <input type="radio"/>	TC047Q06NA03 <input type="radio"/>	TC047Q06NA04 <input type="radio"/>
Help students think critically	TC047Q07NA01 <input type="radio"/>	TC047Q07NA02 <input type="radio"/>	TC047Q07NA03 <input type="radio"/>	TC047Q07NA04 <input type="radio"/>
Get students to follow classroom rules	TC047Q08NA01 <input type="radio"/>	TC047Q08NA02 <input type="radio"/>	TC047Q08NA03 <input type="radio"/>	TC047Q08NA04 <input type="radio"/>
Calm a student who is disruptive or noisy	TC047Q09NA01 <input type="radio"/>	TC047Q09NA02 <input type="radio"/>	TC047Q09NA03 <input type="radio"/>	TC047Q09NA04 <input type="radio"/>
Use a variety of assessment strategies	TC047Q10NA01 <input type="radio"/>	TC047Q10NA02 <input type="radio"/>	TC047Q10NA03 <input type="radio"/>	TC047Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Provide an alternative explanation for example when students are confused

TC047Q11NA01

TC047Q11NA02

TC047Q11NA03

TC047Q11NA04

Implement alternative instructional strategies in my classroom

TC047Q12NA01

TC047Q12NA02

TC047Q12NA03

TC047Q12NA04

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The advantages of being a teacher clearly outweigh the disadvantages.	TC026Q01NA01 <input type="radio"/>	TC026Q01NA02 <input type="radio"/>	TC026Q01NA03 <input type="radio"/>	TC026Q01NA04 <input type="radio"/>
If I could decide again, I would still choose to work as a teacher.	TC026Q02NA01 <input type="radio"/>	TC026Q02NA02 <input type="radio"/>	TC026Q02NA03 <input type="radio"/>	TC026Q02NA04 <input type="radio"/>
I would like to change to another school if that were possible.	TC026Q03NA01 <input type="radio"/>	TC026Q03NA02 <input type="radio"/>	TC026Q03NA03 <input type="radio"/>	TC026Q03NA04 <input type="radio"/>
I regret that I decided to become a teacher.	TC026Q04NA01 <input type="radio"/>	TC026Q04NA02 <input type="radio"/>	TC026Q04NA03 <input type="radio"/>	TC026Q04NA04 <input type="radio"/>
I enjoy working at this school.	TC026Q05NA01 <input type="radio"/>	TC026Q05NA02 <input type="radio"/>	TC026Q05NA03 <input type="radio"/>	TC026Q05NA04 <input type="radio"/>
I wonder whether it would have been better to choose another profession.	TC026Q06NA01 <input type="radio"/>	TC026Q06NA02 <input type="radio"/>	TC026Q06NA03 <input type="radio"/>	TC026Q06NA04 <input type="radio"/>
I would recommend my school as a good place to work.	TC026Q07NA01 <input type="radio"/>	TC026Q07NA02 <input type="radio"/>	TC026Q07NA03 <input type="radio"/>	TC026Q07NA04 <input type="radio"/>
I think that the teaching profession is valued in society.	TC026Q08NA01 <input type="radio"/>	TC026Q08NA02 <input type="radio"/>	TC026Q08NA03 <input type="radio"/>	TC026Q08NA04 <input type="radio"/>
I am satisfied with my performance in this school.	TC026Q09NA01 <input type="radio"/>	TC026Q09NA02 <input type="radio"/>	TC026Q09NA03 <input type="radio"/>	TC026Q09NA04 <input type="radio"/>
All in all, I am satisfied with my job.	TC026Q10NA01 <input type="radio"/>	TC026Q10NA02 <input type="radio"/>	TC026Q10NA03 <input type="radio"/>	TC026Q10NA04 <input type="radio"/>

Section E: Teaching practices

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Once a year or less</i>	<i>2-4 times a year</i>	<i>5-9 times a year</i>	<i>1-3 times a month</i>	<i>Once a week or more</i>
Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	TC048Q01NA01 <input type="radio"/>	TC048Q01NA02 <input type="radio"/>	TC048Q01NA03 <input type="radio"/>	TC048Q01NA04 <input type="radio"/>	TC048Q01NA05 <input type="radio"/>	TC048Q01NA06 <input type="radio"/>
Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	TC048Q02NA01 <input type="radio"/>	TC048Q02NA02 <input type="radio"/>	TC048Q02NA03 <input type="radio"/>	TC048Q02NA04 <input type="radio"/>	TC048Q02NA05 <input type="radio"/>	TC048Q02NA06 <input type="radio"/>
Preparing and giving a talk/presentation together	TC048Q03NA01 <input type="radio"/>	TC048Q03NA02 <input type="radio"/>	TC048Q03NA03 <input type="radio"/>	TC048Q03NA04 <input type="radio"/>	TC048Q03NA05 <input type="radio"/>	TC048Q03NA06 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

For these activities, do teams use online collaboration tools such as email, chat, shared documents, etc.?

(Please select one response in each row.)

	<i>Yes, the online tools I have chosen</i>	<i>Yes, any online tool they want</i>	<i>No, no online tools</i>
Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	TC049Q01NA01 <input type="radio"/>	TC049Q01NA02 <input type="radio"/>	TC049Q01NA03 <input type="radio"/>
Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	TC049Q02NA01 <input type="radio"/>	TC049Q02NA02 <input type="radio"/>	TC049Q02NA03 <input type="radio"/>
Preparing and giving a talk/presentation together	TC049Q03NA01 <input type="radio"/>	TC049Q03NA02 <input type="radio"/>	TC049Q03NA03 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

What do you do to improve your students' collaboration skills?

(Please select one response in each row.)

	Yes	No
I let them discover by themselves how to collaborate	TC050Q01NA01 <input type="radio"/>	TC050Q01NA02 <input type="radio"/>
I intervene if problems occur	TC050Q02NA01 <input type="radio"/>	TC050Q02NA02 <input type="radio"/>
I give them feedback on a regular basis	TC050Q03NA01 <input type="radio"/>	TC050Q03NA02 <input type="radio"/>
I give them a precise timeframe to follow, with milestones	TC050Q04NA01 <input type="radio"/>	TC050Q04NA02 <input type="radio"/>
Individuals with salient team skills are appointed as group leaders	TC050Q05NA01 <input type="radio"/>	TC050Q05NA02 <input type="radio"/>
I give them guidelines about how to interact (e.g., be constructive)	TC050Q06NA01 <input type="radio"/>	TC050Q06NA02 <input type="radio"/>
I teach them how to collaborate	TC050Q07NA01 <input type="radio"/>	TC050Q07NA02 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

How often do you use the following to grade students' team collaboration activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
No grades	TC051Q01NA01 <input type="radio"/>	TC051Q01NA02 <input type="radio"/>	TC051Q01NA03 <input type="radio"/>	TC051Q01NA04 <input type="radio"/>
Individual grades for individual performance	TC051Q02NA01 <input type="radio"/>	TC051Q02NA02 <input type="radio"/>	TC051Q02NA03 <input type="radio"/>	TC051Q02NA04 <input type="radio"/>
Collective grades for a group product	TC051Q03NA01 <input type="radio"/>	TC051Q03NA02 <input type="radio"/>	TC051Q03NA03 <input type="radio"/>	TC051Q03NA04 <input type="radio"/>
Collective grades for individual contributions	TC051Q04NA01 <input type="radio"/>	TC051Q04NA02 <input type="radio"/>	TC051Q04NA03 <input type="radio"/>	TC051Q04NA04 <input type="radio"/>
Individual grades for a group product	TC051Q05NA01 <input type="radio"/>	TC051Q05NA02 <input type="radio"/>	TC051Q05NA03 <input type="radio"/>	TC051Q05NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
Members of groups work according to specialization of each member	TC052Q01NA01 <input type="radio"/>	TC052Q01NA02 <input type="radio"/>	TC052Q01NA03 <input type="radio"/>	TC052Q01NA04 <input type="radio"/>
Members of groups work on a collective outcome	TC052Q02NA01 <input type="radio"/>	TC052Q02NA02 <input type="radio"/>	TC052Q02NA03 <input type="radio"/>	TC052Q02NA04 <input type="radio"/>
Group members receive different information (resource interdependence)	TC052Q03NA01 <input type="radio"/>	TC052Q03NA02 <input type="radio"/>	TC052Q03NA03 <input type="radio"/>	TC052Q03NA04 <input type="radio"/>
Group members are assigned different roles (role interdependence)	TC052Q04NA01 <input type="radio"/>	TC052Q04NA02 <input type="radio"/>	TC052Q04NA03 <input type="radio"/>	TC052Q04NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
Groups with a mix of abilities	TC053Q01NA01 <input type="radio"/>	TC053Q01NA02 <input type="radio"/>	TC053Q01NA03 <input type="radio"/>	TC053Q01NA04 <input type="radio"/>
Groups of students with similar abilities	TC053Q02NA01 <input type="radio"/>	TC053Q02NA02 <input type="radio"/>	TC053Q02NA03 <input type="radio"/>	TC053Q02NA04 <input type="radio"/>
Groups as the students choose them	TC053Q03NA01 <input type="radio"/>	TC053Q03NA02 <input type="radio"/>	TC053Q03NA03 <input type="radio"/>	TC053Q03NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

How often do you use the following methods of assessing student learning?

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

(Please select one response in each row.)

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

	<i>Never or almost never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson or almost every lesson</i>
I develop and administer my own assessment.	TC054Q01NA01 <input type="radio"/>	TC054Q01NA02 <input type="radio"/>	TC054Q01NA03 <input type="radio"/>	TC054Q01NA04 <input type="radio"/>
I administer a standardized test.	TC054Q02NA01 <input type="radio"/>	TC054Q02NA02 <input type="radio"/>	TC054Q02NA03 <input type="radio"/>	TC054Q02NA04 <input type="radio"/>
I have individual students answer questions in front of the class.	TC054Q03NA01 <input type="radio"/>	TC054Q03NA02 <input type="radio"/>	TC054Q03NA03 <input type="radio"/>	TC054Q03NA04 <input type="radio"/>
I provide written feedback on student work in addition to a grade.	TC054Q04NA01 <input type="radio"/>	TC054Q04NA02 <input type="radio"/>	TC054Q04NA03 <input type="radio"/>	TC054Q04NA04 <input type="radio"/>
I let students judge their own progress.	TC054Q05NA01 <input type="radio"/>	TC054Q05NA02 <input type="radio"/>	TC054Q05NA03 <input type="radio"/>	TC054Q05NA04 <input type="radio"/>
I observe students when working on particular tasks and provide immediate feedback.	TC054Q06NA01 <input type="radio"/>	TC054Q06NA02 <input type="radio"/>	TC054Q06NA03 <input type="radio"/>	TC054Q06NA04 <input type="radio"/>
I collect data from classroom assignments or home work.	TC054Q07NA01 <input type="radio"/>	TC054Q07NA02 <input type="radio"/>	TC054Q07NA03 <input type="radio"/>	TC054Q07NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

To what extent do you use the following approaches to assign final semester grades to students in 10th grade?

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

(Please select one response in each row.)

Standardized tests are consistent in design, content, administration and scoring. Results can be compared across students and schools. This excludes teacher-developed tests.

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
I consider students' individual improvement of performance since the beginning of the semester.	TC055Q01NA01 <input type="radio"/>	TC055Q01NA02 <input type="radio"/>	TC055Q01NA03 <input type="radio"/>	TC055Q01NA04 <input type="radio"/>
I consider students' problem solving ability.	TC055Q02NA01 <input type="radio"/>	TC055Q02NA02 <input type="radio"/>	TC055Q02NA03 <input type="radio"/>	TC055Q02NA04 <input type="radio"/>
I consider students' critical thinking ability.	TC055Q03NA01 <input type="radio"/>	TC055Q03NA02 <input type="radio"/>	TC055Q03NA03 <input type="radio"/>	TC055Q03NA04 <input type="radio"/>
I consider students' performance in collaborative problem solving activities.	TC055Q04NA01 <input type="radio"/>	TC055Q04NA02 <input type="radio"/>	TC055Q04NA03 <input type="radio"/>	TC055Q04NA04 <input type="radio"/>
I recognize students' effort; even if performance does not improve.	TC055Q05NA01 <input type="radio"/>	TC055Q05NA02 <input type="radio"/>	TC055Q05NA03 <input type="radio"/>	TC055Q05NA04 <input type="radio"/>
I compare student performance in the current course to that of students from the previous course.	TC055Q06NA01 <input type="radio"/>	TC055Q06NA02 <input type="radio"/>	TC055Q06NA03 <input type="radio"/>	TC055Q06NA04 <input type="radio"/>
I compare a student's performance to that of other students in the course.	TC055Q07NA01 <input type="radio"/>	TC055Q07NA02 <input type="radio"/>	TC055Q07NA03 <input type="radio"/>	TC055Q07NA04 <input type="radio"/>
I compare students' performance to written federal or state performance standards.	TC055Q08NA01 <input type="radio"/>	TC055Q08NA02 <input type="radio"/>	TC055Q08NA03 <input type="radio"/>	TC055Q08NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

I recognize exceptional academic merit (e.g., taking part in a national contest).

TC055Q09NA01

TC055Q09NA02

TC055Q09NA03

TC055Q09NA04

I use a set scale of percentages of correct responses to assess the students' performance.

TC055Q10NA01

TC055Q10NA02

TC055Q10NA03

TC055Q10NA04

I consider the degree to which the student participates in the class.

TC055Q11NA01

TC055Q11NA02

TC055Q11NA03

TC055Q11NA04

I consider the quality of homework.

TC055Q12NA01

TC055Q12NA02

TC055Q12NA03

TC055Q12NA04

I base grades on standardized tests mandated by national, state or district authorities (e.g., the test in your state).

TC055Q13NA01

TC055Q13NA02

TC055Q13NA03

TC055Q13NA04

I base grades on non-mandatory, publicly or commercially available standardized tests (e.g., SAT).

TC055Q14NA01

TC055Q14NA02

TC055Q14NA03

TC055Q14NA04

I consider students' behavior (e.g., disruptive or supportive behavior).

TC055Q15NA01

TC055Q15NA02

TC055Q15NA03

TC055Q15NA04

I base grades on my overall judgement of student's learning.

TC055Q16NA01

TC055Q16NA02

TC055Q16NA03

TC055Q16NA04

Exhibit C - 2. Teacher Questionnaire - General - Continued

To what extent do you disagree or agree with the following statements about your teaching practices?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I am interested in my students' school activities.	TC027Q01NA01 <input type="radio"/>	TC027Q01NA02 <input type="radio"/>	TC027Q01NA03 <input type="radio"/>	TC027Q01NA04 <input type="radio"/>
I support my students' educational efforts.	TC027Q02NA01 <input type="radio"/>	TC027Q02NA02 <input type="radio"/>	TC027Q02NA03 <input type="radio"/>	TC027Q02NA04 <input type="radio"/>
I support my students when they are facing school difficulties.	TC027Q03NA01 <input type="radio"/>	TC027Q03NA02 <input type="radio"/>	TC027Q03NA03 <input type="radio"/>	TC027Q03NA04 <input type="radio"/>
I encourage my students to be confident.	TC027Q04NA01 <input type="radio"/>	TC027Q04NA02 <input type="radio"/>	TC027Q04NA03 <input type="radio"/>	TC027Q04NA04 <input type="radio"/>
I encourage my students to learn new skills.	TC027Q05NA01 <input type="radio"/>	TC027Q05NA02 <input type="radio"/>	TC027Q05NA03 <input type="radio"/>	TC027Q05NA04 <input type="radio"/>
I provide my students with information about their performance in school.	TC027Q06NA01 <input type="radio"/>	TC027Q06NA02 <input type="radio"/>	TC027Q06NA03 <input type="radio"/>	TC027Q06NA04 <input type="radio"/>
I provide my students with clues and suggestions that help them to move forward with a task.	TC027Q07NA01 <input type="radio"/>	TC027Q07NA02 <input type="radio"/>	TC027Q07NA03 <input type="radio"/>	TC027Q07NA04 <input type="radio"/>
I instruct my students what to do to complete a task and explain why to do so.	TC027Q08NA01 <input type="radio"/>	TC027Q08NA02 <input type="radio"/>	TC027Q08NA03 <input type="radio"/>	TC027Q08NA04 <input type="radio"/>
I give detailed information and clarification to my students about the learning task.	TC027Q09NA01 <input type="radio"/>	TC027Q09NA02 <input type="radio"/>	TC027Q09NA03 <input type="radio"/>	TC027Q09NA04 <input type="radio"/>
I demonstrate particular skills that are important to solve a task or to learn for school.	TC027Q10NA01 <input type="radio"/>	TC027Q10NA02 <input type="radio"/>	TC027Q10NA03 <input type="radio"/>	TC027Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

I ask my students questions to initiate a deeper understanding of the content.

TC027Q11NA01

TC027Q11NA02

TC027Q11NA03

TC027Q11NA04

Section F: Your school

Exhibit C - 2. Teacher Questionnaire - General - Continued

Please estimate the percentage of students at 10th grade in this school who have the following characteristics.

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

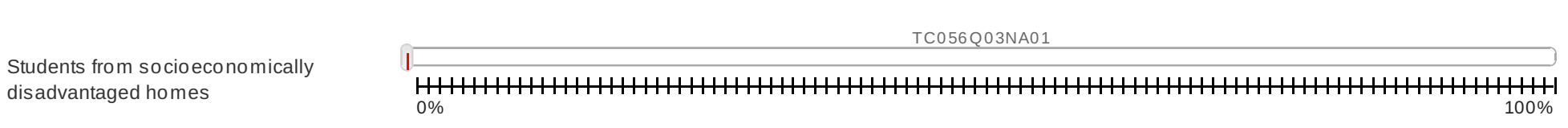
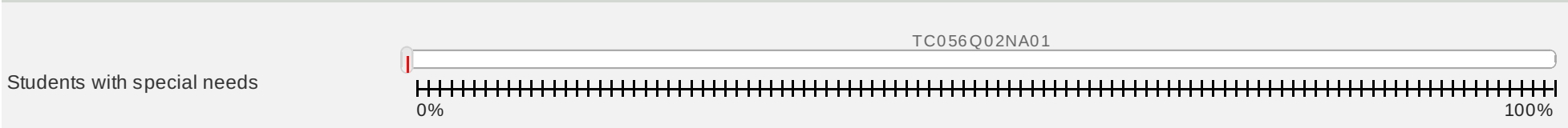
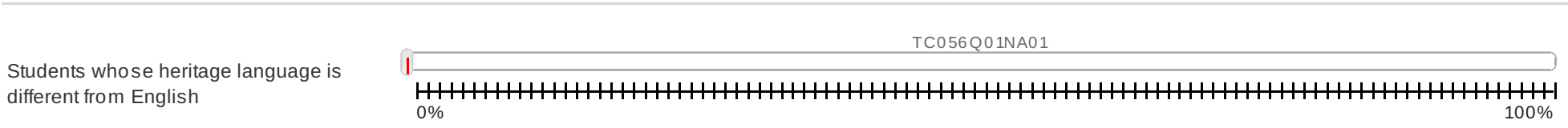


Exhibit C - 2. Teacher Questionnaire - General - Continued

Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select one response in each row.)

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.

TC057Q01NA01

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United States.

TC057Q01NA02

It is crucial for the academic success of multilingual students that schools offer additional courses in English.

TC057Q02NA01

It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their heritage language.

TC057Q02NA02

It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.

TC057Q03NA01

It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

TC057Q03NA02

In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.

TC057Q04NA01

In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.

TC057Q04NA02

It is best for school cohesion when all students speak the same language at school.

TC057Q05NA01

It is best for school cohesion when the school encourages linguistic diversity in school.

TC057Q05NA02

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC058 ELSE GOTO ^TC059

Exhibit C - 2. Teacher Questionnaire - General - Continued

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	<i>None or almost none of them</i>	<i>Some of them</i>	<i>Many of them</i>	<i>All or almost all of them</i>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.	TC058Q01NA01 <input type="radio"/>	TC058Q01NA02 <input type="radio"/>	TC058Q01NA03 <input type="radio"/>	TC058Q01NA04 <input type="radio"/>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of the United States.	TC058Q02NA01 <input type="radio"/>	TC058Q02NA02 <input type="radio"/>	TC058Q02NA03 <input type="radio"/>	TC058Q02NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer courses in their heritage language.	TC058Q03NA01 <input type="radio"/>	TC058Q03NA02 <input type="radio"/>	TC058Q03NA03 <input type="radio"/>	TC058Q03NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer additional courses in English.	TC058Q04NA01 <input type="radio"/>	TC058Q04NA02 <input type="radio"/>	TC058Q04NA03 <input type="radio"/>	TC058Q04NA04 <input type="radio"/>
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	TC058Q05NA01 <input type="radio"/>	TC058Q05NA02 <input type="radio"/>	TC058Q05NA03 <input type="radio"/>	TC058Q05NA04 <input type="radio"/>
It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.	TC058Q06NA01 <input type="radio"/>	TC058Q06NA02 <input type="radio"/>	TC058Q06NA03 <input type="radio"/>	TC058Q06NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	TC058Q07NA01 <input type="radio"/>	TC058Q07NA02 <input type="radio"/>	TC058Q07NA03 <input type="radio"/>	TC058Q07NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.	TC058Q08NA01 <input type="radio"/>	TC058Q08NA02 <input type="radio"/>	TC058Q08NA03 <input type="radio"/>	TC058Q08NA04 <input type="radio"/>
It is best for school cohesion when all students speak the same language	TC058Q09NA01 <input type="radio"/>	TC058Q09NA02 <input type="radio"/>	TC058Q09NA03 <input type="radio"/>	TC058Q09NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

at school.

It is best for school cohesion when the school encourages linguistic diversity in school.

TC058Q10NA01

TC058Q10NA02

TC058Q10NA03

TC058Q10NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC059 ELSE GOTO ^TC028

Exhibit C - 2. Teacher Questionnaire - General - Continued

Do the following options reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In my school, students learn about the histories of diverse ethnic and cultural groups that live in the United States.	TC059Q01NA0 <input type="radio"/>	TC059Q01NA02 <input type="radio"/>
In my school, students learn about the cultures (e.g., beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in the United States.	TC059Q02NA0 <input type="radio"/>	TC059Q02NA02 <input type="radio"/>
In my school, students learn about different ethnic and cultural perspectives on historical and social events.	TC059Q03NA0 <input type="radio"/>	TC059Q03NA02 <input type="radio"/>
My school supports activities or organizations that encourage student's expression of diverse ethnic and cultural identities (e.g., artistic groups).	TC059Q04NA0 <input type="radio"/>	TC059Q04NA02 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Branching rule

Rule: If (^TC002Q01NA01=20 or ^TC002Q01NA01=22 or ^TC002Q01NA01=24 or ^TC002Q01NA01=26 or ^TC002Q01NA01=28 or ^TC002Q01NA01=30 or ^TC002Q01NA01=32 or ^TC002Q01NA01=34 or ^TC002Q01NA01=36 or ^TC002Q01NA01=38 or ^TC002Q01NA01=40 or ^TC002Q01NA01=42 or ^TC002Q01NA01=44 or ^TC002Q01NA01=46 or ^TC002Q01NA01=48 or ^TC002Q01NA01=50 or ^TC002Q01NA01=52 or ^TC002Q01NA01=54 or ^TC002Q01NA01=56 or ^TC002Q01NA01=58 or ^TC002Q01NA01=60 or ^TC002Q01NA01=62 or ^TC002Q01NA01=64 or ^TC002Q01NA01=66 or ^TC002Q01NA01=68 or ^TC002Q01NA01=70) then GOTO ^TC058 ELSE GOTO ^TC028

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	TC028Q01NA01 <input type="radio"/>	TC028Q01NA02 <input type="radio"/>	TC028Q01NA03 <input type="radio"/>	TC028Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	TC028Q02NA01 <input type="radio"/>	TC028Q02NA02 <input type="radio"/>	TC028Q02NA03 <input type="radio"/>	TC028Q02NA04 <input type="radio"/>
A lack of assisting staff.	TC028Q03NA01 <input type="radio"/>	TC028Q03NA02 <input type="radio"/>	TC028Q03NA03 <input type="radio"/>	TC028Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff.	TC028Q04NA01 <input type="radio"/>	TC028Q04NA02 <input type="radio"/>	TC028Q04NA03 <input type="radio"/>	TC028Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	TC028Q05NA01 <input type="radio"/>	TC028Q05NA02 <input type="radio"/>	TC028Q05NA03 <input type="radio"/>	TC028Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	TC028Q06NA01 <input type="radio"/>	TC028Q06NA02 <input type="radio"/>	TC028Q06NA03 <input type="radio"/>	TC028Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and PA system).	TC028Q07NA01 <input type="radio"/>	TC028Q07NA02 <input type="radio"/>	TC028Q07NA03 <input type="radio"/>	TC028Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and PA system).	TC028Q08NA01 <input type="radio"/>	TC028Q08NA02 <input type="radio"/>	TC028Q08NA03 <input type="radio"/>	TC028Q08NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

To what extent do you disagree or agree with the following statements regarding your school?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The principal gives us a sense of purpose	TC060Q01NA01 <input type="radio"/>	TC060Q01NA02 <input type="radio"/>	TC060Q01NA03 <input type="radio"/>	TC060Q01NA04 <input type="radio"/>
The principal tries to achieve consensus with all staff when defining priorities and goals in school	TC060Q02NA01 <input type="radio"/>	TC060Q02NA02 <input type="radio"/>	TC060Q02NA03 <input type="radio"/>	TC060Q02NA04 <input type="radio"/>
The principal has high expectations for us as professionals	TC060Q03NA01 <input type="radio"/>	TC060Q03NA02 <input type="radio"/>	TC060Q03NA03 <input type="radio"/>	TC060Q03NA04 <input type="radio"/>
The principal is aware of my needs	TC060Q04NA01 <input type="radio"/>	TC060Q04NA02 <input type="radio"/>	TC060Q04NA03 <input type="radio"/>	TC060Q04NA04 <input type="radio"/>
The principal is aware of my expertise	TC060Q05NA01 <input type="radio"/>	TC060Q05NA02 <input type="radio"/>	TC060Q05NA03 <input type="radio"/>	TC060Q05NA04 <input type="radio"/>
The principal inspires new ideas for my professional learning	TC060Q06NA01 <input type="radio"/>	TC060Q06NA02 <input type="radio"/>	TC060Q06NA03 <input type="radio"/>	TC060Q06NA04 <input type="radio"/>
The principal treats teaching staff as professionals	TC060Q07NA01 <input type="radio"/>	TC060Q07NA02 <input type="radio"/>	TC060Q07NA03 <input type="radio"/>	TC060Q07NA04 <input type="radio"/>
The principal delegates activities that are critical for attaining objectives	TC060Q08NA01 <input type="radio"/>	TC060Q08NA02 <input type="radio"/>	TC060Q08NA03 <input type="radio"/>	TC060Q08NA04 <input type="radio"/>
The principal ensures our involvement in decision making	TC060Q09NA01 <input type="radio"/>	TC060Q09NA02 <input type="radio"/>	TC060Q09NA03 <input type="radio"/>	TC060Q09NA04 <input type="radio"/>
The principal takes the community's aspirations and requests into account	TC060Q10NA01 <input type="radio"/>	TC060Q10NA02 <input type="radio"/>	TC060Q10NA03 <input type="radio"/>	TC060Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

The principal ensures that staffing is equitable	TC060Q11NA01 <input type="radio"/>	TC060Q11NA02 <input type="radio"/>	TC060Q11NA03 <input type="radio"/>	TC060Q11NA04 <input type="radio"/>
The principal regularly observes classroom activities	TC060Q12NA01 <input type="radio"/>	TC060Q12NA02 <input type="radio"/>	TC060Q12NA03 <input type="radio"/>	TC060Q12NA04 <input type="radio"/>
It is easy for staff to approach the principal	TC060Q13NA01 <input type="radio"/>	TC060Q13NA02 <input type="radio"/>	TC060Q13NA03 <input type="radio"/>	TC060Q13NA04 <input type="radio"/>
The principal has brought a lot of autonomy to the school	TC060Q14NA01 <input type="radio"/>	TC060Q14NA02 <input type="radio"/>	TC060Q14NA03 <input type="radio"/>	TC060Q14NA04 <input type="radio"/>

Branching rule

Rule: If (^TC002Q01NA01=20 or ^TC002Q01NA01=22 or ^TC002Q01NA01=24 or ^TC002Q01NA01=26 or ^TC002Q01NA01=28 or ^TC002Q01NA01=30 or ^TC002Q01NA01=32 or ^TC002Q01NA01=34 or ^TC002Q01NA01=36 or ^TC002Q01NA01=38 or ^TC002Q01NA01=40 or ^TC002Q01NA01=42 or ^TC002Q01NA01=44 or ^TC002Q01NA01=46 or ^TC002Q01NA01=48 or ^TC002Q01NA01=50 or ^TC002Q01NA01=52 or ^TC002Q01NA01=54 or ^TC002Q01NA01=56 or ^TC002Q01NA01=58 or ^TC002Q01NA01=60 or ^TC002Q01NA01=62 or ^TC002Q01NA01=64 or ^TC002Q01NA01=66 or ^TC002Q01NA01=68 or ^TC002Q01NA01=70) then GOTO ^TC061 ELSE GOTO ^TC062

Exhibit C - 2. Teacher Questionnaire - General - Continued

In relation to the most successful countries in international comparison studies, how much is the education system in the United States losing ground?

(Please select one response.)

Not at all TC061Q01NA01

Very little TC061Q01NA02

To some extent TC061Q01NA03

To a large extent TC061Q01NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC063 ELSE GOTO ^TC062

Exhibit C - 2. Teacher Questionnaire - General - Continued

To what extent do you disagree or agree with the following statements regarding your school?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The principal makes several formal classroom inspection visits each year.	TC062Q01NA01 <input type="radio"/>	TC062Q01NA02 <input type="radio"/>	TC062Q01NA03 <input type="radio"/>	TC062Q01NA04 <input type="radio"/>
The principal works with teaching staff to review and interpret test scores.	TC062Q02NA01 <input type="radio"/>	TC062Q02NA02 <input type="radio"/>	TC062Q02NA03 <input type="radio"/>	TC062Q02NA04 <input type="radio"/>
Instructional issues are seldom discussed during meetings of teaching staff.	TC062Q03NA01 <input type="radio"/>	TC062Q03NA02 <input type="radio"/>	TC062Q03NA03 <input type="radio"/>	TC062Q03NA04 <input type="radio"/>
Teachers work together at the principal's initiative to coordinate the instructional program within grades and between them.	TC062Q04NA01 <input type="radio"/>	TC062Q04NA02 <input type="radio"/>	TC062Q04NA03 <input type="radio"/>	TC062Q04NA04 <input type="radio"/>
The principal is very active (e.g., he/she secures resources, arranges opportunities, and promotes staff development activities).	TC062Q05NA01 <input type="radio"/>	TC062Q05NA02 <input type="radio"/>	TC062Q05NA03 <input type="radio"/>	TC062Q05NA04 <input type="radio"/>
The principal is highly visible throughout the school.	TC062Q06NA01 <input type="radio"/>	TC062Q06NA02 <input type="radio"/>	TC062Q06NA03 <input type="radio"/>	TC062Q06NA04 <input type="radio"/>
In my school, all students and parents are aware of the academic standards.	TC062Q07NA01 <input type="radio"/>	TC062Q07NA02 <input type="radio"/>	TC062Q07NA03 <input type="radio"/>	TC062Q07NA04 <input type="radio"/>
Teachers in my school expect high proportions of their students to do well on standardized tests.	TC062Q08NA01 <input type="radio"/>	TC062Q08NA02 <input type="radio"/>	TC062Q08NA03 <input type="radio"/>	TC062Q08NA04 <input type="radio"/>
Teachers emphasize students' strengths and potential rather than focusing on their weaknesses.	TC062Q09NA01 <input type="radio"/>	TC062Q09NA02 <input type="radio"/>	TC062Q09NA03 <input type="radio"/>	TC062Q09NA04 <input type="radio"/>
Students work is rarely interrupted during classes.	TC062Q10NA01 <input type="radio"/>	TC062Q10NA02 <input type="radio"/>	TC062Q10NA03 <input type="radio"/>	TC062Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Other school activities do not interfere with basic skills (reading and math) instruction in this school.

TC062Q11NA01

TC062Q11NA02

TC062Q11NA03

TC062Q11NA04

Class atmosphere in this school is generally very conducive to learning.

TC062Q12NA01

TC062Q12NA02

TC062Q12NA03

TC062Q12NA04

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC061 ELSE GOTO ^TC063

Exhibit C - 2. Teacher Questionnaire - General - Continued

During the last academic year has there been at least one internal evaluation at your school?

(Internal school evaluation is sometimes called self-evaluation. If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

Yes

TC063Q01NA01

No

TC063Q01NA02

Branching rule

Rule: If (^TC063Q01NA01=1) then GOTO ^TC064 else GOTO ^TC067

Exhibit C - 2. Teacher Questionnaire - General - Continued

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
School's educational resources (e.g., textbooks, computer, library materials, laboratory materials)	TC064Q01NA01 <input type="radio"/>	TC064Q01NA02 <input type="radio"/>
Educational staff (e.g., workload, personal requirements, qualifications)	TC064Q02NA01 <input type="radio"/>	TC064Q02NA02 <input type="radio"/>
Implementation of the curriculum	TC064Q03NA01 <input type="radio"/>	TC064Q03NA02 <input type="radio"/>
Extra-curricular activities (such as participation, content)	TC064Q04NA01 <input type="radio"/>	TC064Q04NA02 <input type="radio"/>
Quality of teaching and learning	TC064Q05NA01 <input type="radio"/>	TC064Q05NA02 <input type="radio"/>
Assessment practices	TC064Q06NA01 <input type="radio"/>	TC064Q06NA02 <input type="radio"/>
Social climate in school	TC064Q07NA01 <input type="radio"/>	TC064Q07NA02 <input type="radio"/>
Use of ICT for teaching and learning	TC064Q08NA01 <input type="radio"/>	TC064Q08NA02 <input type="radio"/>

TC064Q09NA01

TC064Q09NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

Teacher cooperation	TC064Q09NA01 <input type="radio"/>	TC064Q09NA02 <input type="radio"/>
School management (leadership, counseling, cooperation, school program)	TC064Q10NA01 <input type="radio"/>	TC064Q10NA02 <input type="radio"/>
Parental engagement in school	TC064Q11NA01 <input type="radio"/>	TC064Q11NA02 <input type="radio"/>
Teacher professional development	TC064Q12NA01 <input type="radio"/>	TC064Q12NA02 <input type="radio"/>
Diversity management	TC064Q13NA01 <input type="radio"/>	TC064Q13NA02 <input type="radio"/>
Cooperation with external partners	TC064Q14NA01 <input type="radio"/>	TC064Q14NA02 <input type="radio"/>
Student achievement	TC064Q15NA01 <input type="radio"/>	TC064Q15NA02 <input type="radio"/>
Students' cross-curricular competencies	TC064Q16NA01 <input type="radio"/>	TC064Q16NA02 <input type="radio"/>
Equity in school	TC064Q17NA01 <input type="radio"/>	TC064Q17NA02 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Thinking about the last internal evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
Our school clearly defined criteria prior to evaluation.	TC065Q01NA01 <input type="radio"/>	TC065Q01NA02 <input type="radio"/>
We derive evaluation criteria from our school's educational goals.	TC065Q02NA01 <input type="radio"/>	TC065Q02NA02 <input type="radio"/>
The results of the internal evaluation led to changes in school policies.	TC065Q03NA01 <input type="radio"/>	TC065Q03NA02 <input type="radio"/>
Our school used the results of the internal evaluation to draw up clearly defined measures.	TC065Q04NA01 <input type="radio"/>	TC065Q04NA02 <input type="radio"/>
Our school used the data to plan specific action for school development.	TC065Q05NA01 <input type="radio"/>	TC065Q05NA02 <input type="radio"/>
Our school used the data to plan specific action for the improvement of teaching.	TC065Q06NA01 <input type="radio"/>	TC065Q06NA02 <input type="radio"/>
Our school put measures derived from the results of the internal evaluation into practice promptly.	TC065Q07NA01 <input type="radio"/>	TC065Q07NA02 <input type="radio"/>
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	TC065Q08NA01 <input type="radio"/>	TC065Q08NA02 <input type="radio"/>

TC065Q09NA01

TC065Q09NA02

Exhibit C - 2. Teacher Questionnaire - General - Continued

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

1 0 0 0 0 0 0 1 0 0 1

1 0 0 0 0 0 0 1 0 0 2

Exhibit C - 2. Teacher Questionnaire - General - Continued

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

(If you need further explanation of the term "internal school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of your school or by persons/institutions commissioned by a school.

	Yes	No, results were satisfactory	No, for other reasons
School's educational resources (e.g., textbooks, computers, library materials, laboratory materials)	TC066Q01NA01 <input type="radio"/>	TC066Q01NA02 <input type="radio"/>	TC066Q01NA03 <input type="radio"/>
Teaching staff (e.g., workload, personal requirements, qualifications)	TC066Q02NA01 <input type="radio"/>	TC066Q02NA02 <input type="radio"/>	TC066Q02NA03 <input type="radio"/>
Implementation of the curriculum	TC066Q03NA01 <input type="radio"/>	TC066Q03NA02 <input type="radio"/>	TC066Q03NA03 <input type="radio"/>
Extra-curricular activities (such as participation, content)	TC066Q04NA01 <input type="radio"/>	TC066Q04NA02 <input type="radio"/>	TC066Q04NA03 <input type="radio"/>
Quality of teaching and learning	TC066Q05NA01 <input type="radio"/>	TC066Q05NA02 <input type="radio"/>	TC066Q05NA03 <input type="radio"/>
Assessment practices	TC066Q06NA01 <input type="radio"/>	TC066Q06NA02 <input type="radio"/>	TC066Q06NA03 <input type="radio"/>
Social climate in school	TC066Q07NA01 <input type="radio"/>	TC066Q07NA02 <input type="radio"/>	TC066Q07NA03 <input type="radio"/>
Teacher cooperation	TC066Q08NA01 <input type="radio"/>	TC066Q08NA02 <input type="radio"/>	TC066Q08NA03 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Use of ICT for teaching and learning	TC066Q09NA01 <input type="radio"/>	TC066Q09NA02 <input type="radio"/>	TC066Q09NA03 <input type="radio"/>
School management (leadership, counseling, cooperation, school program)	TC066Q10NA01 <input type="radio"/>	TC066Q10NA02 <input type="radio"/>	TC066Q10NA03 <input type="radio"/>
Parental engagement in school	TC066Q11NA01 <input type="radio"/>	TC066Q11NA02 <input type="radio"/>	TC066Q11NA03 <input type="radio"/>
Teacher professional development	TC066Q12NA01 <input type="radio"/>	TC066Q12NA02 <input type="radio"/>	TC066Q12NA03 <input type="radio"/>
Diversity management	TC066Q13NA01 <input type="radio"/>	TC066Q13NA02 <input type="radio"/>	TC066Q13NA03 <input type="radio"/>
Cooperation with external partners	TC066Q14NA01 <input type="radio"/>	TC066Q14NA02 <input type="radio"/>	TC066Q14NA03 <input type="radio"/>
Student achievement	TC066Q15NA01 <input type="radio"/>	TC066Q15NA02 <input type="radio"/>	TC066Q15NA03 <input type="radio"/>
Students' cross-curricular competencies	TC066Q16NA01 <input type="radio"/>	TC066Q16NA02 <input type="radio"/>	TC066Q16NA03 <input type="radio"/>
Equity in school	TC066Q17NA01 <input type="radio"/>	TC066Q17NA02 <input type="radio"/>	TC066Q17NA03 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

During the last academic year, have any of the following methods been used to monitor your teaching?

(Please select one response in each row.)

	Yes	No
Tests or assessments of student achievement	TC067Q01NA01 <input type="radio"/>	TC067Q01NA02 <input type="radio"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	TC067Q02NA01 <input type="radio"/>	TC067Q02NA02 <input type="radio"/>
Principal or senior staff observations of lessons	TC067Q03NA01 <input type="radio"/>	TC067Q03NA02 <input type="radio"/>
Observation of classes by inspectors or other persons external to the school	TC067Q04NA01 <input type="radio"/>	TC067Q04NA02 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Concerning the feedback you have received at this school, to what extent has it directly led to a positive change in any of the following?

(Please select one response in each row.)

	<i>No positive change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
Your public recognition from the principal and/or your colleagues	TC068Q01NA01 <input type="radio"/>	TC068Q01NA02 <input type="radio"/>	TC068Q01NA03 <input type="radio"/>	TC068Q01NA04 <input type="radio"/>
Your role in school development initiatives (e.g., curriculum development group, development of school objectives)	TC068Q02NA01 <input type="radio"/>	TC068Q02NA02 <input type="radio"/>	TC068Q02NA03 <input type="radio"/>	TC068Q02NA04 <input type="radio"/>
The likelihood of your career advancement (e.g., promotion)	TC068Q03NA01 <input type="radio"/>	TC068Q03NA02 <input type="radio"/>	TC068Q03NA03 <input type="radio"/>	TC068Q03NA04 <input type="radio"/>
The amount of professional development you take	TC068Q04NA01 <input type="radio"/>	TC068Q04NA02 <input type="radio"/>	TC068Q04NA03 <input type="radio"/>	TC068Q04NA04 <input type="radio"/>
Your job responsibilities at this school	TC068Q05NA01 <input type="radio"/>	TC068Q05NA02 <input type="radio"/>	TC068Q05NA03 <input type="radio"/>	TC068Q05NA04 <input type="radio"/>
Your confidence as a teacher	TC068Q06NA01 <input type="radio"/>	TC068Q06NA02 <input type="radio"/>	TC068Q06NA03 <input type="radio"/>	TC068Q06NA04 <input type="radio"/>
Your salary and/or financial bonus	TC068Q07NA01 <input type="radio"/>	TC068Q07NA02 <input type="radio"/>	TC068Q07NA03 <input type="radio"/>	TC068Q07NA04 <input type="radio"/>
Your classroom management practices	TC068Q08NA01 <input type="radio"/>	TC068Q08NA02 <input type="radio"/>	TC068Q08NA03 <input type="radio"/>	TC068Q08NA04 <input type="radio"/>
Your knowledge and understanding of your main subject field(s)	TC068Q09NA01 <input type="radio"/>	TC068Q09NA02 <input type="radio"/>	TC068Q09NA03 <input type="radio"/>	TC068Q09NA04 <input type="radio"/>
Your teaching practices	TC068Q10NA01 <input type="radio"/>	TC068Q10NA02 <input type="radio"/>	TC068Q10NA03 <input type="radio"/>	TC068Q10NA04 <input type="radio"/>

Exhibit C - 2. Teacher Questionnaire - General - Continued

Your teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your methods for teaching students with special needs	TC068Q11NA01 <input type="radio"/>	TC068Q11NA02 <input type="radio"/>	TC068Q11NA03 <input type="radio"/>	TC068Q11NA04 <input type="radio"/>
Your use of student assessments to improve student learning	TC068Q12NA01 <input type="radio"/>	TC068Q12NA02 <input type="radio"/>	TC068Q12NA03 <input type="radio"/>	TC068Q12NA04 <input type="radio"/>
Your job satisfaction	TC068Q13NA01 <input type="radio"/>	TC068Q13NA02 <input type="radio"/>	TC068Q13NA03 <input type="radio"/>	TC068Q13NA04 <input type="radio"/>
Your motivation	TC068Q14NA01 <input type="radio"/>	TC068Q14NA02 <input type="radio"/>	TC068Q14NA03 <input type="radio"/>	TC068Q14NA04 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!

Exhibit C - 3. Teacher Questionnaire - Science

Dear science teacher,

Thank you for participating in this study.

This questionnaire asks for information about:

- *Background information*
- *Your initial education and professional development*
- *Your collaboration with teachers and parents*
- *Teacher beliefs and attitudes*
- *Science teaching practices*
- *Your school*

This information will help illustrate the similarities and differences between groups of teachers 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 you only. It should take about 45 minutes to complete.

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

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other teachers to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

To answer questions in this questionnaire, please consider the following definition:

Science includes the domains of physics, chemistry, biology, Earth science or geology, space science or astronomy, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor geography. Please consider this distinction.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires XX/XX/XXXX

Section A: Background information

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Are you female or male?

(Please select one response.)

Female

TC001Q01NA01

Male

TC001Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How old are you?

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

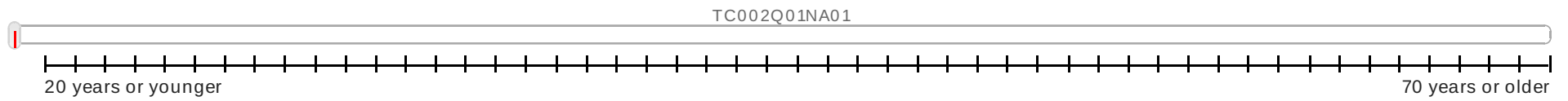


Exhibit C - 3. Teacher Questionnaire - Science - Continued

Have you taught 10th grade in the last 12 months?

(Please select one response.)

Yes

TC003Q01NA01

No

TC003Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

What is your employment status as a teacher at this school?

(Please select one response.)

Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)

TC004Q01NA01

Fixed-term contract for a period of more than 1 school year

TC004Q01NA02

Fixed-term contract for a period of 1 school year or less

TC004Q01NA03

Exhibit C - 3. Teacher Questionnaire - Science - Continued

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employments together.)

(Please select one response in each row.)

	<i>Full-time (more than 90% of full-time hours)</i>	<i>Part-time (71-90% of full-time hours)</i>	<i>Part-time (50-70% of full-time hours)</i>	<i>Part-time (less than 50% of full-time hours)</i>
My employment status at this school	TC005Q01NA01 <input type="radio"/>	TC005Q01NA02 <input type="radio"/>	TC005Q01NA03 <input type="radio"/>	TC005Q01NA04 <input type="radio"/>
All my teaching employments together	TC005Q02NA01 <input type="radio"/>	TC005Q02NA02 <input type="radio"/>	TC005Q02NA03 <input type="radio"/>	TC005Q02NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

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

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

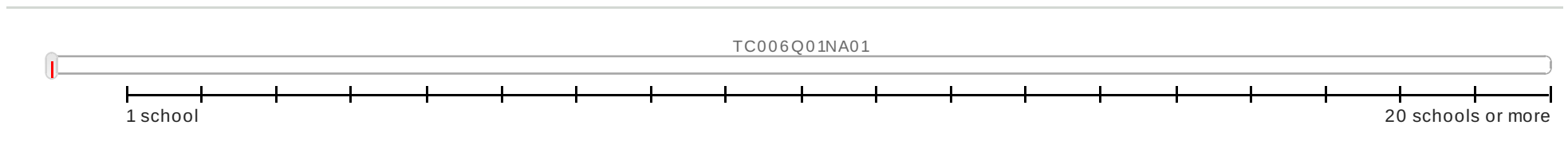


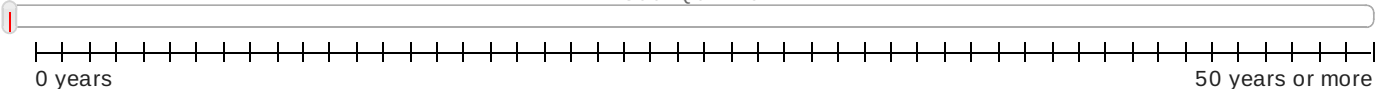
Exhibit C - 3. Teacher Questionnaire - Science - Continued

How many years of work experience do you have?

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

Year(s) working as a teacher at this school

TC007Q01NA01

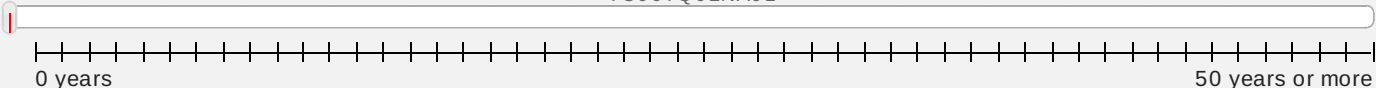


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working as a teacher in total

TC007Q02NA01

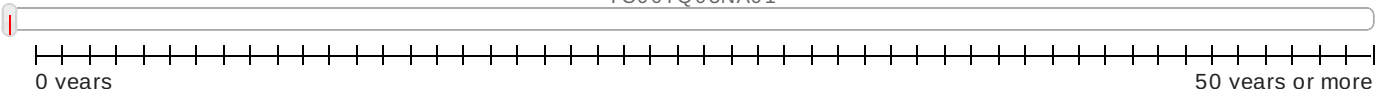


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working in other education roles (do not include years working as a teacher)

TC007Q03NA01

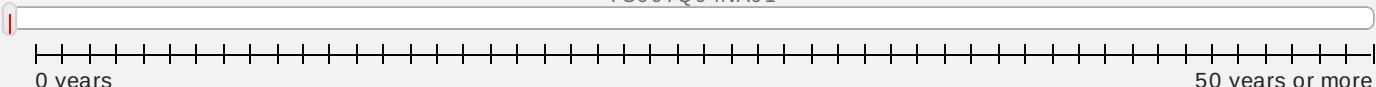


0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Year(s) working in other jobs

TC007Q04NA01



0 years 50 years or more

A horizontal slider bar with a red vertical line at the start (0 years) and a white vertical line at the end (50 years or more). The bar has 50 tick marks along its length.

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Consistency check rule

Rule: If ^TC007Q01NA01 > ^TC007Q02NA01

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Did you submit a written application for the position as a teacher directly to your school?

(Please select one response.)

Yes

TC008Q01NA01

No

TC008Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Branching rule

Rule: If (^TC008Q01NA01=1) THEN GOTO ^TC010 ELSE If (^TC008Q01NA02=1) THEN GOTO ^TC009 ELSE GOTO
^TC3info

Exhibit C - 3. Teacher Questionnaire - Science - Continued

You did not submit an application to your school directly. Did the district or other governing agency assign you to your position?

(Please select one response.)

Yes

TC009Q01NA01

No

TC009Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Branching rule

Rule: If (^TC009Q01NA01=1 OR ^TC009Q01NA02=1) THEN GOTO ^TC3info ELSE GOTO ^TC3info

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Was your current position at your school your first choice?

(Please select one response.)

Yes

TC010Q01NA01

No

TC010Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How important were the following reasons for applying to work at this particular school?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very Important</i>
The school had a vacant position.	TC011Q01NA01 <input type="radio"/>	TC011Q01NA02 <input type="radio"/>	TC011Q01NA03 <input type="radio"/>	TC011Q01NA04 <input type="radio"/>
The school's leadership team is very good.	TC011Q02NA01 <input type="radio"/>	TC011Q02NA02 <input type="radio"/>	TC011Q02NA03 <input type="radio"/>	TC011Q02NA04 <input type="radio"/>
My professional career will benefit from working at this school.	TC011Q03NA01 <input type="radio"/>	TC011Q03NA02 <input type="radio"/>	TC011Q03NA03 <input type="radio"/>	TC011Q03NA04 <input type="radio"/>
The school is a short distance from home.	TC011Q04NA01 <input type="radio"/>	TC011Q04NA02 <input type="radio"/>	TC011Q04NA03 <input type="radio"/>	TC011Q04NA04 <input type="radio"/>
The school has a good reputation.	TC011Q05NA01 <input type="radio"/>	TC011Q05NA02 <input type="radio"/>	TC011Q05NA03 <input type="radio"/>	TC011Q05NA04 <input type="radio"/>
The school offers particular courses or school subjects.	TC011Q06NA01 <input type="radio"/>	TC011Q06NA02 <input type="radio"/>	TC011Q06NA03 <input type="radio"/>	TC011Q06NA04 <input type="radio"/>
The school has a particular religious affiliation.	TC011Q07NA01 <input type="radio"/>	TC011Q07NA02 <input type="radio"/>	TC011Q07NA03 <input type="radio"/>	TC011Q07NA04 <input type="radio"/>
The school has a particular pedagogical-didactical approach, e.g., Montessori.	TC011Q08NA01 <input type="radio"/>	TC011Q08NA02 <input type="radio"/>	TC011Q08NA03 <input type="radio"/>	TC011Q08NA04 <input type="radio"/>
Friends or family members teach at this school.	TC011Q09NA01 <input type="radio"/>	TC011Q09NA02 <input type="radio"/>	TC011Q09NA03 <input type="radio"/>	TC011Q09NA04 <input type="radio"/>
The school has an active and pleasant school climate.	TC011Q10NA01 <input type="radio"/>	TC011Q10NA02 <input type="radio"/>	TC011Q10NA03 <input type="radio"/>	TC011Q10NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

The academic achievements of students in the school are high.	TC011Q11NA01 <input type="radio"/>	TC011Q11NA02 <input type="radio"/>	TC011Q11NA03 <input type="radio"/>	TC011Q11NA04 <input type="radio"/>
There is a safe school environment.	TC011Q12NA01 <input type="radio"/>	TC011Q12NA02 <input type="radio"/>	TC011Q12NA03 <input type="radio"/>	TC011Q12NA04 <input type="radio"/>
Most students come from disadvantaged backgrounds.	TC011Q13NA01 <input type="radio"/>	TC011Q13NA02 <input type="radio"/>	TC011Q13NA03 <input type="radio"/>	TC011Q13NA04 <input type="radio"/>
Most students come from a privileged background.	TC011Q14NA01 <input type="radio"/>	TC011Q14NA02 <input type="radio"/>	TC011Q14NA03 <input type="radio"/>	TC011Q14NA04 <input type="radio"/>
The school offers attractive salaries and bonuses.	TC011Q15NA01 <input type="radio"/>	TC011Q15NA02 <input type="radio"/>	TC011Q15NA03 <input type="radio"/>	TC011Q15NA04 <input type="radio"/>
The school is well-funded and equipped.	TC011Q16NA01 <input type="radio"/>	TC011Q16NA02 <input type="radio"/>	TC011Q16NA03 <input type="radio"/>	TC011Q16NA04 <input type="radio"/>

Section B: Your initial education and professional development

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response.)

High school and/or some college courses

TC012Q01NA01

Associate's degree

TC012Q01NA02

Bachelor's degree

TC012Q01NA03

Master's degree

TC012Q01NA04

Doctoral or professional degree (e.g., PhD,
M.D., J.D)

TC012Q01NA05

Exhibit C - 3. Teacher Questionnaire - Science - Continued

After completing high school, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes

TC013Q01NA01

No

TC013Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Did you complete a teacher education or training program?

(Please select one response.)

Yes

TC014Q01NA01

No

TC014Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training program at an educational institution.

TC015Q01NA01

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

TC015Q01NA02

I attended a work based teacher education or training program.

TC015Q01NA03

I attended training in another pedagogical profession.

TC015Q01NA04

Other

TC015Q01NA05

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Branching rule

Rule: IF (^TC015Q01NA01=1) THEN GOTO ^TC016 ELSE IF (^TC015Q01NA02=1 OR ^TC015Q01NA03=1) THEN GOTO ^TC017 ELSE IF (^TC015Q01NA04=1 OR ^TC015Q01NA05=1) THEN GOTO ^TC018 ELSE GOTO ^TC018

Exhibit C - 3. Teacher Questionnaire - Science - Continued

You attended a teacher education program. What level of formal education did you reach there?

(Please select one response.)

High school and/or some college
courses

TC016Q01NA01

Associate's degree

TC016Q01NA02

Bachelor's degree

TC016Q01NA03

Master's degree

TC016Q01NA04

Exhibit C - 3. Teacher Questionnaire - Science - Continued

For how many months did you attend the teacher education or training program?

(Please round up to whole months and move the slider to the appropriate number of months.)

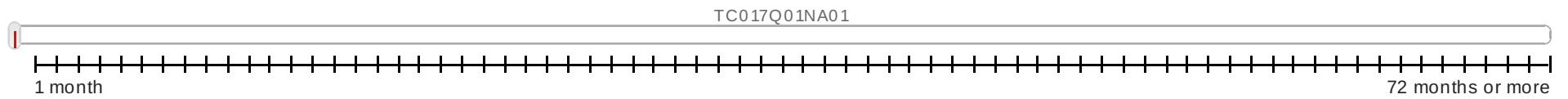


Exhibit C - 3. Teacher Questionnaire - Science - Continued

Were any of the following included in your teacher education or training program or other professional qualification and do you teach them to the 10th grade in the current school year?

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

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

(Please select all that apply.)

Reading, writing and literature: reading and writing (and literature) in English, language arts, public speaking, literature, composition, communications, journalism

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

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

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

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, American studies, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction (e.g., Spanish, French)

Ancient languages (e.g., Latin)

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

Physical education: physical education, gymnastics, dance, health

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

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

*Included in my teacher education or training program
or other professional qualification*

I teach it to the 10th grade in the current school year

Reading, writing and literature

TC018Q01NA01

TC018Q01NB01

Mathematics

TC018Q02NA01

TC018Q02NB01

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Science	TC018Q03NA01 <input type="checkbox"/>	TC018Q03NB01 <input type="checkbox"/>
Technology	TC018Q04NA01 <input type="checkbox"/>	TC018Q04NB01 <input type="checkbox"/>
Social studies	TC018Q05NA01 <input type="checkbox"/>	TC018Q05NB01 <input type="checkbox"/>
Modern foreign languages	TC018Q06NA01 <input type="checkbox"/>	TC018Q06NB01 <input type="checkbox"/>
Ancient languages (e.g., Latin)	TC018Q07NA01 <input type="checkbox"/>	TC018Q07NB01 <input type="checkbox"/>
Arts	TC018Q08NA01 <input type="checkbox"/>	TC018Q08NB01 <input type="checkbox"/>
Physical education	TC018Q09NA01 <input type="checkbox"/>	TC018Q09NB01 <input type="checkbox"/>
Religion and/or ethics	TC018Q10NA01 <input type="checkbox"/>	TC018Q10NB01 <input type="checkbox"/>
Practical and vocational skills	TC018Q11NA01 <input type="checkbox"/>	TC018Q11NB01 <input type="checkbox"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Consistency check rule

Rule: If (^TC018Q01NA01=null and ^TC018Q02NA01=null and ^TC018Q03NA01=null and ^TC018Q04NA01=null and ^TC018Q05NA01=null and ^TC018Q06NA01=null and ^TC018Q07NA01=null and ^TC018Q08NA01=null and ^TC018Q09NA01=null and ^TC018Q10NA01=null and ^TC018Q11NA01=null and ^TC018Q01NB01=null and ^TC018Q02NB01=null and ^TC018Q03NB01=null and ^TC018Q04NB01=null and ^TC018Q05NB01=null and ^TC018Q06NB01=null and ^TC018Q07NB01=null and ^TC018Q08NB01=null and ^TC018Q09NB01=null and ^TC018Q10NB01=null and ^TC018Q11NB01=null)

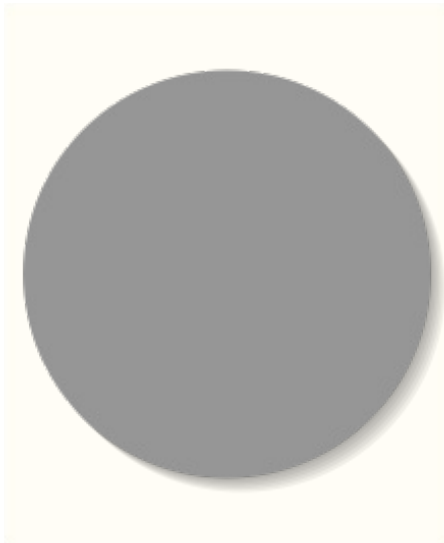
Message: Please select a response.

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

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

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







	Science and technology content matter: knowledge and skills in any science discipline	TC029Q01NA01 <input type="text"/>
	Teaching and learning science: teaching methodology related to science, instructional skills (e.g., use of experiments), student misconceptions	TC029Q02NA01 <input type="text"/>
	General topics in education: e.g., teacher-student interaction, classroom management, school evaluation, special education	TC029Q03NA01 <input type="text"/>
	Other topics	TC029Q04NA01 <input type="text"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Consistency check rule

Rule: If $((^{\wedge}\text{TC029Q01NA01} + ^{\wedge}\text{TC029Q02NA01} + ^{\wedge}\text{TC029Q03NA01} + ^{\wedge}\text{TC029Q04NA01}) > 100)$ OR $((^{\wedge}\text{TC029Q01NA01} + ^{\wedge}\text{TC029Q02NA01} + ^{\wedge}\text{TC029Q03NA01} + ^{\wedge}\text{TC029Q04NA01}) < 100)$

Message: Sum does not add to 100%, please check your response.

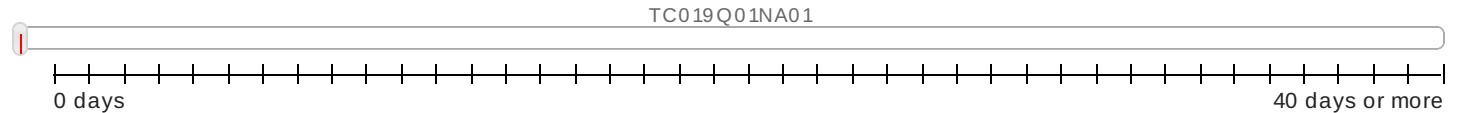
Exhibit C - 3. Teacher Questionnaire - Science - Continued

During the last 12 months, did you participate in any of the following professional development activities, and if yes, for how many days did they last?

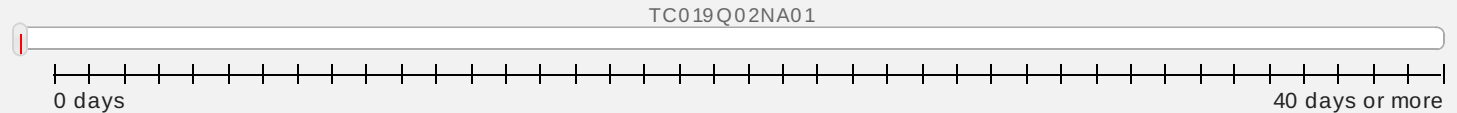
(Please sum up the activities in full days (a full day is 6-8 hours) and include activities that take place during weekends, evenings or other off-work hours.)

(Please move the slider to the appropriate number of days. If you did not participate in any professional development activities select "0" (zero).)

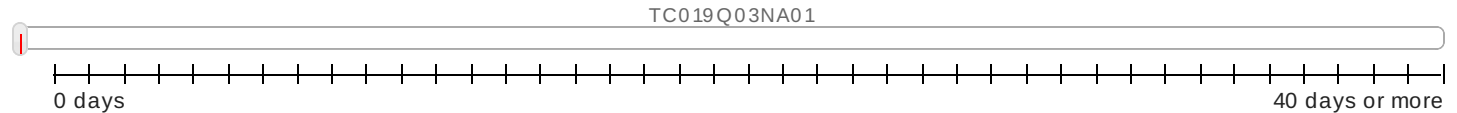
Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)



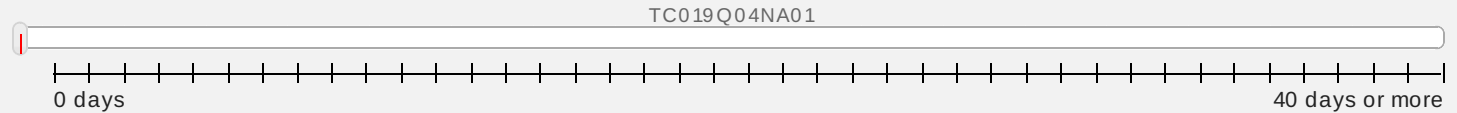
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)



Observation visits to other schools



Observation visits to business premises, public organizations, non-governmental organizations



In-service training courses in private companies, public organizations, non-

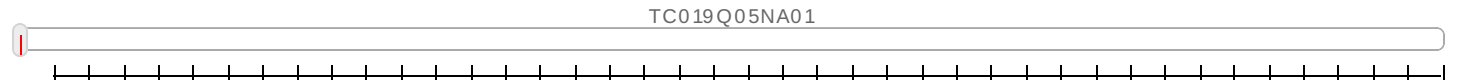


Exhibit C - 3. Teacher Questionnaire - Science - Continued

governmental organizations	0 days	40 days or more
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Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response in each row.)

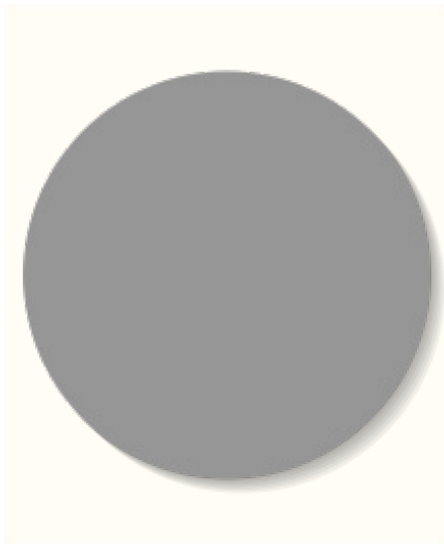
	Yes	No
Degree program	TC020Q01NA01 <input type="radio"/>	TC020Q01NA02 <input type="radio"/>
Participation in a network of teachers formed specifically for the professional development of teachers	TC020Q02NA01 <input type="radio"/>	TC020Q02NA02 <input type="radio"/>
Individual or collaborative research on a topic of interest to you professionally	TC020Q03NA01 <input type="radio"/>	TC020Q03NA02 <input type="radio"/>
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	TC020Q04NA01 <input type="radio"/>	TC020Q04NA02 <input type="radio"/>
Reading professional literature (e.g., journals, evidence-based papers, thesis papers)	TC020Q05NA01 <input type="radio"/>	TC020Q05NA02 <input type="radio"/>
Engaging in informal dialogue with your colleagues on how to improve your teaching	TC020Q06NA01 <input type="radio"/>	TC020Q06NA02 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

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

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



Science and technology content matter:	knowledge and skills in any science discipline	TC030Q01NA01 <input type="text"/>
Teaching and learning science:	teaching methodology related to science, instructional skills (e.g., use of experiments), student misconceptions	TC030Q02NA01 <input type="text"/>
General topics in education:	e.g., teacher-student interaction, classroom management, school evaluation, special education, special education	TC030Q03NA01 <input type="text"/>
Other topics		TC030Q04NA01 <input type="text"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Consistency check rule

Rule: If ((^TC030Q01NA01 + ^TC030Q02NA01 + ^TC030Q03NA01 + ^TC030Q04NA01) >100) OR ((^TC030Q01NA01 + ^TC030Q02NA01 + ^TC030Q03NA01 + ^TC030Q04NA01) < 100)

Message: Sum does not add to 100%, please check your response.

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Are you required to take part in professional development activities?

(Please select one response.)

Yes

TC021Q01NA01

No

TC021Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Branching rule

Rule: IF (^TC021Q01NA01=1) THEN GOTO ^TC022 ELSE GOTO ^TC023

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How many days within a school year are you required to take part in professional development activities?

(If you are not required to take part in professional development activities for a certain number of days but are required to participate in selected workshops or courses, please count the number of days that these professional development activities occur over the course of a school year.)

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

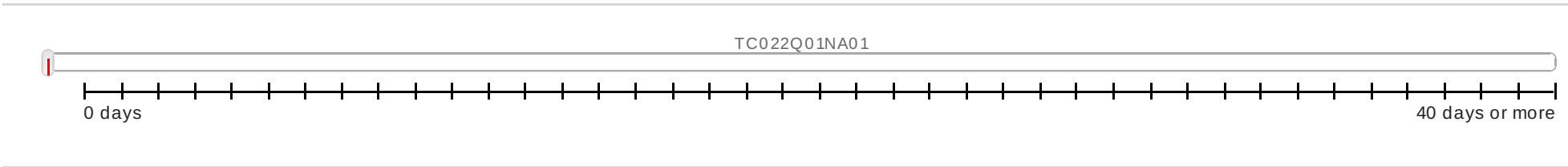


Exhibit C - 3. Teacher Questionnaire - Science - Continued

How does your school support your professional development activities?

(Please select all that apply.)

By providing remuneration and reimbursement

TC023Q01NA01

By use of working time

TC023Q02NA01

By release from teaching responsibilities

TC023Q03NA01

By providing material resources

TC023Q04NA01

By providing other support

TC023Q05NA01

No support

TC023Q06NA01

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Consistency check rule

Rule: If ^TC023Q06NA01= 1 and (^TC023Q01NA01 = 1 or ^TC023Q02NA01 = 1 or ^TC023Q03NA01 = 1 or ^TC023Q04NA01 = 1 or ^TC023Q05NA01 = 1)

Message: You have selected "No support" with another category. Please check your response.

Section C: Your collaboration with teachers and parents

Exhibit C - 3. Teacher Questionnaire - Science - Continued

To what extent do you disagree or agree with the following statements about regular cooperation among your fellow science teachers and yourself?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
We pursue the same educational objectives.	TC031Q01NA01 <input type="radio"/>	TC031Q01NA02 <input type="radio"/>	TC031Q01NA03 <input type="radio"/>	TC031Q01NA04 <input type="radio"/>
We decide together what teaching materials should be used in lessons.	TC031Q02NA01 <input type="radio"/>	TC031Q02NA02 <input type="radio"/>	TC031Q02NA03 <input type="radio"/>	TC031Q02NA04 <input type="radio"/>
Apart from end-of-term conferences, we rarely discuss what targets students are expected to achieve in science.	TC031Q03NA01 <input type="radio"/>	TC031Q03NA02 <input type="radio"/>	TC031Q03NA03 <input type="radio"/>	TC031Q03NA04 <input type="radio"/>
We discuss the achievement requirements for science when setting tests.	TC031Q04NA01 <input type="radio"/>	TC031Q04NA02 <input type="radio"/>	TC031Q04NA03 <input type="radio"/>	TC031Q04NA04 <input type="radio"/>
We communicate information about subject-related issues.	TC031Q05NA01 <input type="radio"/>	TC031Q05NA02 <input type="radio"/>	TC031Q05NA03 <input type="radio"/>	TC031Q05NA04 <input type="radio"/>
We cooperate constructively on ways of teaching science.	TC031Q06NA01 <input type="radio"/>	TC031Q06NA02 <input type="radio"/>	TC031Q06NA03 <input type="radio"/>	TC031Q06NA04 <input type="radio"/>
It is natural for us to cooperate on what homework to give to our students.	TC031Q07NA01 <input type="radio"/>	TC031Q07NA02 <input type="radio"/>	TC031Q07NA03 <input type="radio"/>	TC031Q07NA04 <input type="radio"/>
We use our planning periods to work together.	TC031Q08NA01 <input type="radio"/>	TC031Q08NA02 <input type="radio"/>	TC031Q08NA03 <input type="radio"/>	TC031Q08NA04 <input type="radio"/>
We exchange tasks that we used to create written tests.	TC031Q09NA01 <input type="radio"/>	TC031Q09NA02 <input type="radio"/>	TC031Q09NA03 <input type="radio"/>	TC031Q09NA04 <input type="radio"/>
Our criteria for grading tests differ very little.	TC031Q10NA01 <input type="radio"/>	TC031Q10NA02 <input type="radio"/>	TC031Q10NA03 <input type="radio"/>	TC031Q10NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Our criteria for grading tests differ very little.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We discuss the criteria we use to grade written tests.	TC031Q11NA01 <input type="radio"/>	TC031Q11NA02 <input type="radio"/>	TC031Q11NA03 <input type="radio"/>	TC031Q11NA04 <input type="radio"/>
We discuss ways to stimulate students' science skills.	TC031Q12NA01 <input type="radio"/>	TC031Q12NA02 <input type="radio"/>	TC031Q12NA03 <input type="radio"/>	TC031Q12NA04 <input type="radio"/>
We exchange lesson plans and homework that cover a range of different levels of difficulty.	TC031Q13NA01 <input type="radio"/>	TC031Q13NA02 <input type="radio"/>	TC031Q13NA03 <input type="radio"/>	TC031Q13NA04 <input type="radio"/>
I prepare a selection of teaching units with my fellow science teachers.	TC031Q14NA01 <input type="radio"/>	TC031Q14NA02 <input type="radio"/>	TC031Q14NA03 <input type="radio"/>	TC031Q14NA04 <input type="radio"/>
We discuss ways to teach learning strategies and techniques to our students.	TC031Q15NA01 <input type="radio"/>	TC031Q15NA02 <input type="radio"/>	TC031Q15NA03 <input type="radio"/>	TC031Q15NA04 <input type="radio"/>
I discuss lessons with other science teachers even outside official meetings and conferences.	TC031Q16NA01 <input type="radio"/>	TC031Q16NA02 <input type="radio"/>	TC031Q16NA03 <input type="radio"/>	TC031Q16NA04 <input type="radio"/>
We exchange teaching material.	TC031Q17NA01 <input type="radio"/>	TC031Q17NA02 <input type="radio"/>	TC031Q17NA03 <input type="radio"/>	TC031Q17NA04 <input type="radio"/>
My fellow science teachers benefit from my specific skills and interests.	TC031Q18NA01 <input type="radio"/>	TC031Q18NA02 <input type="radio"/>	TC031Q18NA03 <input type="radio"/>	TC031Q18NA04 <input type="radio"/>
Our discussions mostly focus on the achievements of our students.	TC031Q19NA01 <input type="radio"/>	TC031Q19NA02 <input type="radio"/>	TC031Q19NA03 <input type="radio"/>	TC031Q19NA04 <input type="radio"/>
We discuss ways to better identify students' individual strengths and weaknesses.	TC031Q20NA01 <input type="radio"/>	TC031Q20NA02 <input type="radio"/>	TC031Q20NA03 <input type="radio"/>	TC031Q20NA04 <input type="radio"/>
We discuss strategies for coping with professional problems.	TC031Q21NA01 <input type="radio"/>	TC031Q21NA02 <input type="radio"/>	TC031Q21NA03 <input type="radio"/>	TC031Q21NA04 <input type="radio"/>
We talk in an open manner about our experiences with classroom teaching.	TC031Q22NA01 <input type="radio"/>	TC031Q22NA02 <input type="radio"/>	TC031Q22NA03 <input type="radio"/>	TC031Q22NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Teachers play an important role in communication with parents. From your perspective, to what extent are the following topics of parent-teacher communication important?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>
Students' academic achievement	TC024Q01NA01 <input type="radio"/>	TC024Q01NA02 <input type="radio"/>	TC024Q01NA03 <input type="radio"/>	TC024Q01NA04 <input type="radio"/>
Choice of school	TC024Q02NA01 <input type="radio"/>	TC024Q02NA02 <input type="radio"/>	TC024Q02NA03 <input type="radio"/>	TC024Q02NA04 <input type="radio"/>
Students' transfer or change of school	TC024Q03NA01 <input type="radio"/>	TC024Q03NA02 <input type="radio"/>	TC024Q03NA03 <input type="radio"/>	TC024Q03NA04 <input type="radio"/>
Students' behavior problems	TC024Q04NA01 <input type="radio"/>	TC024Q04NA02 <input type="radio"/>	TC024Q04NA03 <input type="radio"/>	TC024Q04NA04 <input type="radio"/>
Specific concerns related to parents from other countries	TC024Q05NA01 <input type="radio"/>	TC024Q05NA02 <input type="radio"/>	TC024Q05NA03 <input type="radio"/>	TC024Q05NA04 <input type="radio"/>
Students' learning difficulties	TC024Q06NA01 <input type="radio"/>	TC024Q06NA02 <input type="radio"/>	TC024Q06NA03 <input type="radio"/>	TC024Q06NA04 <input type="radio"/>
Ways to help students with their homework	TC024Q07NA01 <input type="radio"/>	TC024Q07NA02 <input type="radio"/>	TC024Q07NA03 <input type="radio"/>	TC024Q07NA04 <input type="radio"/>
Individual encouragement of each student	TC024Q08NA01 <input type="radio"/>	TC024Q08NA02 <input type="radio"/>	TC024Q08NA03 <input type="radio"/>	TC024Q08NA04 <input type="radio"/>
Students' addiction problems	TC024Q09NA01 <input type="radio"/>	TC024Q09NA02 <input type="radio"/>	TC024Q09NA03 <input type="radio"/>	TC024Q09NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

To what extent are the following ways of communicating with your students' parents important to you?

(Please select one response in each row.)

	<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>	<i>Not offered by school</i>
Communication per notes and letters	TC025Q01NA01 <input type="radio"/>	TC025Q01NA02 <input type="radio"/>	TC025Q01NA03 <input type="radio"/>	TC025Q01NA04 <input type="radio"/>	TC025Q01NA05 <input type="radio"/>
Scheduled meeting at a parent-teacher conference / consultation	TC025Q02NA01 <input type="radio"/>	TC025Q02NA02 <input type="radio"/>	TC025Q02NA03 <input type="radio"/>	TC025Q02NA04 <input type="radio"/>	TC025Q02NA05 <input type="radio"/>
Phone calls	TC025Q03NA01 <input type="radio"/>	TC025Q03NA02 <input type="radio"/>	TC025Q03NA03 <input type="radio"/>	TC025Q03NA04 <input type="radio"/>	TC025Q03NA05 <input type="radio"/>
Communication via internet or text messages (e.g., e-mail, website, messenger, etc.)	TC025Q04NA01 <input type="radio"/>	TC025Q04NA02 <input type="radio"/>	TC025Q04NA03 <input type="radio"/>	TC025Q04NA04 <input type="radio"/>	TC025Q04NA05 <input type="radio"/>
Unscheduled informal meetings	TC025Q05NA01 <input type="radio"/>	TC025Q05NA02 <input type="radio"/>	TC025Q05NA03 <input type="radio"/>	TC025Q05NA04 <input type="radio"/>	TC025Q05NA05 <input type="radio"/>

Section D: Teacher beliefs and attitudes

Exhibit C - 3. Teacher Questionnaire - Science - Continued

For the following pairs of statements, please choose the response that is more prevalent in your school.

(Please select one response in each row.)

Most science teachers in my school are interested in trying new teaching practices.

TC032Q01NA01

Most science teachers in my school are interested in staying with well-established instructional methods.

TC032Q01NA02

Most science teachers in my school believe that the social and emotional development of the students is as important as their acquisition of science knowledge.

TC032Q02NA01

Most science teachers in my school believe that the development of skills and knowledge in students is the most important objective in science classes.

TC032Q02NA02

Most science teachers in my school intend to adapt academic standards to the students' level and needs.

TC032Q03NA01

Most science teachers in my school intend to keep academic standards high.

TC032Q03NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
Explain basic scientific ideas (such as energy or photosynthesis) to my science class	TC033Q01NA01 <input type="radio"/>	TC033Q01NA02 <input type="radio"/>	TC033Q01NA03 <input type="radio"/>	TC033Q01NA04 <input type="radio"/>
Design good test questions for my students	TC033Q02NA01 <input type="radio"/>	TC033Q02NA02 <input type="radio"/>	TC033Q02NA03 <input type="radio"/>	TC033Q02NA04 <input type="radio"/>
Provide an alternative explanation, for example when students are confused	TC033Q03NA01 <input type="radio"/>	TC033Q03NA02 <input type="radio"/>	TC033Q03NA03 <input type="radio"/>	TC033Q03NA04 <input type="radio"/>
Design experiments and hands-on activities for inquiry-based learning	TC033Q04NA01 <input type="radio"/>	TC033Q04NA02 <input type="radio"/>	TC033Q04NA03 <input type="radio"/>	TC033Q04NA04 <input type="radio"/>
Assign tailored tasks to the weakest as well as to the best students	TC033Q05NA01 <input type="radio"/>	TC033Q05NA02 <input type="radio"/>	TC033Q05NA03 <input type="radio"/>	TC033Q05NA04 <input type="radio"/>
Use a variety of assessment strategies	TC033Q06NA01 <input type="radio"/>	TC033Q06NA02 <input type="radio"/>	TC033Q06NA03 <input type="radio"/>	TC033Q06NA04 <input type="radio"/>
Identify science related misconceptions through scrutiny of student work	TC033Q07NA01 <input type="radio"/>	TC033Q07NA02 <input type="radio"/>	TC033Q07NA03 <input type="radio"/>	TC033Q07NA04 <input type="radio"/>
Facilitate a discussion among students on how to interpret experimental findings	TC033Q08NA01 <input type="radio"/>	TC033Q08NA02 <input type="radio"/>	TC033Q08NA03 <input type="radio"/>	TC033Q08NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(If you need further explanation of the term my scientific discipline, please use the help button.)

(Please select one response in each row.)

Your scientific discipline refers to one specific science discipline your main science subject belongs to. If you teach the same number of hours for several science subjects, you should choose only one and relate your answer to it.

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>To a large extent</i>
Explain a complex scientific concept to a fellow teacher	TC034Q01NA01 <input type="radio"/>	TC034Q01NA02 <input type="radio"/>	TC034Q01NA03 <input type="radio"/>	TC034Q01NA04 <input type="radio"/>
State and defend an informed position on ethical problems relating to science	TC034Q02NA01 <input type="radio"/>	TC034Q02NA02 <input type="radio"/>	TC034Q02NA03 <input type="radio"/>	TC034Q02NA04 <input type="radio"/>
Pass an entrance exam for a science bachelor's course at college	TC034Q03NA01 <input type="radio"/>	TC034Q03NA02 <input type="radio"/>	TC034Q03NA03 <input type="radio"/>	TC034Q03NA04 <input type="radio"/>
Read state-of-the art papers in my scientific discipline	TC034Q04NA01 <input type="radio"/>	TC034Q04NA02 <input type="radio"/>	TC034Q04NA03 <input type="radio"/>	TC034Q04NA04 <input type="radio"/>
Recommend high-quality science presentations in the media (TV, magazines) to my students	TC034Q05NA01 <input type="radio"/>	TC034Q05NA02 <input type="radio"/>	TC034Q05NA03 <input type="radio"/>	TC034Q05NA04 <input type="radio"/>
Explain the links between biology, physics and chemistry	TC034Q06NA01 <input type="radio"/>	TC034Q06NA02 <input type="radio"/>	TC034Q06NA03 <input type="radio"/>	TC034Q06NA04 <input type="radio"/>
Use formal models to explain scientific phenomena	TC034Q07NA01 <input type="radio"/>	TC034Q07NA02 <input type="radio"/>	TC034Q07NA03 <input type="radio"/>	TC034Q07NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The advantages of being a teacher clearly outweigh the disadvantages.	TC026Q01NA01 <input type="radio"/>	TC026Q01NA02 <input type="radio"/>	TC026Q01NA03 <input type="radio"/>	TC026Q01NA04 <input type="radio"/>
If I could decide again, I would still choose to work as a teacher.	TC026Q02NA01 <input type="radio"/>	TC026Q02NA02 <input type="radio"/>	TC026Q02NA03 <input type="radio"/>	TC026Q02NA04 <input type="radio"/>
I would like to change to another school if that were possible.	TC026Q03NA01 <input type="radio"/>	TC026Q03NA02 <input type="radio"/>	TC026Q03NA03 <input type="radio"/>	TC026Q03NA04 <input type="radio"/>
I regret that I decided to become a teacher.	TC026Q04NA01 <input type="radio"/>	TC026Q04NA02 <input type="radio"/>	TC026Q04NA03 <input type="radio"/>	TC026Q04NA04 <input type="radio"/>
I enjoy working at this school.	TC026Q05NA01 <input type="radio"/>	TC026Q05NA02 <input type="radio"/>	TC026Q05NA03 <input type="radio"/>	TC026Q05NA04 <input type="radio"/>
I wonder whether it would have been better to choose another profession.	TC026Q06NA01 <input type="radio"/>	TC026Q06NA02 <input type="radio"/>	TC026Q06NA03 <input type="radio"/>	TC026Q06NA04 <input type="radio"/>
I would recommend my school as a good place to work.	TC026Q07NA01 <input type="radio"/>	TC026Q07NA02 <input type="radio"/>	TC026Q07NA03 <input type="radio"/>	TC026Q07NA04 <input type="radio"/>
I think that the teaching profession is valued in society.	TC026Q08NA01 <input type="radio"/>	TC026Q08NA02 <input type="radio"/>	TC026Q08NA03 <input type="radio"/>	TC026Q08NA04 <input type="radio"/>
I am satisfied with my performance in this school.	TC026Q09NA01 <input type="radio"/>	TC026Q09NA02 <input type="radio"/>	TC026Q09NA03 <input type="radio"/>	TC026Q09NA04 <input type="radio"/>
All in all, I am satisfied with my job.	TC026Q10NA01 <input type="radio"/>	TC026Q10NA02 <input type="radio"/>	TC026Q10NA03 <input type="radio"/>	TC026Q10NA04 <input type="radio"/>

Branching rule

Rule: If (^TC002Q01NA01=20 or ^TC002Q01NA01=22 or ^TC002Q01NA01=24 or ^TC002Q01NA01=26 or ^TC002Q01NA01=28 or ^TC002Q01NA01=30 or ^TC002Q01NA01=32 or ^TC002Q01NA01=34 or ^TC002Q01NA01=36 or ^TC002Q01NA01=38 or ^TC002Q01NA01=40 or ^TC002Q01NA01=42 or ^TC002Q01NA01=44 or ^TC002Q01NA01=46 or ^TC002Q01NA01=48 or ^TC002Q01NA01=50 or ^TC002Q01NA01=52 or ^TC002Q01NA01=54 or ^TC002Q01NA01=56 or ^TC002Q01NA01=58 or ^TC002Q01NA01=60 or ^TC002Q01NA01=62 or ^TC002Q01NA01=64 or ^TC002Q01NA01=66 or ^TC002Q01NA01=68 or ^TC002Q01NA01=70) then GOTO ^TC035 ELSE GOTO ^TC036

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Below you will find descriptions of four science teachers. Please, read each of the descriptions of these teachers, then state to what extent you disagree or agree with the highlighted final statement about the respective teacher.

(Please select one response in each row.)

Strongly disagree *Disagree* *Agree* *Strongly agree*

Mr. Leonard finds his science subject stimulating and regularly improves his knowledge by reading science articles. He enjoys preparing new science teaching units and likes to interact with students.

TC035Q01NA01 TC035Q01NA02 TC035Q01NA03 TC035Q01NA04

Mr. Leonard is an enthusiastic teacher.

Mrs. Delgado regards her science subject as just part of her job and she is not interested in professional development. She enjoys preparing new science teaching units and likes to interact with students.

TC035Q02NA01 TC035Q02NA02 TC035Q02NA03 TC035Q02NA04

Mrs. Delgado is an enthusiastic teacher.

Mr. Boateng finds his science subject stimulating and regularly improves his knowledge by reading science articles. He uses prepared lessons and standard teaching materials and often avoids interacting directly with students.

TC035Q03NA01 TC035Q03NA02 TC035Q03NA03 TC035Q03NA04

Mr. Boateng is an enthusiastic teacher.

Ms. Young regards her science subject as just part of her job and she is not interested in professional development. She uses prepared lessons and standard teaching materials and often avoids interacting directly with students.

TC035Q04NA01 TC035Q04NA02 TC035Q04NA03 TC035Q04NA04

Ms. Young is an enthusiastic teacher.

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC6info ELSE GOTO ^TC036

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Keeping your main science subject in mind, how much do you disagree or agree with the following statements?

(If you teach the same number of hours for several <school science> subjects, choose only one of them.)

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
At this time, I am enthusiastic about the science subject that I teach.	TC036Q01NA01 <input type="radio"/>	TC036Q01NA02 <input type="radio"/>	TC036Q01NA03 <input type="radio"/>	TC036Q01NA04 <input type="radio"/>
I enjoy preparing subject content in new ways.	TC036Q02NA01 <input type="radio"/>	TC036Q02NA02 <input type="radio"/>	TC036Q02NA03 <input type="radio"/>	TC036Q02NA04 <input type="radio"/>
I teach my science subject with great enthusiasm.	TC036Q03NA01 <input type="radio"/>	TC036Q03NA02 <input type="radio"/>	TC036Q03NA03 <input type="radio"/>	TC036Q03NA04 <input type="radio"/>
I enjoy my science subject and share this enthusiasm with my students.	TC036Q04NA01 <input type="radio"/>	TC036Q04NA02 <input type="radio"/>	TC036Q04NA03 <input type="radio"/>	TC036Q04NA04 <input type="radio"/>
I enjoy conducting science experiments with my students.	TC036Q05NA01 <input type="radio"/>	TC036Q05NA02 <input type="radio"/>	TC036Q05NA03 <input type="radio"/>	TC036Q05NA04 <input type="radio"/>
I really enjoy teaching my science subject.	TC036Q06NA01 <input type="radio"/>	TC036Q06NA02 <input type="radio"/>	TC036Q06NA03 <input type="radio"/>	TC036Q06NA04 <input type="radio"/>
I enjoy preparing good questions for my students.	TC036Q07NA01 <input type="radio"/>	TC036Q07NA02 <input type="radio"/>	TC036Q07NA03 <input type="radio"/>	TC036Q07NA04 <input type="radio"/>
I'm interested in my students' individual academic development.	TC036Q08NA01 <input type="radio"/>	TC036Q08NA02 <input type="radio"/>	TC036Q08NA03 <input type="radio"/>	TC036Q08NA04 <input type="radio"/>
Engaging in my subject is one of my favorite activities.	TC036Q09NA01 <input type="radio"/>	TC036Q09NA02 <input type="radio"/>	TC036Q09NA03 <input type="radio"/>	TC036Q09NA04 <input type="radio"/>
	TC036Q10NA01	TC036Q10NA02	TC036Q10NA03	TC036Q10NA04

Exhibit C - 3. Teacher Questionnaire - Science - Continued

I enjoy discussing various solutions with my students.	TC036Q10NA01 <input type="radio"/>	TC036Q10NA02 <input type="radio"/>	TC036Q10NA03 <input type="radio"/>	TC036Q10NA04 <input type="radio"/>
I always enjoy teaching students new things.	TC036Q11NA01 <input type="radio"/>	TC036Q11NA02 <input type="radio"/>	TC036Q11NA03 <input type="radio"/>	TC036Q11NA04 <input type="radio"/>
I engage in my subject because I enjoy it.	TC036Q12NA01 <input type="radio"/>	TC036Q12NA02 <input type="radio"/>	TC036Q12NA03 <input type="radio"/>	TC036Q12NA04 <input type="radio"/>
I enjoy discussing with my students how to solve a problem.	TC036Q13NA01 <input type="radio"/>	TC036Q13NA02 <input type="radio"/>	TC036Q13NA03 <input type="radio"/>	TC036Q13NA04 <input type="radio"/>
I enjoy interacting with students.	TC036Q14NA01 <input type="radio"/>	TC036Q14NA02 <input type="radio"/>	TC036Q14NA03 <input type="radio"/>	TC036Q14NA04 <input type="radio"/>
I enjoy the preparation work involved in teaching a broad topic.	TC036Q15NA01 <input type="radio"/>	TC036Q15NA02 <input type="radio"/>	TC036Q15NA03 <input type="radio"/>	TC036Q15NA04 <input type="radio"/>
I enjoy seeing the benefits that my classroom management brings to students.	TC036Q16NA01 <input type="radio"/>	TC036Q16NA02 <input type="radio"/>	TC036Q16NA03 <input type="radio"/>	TC036Q16NA04 <input type="radio"/>
Because I enjoy engaging in my subject, I will continue to teach it.	TC036Q17NA01 <input type="radio"/>	TC036Q17NA02 <input type="radio"/>	TC036Q17NA03 <input type="radio"/>	TC036Q17NA04 <input type="radio"/>
My students and I enjoy applying natural science phenomena to everyday life problems.	TC036Q18NA01 <input type="radio"/>	TC036Q18NA02 <input type="radio"/>	TC036Q18NA03 <input type="radio"/>	TC036Q18NA04 <input type="radio"/>
It's a pleasure to teach.	TC036Q19NA01 <input type="radio"/>	TC036Q19NA02 <input type="radio"/>	TC036Q19NA03 <input type="radio"/>	TC036Q19NA04 <input type="radio"/>
I enjoy spending time on course design.	TC036Q20NA01 <input type="radio"/>	TC036Q20NA02 <input type="radio"/>	TC036Q20NA03 <input type="radio"/>	TC036Q20NA04 <input type="radio"/>

Branching rule

Rule: If (^TC002Q01NA01=21 or ^TC002Q01NA01=23 or ^TC002Q01NA01=25 or ^TC002Q01NA01=27 or ^TC002Q01NA01=29 or ^TC002Q01NA01=31 or ^TC002Q01NA01=33 or ^TC002Q01NA01=35 or ^TC002Q01NA01=37 or ^TC002Q01NA01=39 or ^TC002Q01NA01=41 or ^TC002Q01NA01=43 or ^TC002Q01NA01=45 or ^TC002Q01NA01=47 or ^TC002Q01NA01=49 or ^TC002Q01NA01=51 or ^TC002Q01NA01=53 or ^TC002Q01NA01=55 or ^TC002Q01NA01=57 or ^TC002Q01NA01=59 or ^TC002Q01NA01=61 or ^TC002Q01NA01=63 or ^TC002Q01NA01=65 or ^TC002Q01NA01=67 or ^TC002Q01NA01=69) then GOTO ^TC035 ELSE GOTO ^TC6info

Section E: Science teaching practices

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How often do these things happen in your science classes?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
Students are asked to draw conclusions from an experiment they have conducted.	TC037Q01NA01 <input type="radio"/>	TC037Q01NA02 <input type="radio"/>	TC037Q01NA03 <input type="radio"/>	TC037Q01NA04 <input type="radio"/>
Students are given opportunities to explain their ideas.	TC037Q02NA01 <input type="radio"/>	TC037Q02NA02 <input type="radio"/>	TC037Q02NA03 <input type="radio"/>	TC037Q02NA04 <input type="radio"/>
I explain scientific ideas.	TC037Q03NA01 <input type="radio"/>	TC037Q03NA02 <input type="radio"/>	TC037Q03NA03 <input type="radio"/>	TC037Q03NA04 <input type="radio"/>
A small-group discussion between students takes place.	TC037Q04NA01 <input type="radio"/>	TC037Q04NA02 <input type="radio"/>	TC037Q04NA03 <input type="radio"/>	TC037Q04NA04 <input type="radio"/>
A whole-class discussion takes place in which I participate.	TC037Q05NA01 <input type="radio"/>	TC037Q05NA02 <input type="radio"/>	TC037Q05NA03 <input type="radio"/>	TC037Q05NA04 <input type="radio"/>
Current scientific issues are discussed.	TC037Q06NA01 <input type="radio"/>	TC037Q06NA02 <input type="radio"/>	TC037Q06NA03 <input type="radio"/>	TC037Q06NA04 <input type="radio"/>
Students make calculations using scientific formulas.	TC037Q07NA01 <input type="radio"/>	TC037Q07NA02 <input type="radio"/>	TC037Q07NA03 <input type="radio"/>	TC037Q07NA04 <input type="radio"/>
I use an interactive white board.	TC037Q08NA01 <input type="radio"/>	TC037Q08NA02 <input type="radio"/>	TC037Q08NA03 <input type="radio"/>	TC037Q08NA04 <input type="radio"/>
Students do their own scientific study and related research.	TC037Q09NA01 <input type="radio"/>	TC037Q09NA02 <input type="radio"/>	TC037Q09NA03 <input type="radio"/>	TC037Q09NA04 <input type="radio"/>
I discuss questions that students ask.	TC037Q10NA01 <input type="radio"/>	TC037Q10NA02 <input type="radio"/>	TC037Q10NA03 <input type="radio"/>	TC037Q10NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Students carry out practical work.	TC037Q11NA01 <input type="radio"/>	TC037Q11NA02 <input type="radio"/>	TC037Q11NA03 <input type="radio"/>	TC037Q11NA04 <input type="radio"/>
Students write up laboratory reports.	TC037Q12NA01 <input type="radio"/>	TC037Q12NA02 <input type="radio"/>	TC037Q12NA03 <input type="radio"/>	TC037Q12NA04 <input type="radio"/>
I demonstrate an idea.	TC037Q13NA01 <input type="radio"/>	TC037Q13NA02 <input type="radio"/>	TC037Q13NA03 <input type="radio"/>	TC037Q13NA04 <input type="radio"/>
I discuss questions of practical relevance.	TC037Q14NA01 <input type="radio"/>	TC037Q14NA02 <input type="radio"/>	TC037Q14NA03 <input type="radio"/>	TC037Q14NA04 <input type="radio"/>
Students read materials from a textbook.	TC037Q15NA01 <input type="radio"/>	TC037Q15NA02 <input type="radio"/>	TC037Q15NA03 <input type="radio"/>	TC037Q15NA04 <input type="radio"/>
Students take notes from the board.	TC037Q16NA01 <input type="radio"/>	TC037Q16NA02 <input type="radio"/>	TC037Q16NA03 <input type="radio"/>	TC037Q16NA04 <input type="radio"/>
Students discuss materials from a textbook.	TC037Q17NA01 <input type="radio"/>	TC037Q17NA02 <input type="radio"/>	TC037Q17NA03 <input type="radio"/>	TC037Q17NA04 <input type="radio"/>
Students watch videos.	TC037Q18NA01 <input type="radio"/>	TC037Q18NA02 <input type="radio"/>	TC037Q18NA03 <input type="radio"/>	TC037Q18NA04 <input type="radio"/>
Students use the internet.	TC037Q19NA01 <input type="radio"/>	TC037Q19NA02 <input type="radio"/>	TC037Q19NA03 <input type="radio"/>	TC037Q19NA04 <input type="radio"/>
The class corrects homework or a test.	TC037Q20NA01 <input type="radio"/>	TC037Q20NA02 <input type="radio"/>	TC037Q20NA03 <input type="radio"/>	TC037Q20NA04 <input type="radio"/>
Students fill out worksheets.	TC037Q21NA01 <input type="radio"/>	TC037Q21NA02 <input type="radio"/>	TC037Q21NA03 <input type="radio"/>	TC037Q21NA04 <input type="radio"/>
Students present something to the rest of the class.	TC037Q22NA01 <input type="radio"/>	TC037Q22NA02 <input type="radio"/>	TC037Q22NA03 <input type="radio"/>	TC037Q22NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How often do these situations occur in your science classes?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
I tailor my teaching to meet the needs of my students.	TC038Q01NA01 <input type="radio"/>	TC038Q01NA02 <input type="radio"/>	TC038Q01NA03 <input type="radio"/>	TC038Q01NA04 <input type="radio"/>
I provide individual help when a student has difficulties understanding a topic or task.	TC038Q02NA01 <input type="radio"/>	TC038Q02NA02 <input type="radio"/>	TC038Q02NA03 <input type="radio"/>	TC038Q02NA04 <input type="radio"/>
I change the structure of my lesson on a topic that most students find difficult to understand.	TC038Q03NA01 <input type="radio"/>	TC038Q03NA02 <input type="radio"/>	TC038Q03NA03 <input type="radio"/>	TC038Q03NA04 <input type="radio"/>
I provide individual support for advanced students.	TC038Q04NA01 <input type="radio"/>	TC038Q04NA02 <input type="radio"/>	TC038Q04NA03 <input type="radio"/>	TC038Q04NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I am interested in my students' school activities.	TC027Q01NA01 <input type="radio"/>	TC027Q01NA02 <input type="radio"/>	TC027Q01NA03 <input type="radio"/>	TC027Q01NA04 <input type="radio"/>
I support my students' educational efforts.	TC027Q02NA01 <input type="radio"/>	TC027Q02NA02 <input type="radio"/>	TC027Q02NA03 <input type="radio"/>	TC027Q02NA04 <input type="radio"/>
I support my students when they are facing school difficulties.	TC027Q03NA01 <input type="radio"/>	TC027Q03NA02 <input type="radio"/>	TC027Q03NA03 <input type="radio"/>	TC027Q03NA04 <input type="radio"/>
I encourage my students to be confident.	TC027Q04NA01 <input type="radio"/>	TC027Q04NA02 <input type="radio"/>	TC027Q04NA03 <input type="radio"/>	TC027Q04NA04 <input type="radio"/>
I encourage my students to learn new skills.	TC027Q05NA01 <input type="radio"/>	TC027Q05NA02 <input type="radio"/>	TC027Q05NA03 <input type="radio"/>	TC027Q05NA04 <input type="radio"/>
I provide my students with information about their performance in school.	TC027Q06NA01 <input type="radio"/>	TC027Q06NA02 <input type="radio"/>	TC027Q06NA03 <input type="radio"/>	TC027Q06NA04 <input type="radio"/>
I provide my students with clues and suggestions that help them to move forward with a task.	TC027Q07NA01 <input type="radio"/>	TC027Q07NA02 <input type="radio"/>	TC027Q07NA03 <input type="radio"/>	TC027Q07NA04 <input type="radio"/>
I instruct my students what to do to complete a task and explain why to do so.	TC027Q08NA01 <input type="radio"/>	TC027Q08NA02 <input type="radio"/>	TC027Q08NA03 <input type="radio"/>	TC027Q08NA04 <input type="radio"/>
I give detailed information and clarification to my students about the learning task.	TC027Q09NA01 <input type="radio"/>	TC027Q09NA02 <input type="radio"/>	TC027Q09NA03 <input type="radio"/>	TC027Q09NA04 <input type="radio"/>
I demonstrate particular skills that are important to solve a task or to learn for school.	TC027Q10NA01 <input type="radio"/>	TC027Q10NA02 <input type="radio"/>	TC027Q10NA03 <input type="radio"/>	TC027Q10NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

I ask my students questions to initiate a deeper understanding of the content.

TC027Q11NA01

TC027Q11NA02

TC027Q11NA03

TC027Q11NA04

Section F: Your school

Exhibit C - 3. Teacher Questionnaire - Science - Continued

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	TC028Q01NA01 <input type="radio"/>	TC028Q01NA02 <input type="radio"/>	TC028Q01NA03 <input type="radio"/>	TC028Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	TC028Q02NA01 <input type="radio"/>	TC028Q02NA02 <input type="radio"/>	TC028Q02NA03 <input type="radio"/>	TC028Q02NA04 <input type="radio"/>
A lack of assisting staff.	TC028Q03NA01 <input type="radio"/>	TC028Q03NA02 <input type="radio"/>	TC028Q03NA03 <input type="radio"/>	TC028Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff.	TC028Q04NA01 <input type="radio"/>	TC028Q04NA02 <input type="radio"/>	TC028Q04NA03 <input type="radio"/>	TC028Q04NA04 <input type="radio"/>
A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material).	TC028Q05NA01 <input type="radio"/>	TC028Q05NA02 <input type="radio"/>	TC028Q05NA03 <input type="radio"/>	TC028Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material).	TC028Q06NA01 <input type="radio"/>	TC028Q06NA02 <input type="radio"/>	TC028Q06NA03 <input type="radio"/>	TC028Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA system).	TC028Q07NA01 <input type="radio"/>	TC028Q07NA02 <input type="radio"/>	TC028Q07NA03 <input type="radio"/>	TC028Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA system).	TC028Q08NA01 <input type="radio"/>	TC028Q08NA02 <input type="radio"/>	TC028Q08NA03 <input type="radio"/>	TC028Q08NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Is there any formal curriculum for science in 10th grade?

(Please consider national, state, regional, or school policies.)

(Please select one response.)

Yes

TC039Q01NA01

No

TC039Q01NA02

Branching rule

Rule: If (^TC039Q01NA01=1) then GOTO ^TC040 else GOTO ^TC8info

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Does the curriculum for science for 10th grade include the following topics?

(Please select one response in each row.)

	Yes	No
Teaching goals and objectives	TC040Q01NA01 <input type="radio"/>	TC040Q01NA02 <input type="radio"/>
Teaching processes or methods	TC040Q02NA01 <input type="radio"/>	TC040Q02NA02 <input type="radio"/>
Teaching material	TC040Q03NA01 <input type="radio"/>	TC040Q03NA02 <input type="radio"/>
Percentage of students expected to reach defined goals	TC040Q04NA01 <input type="radio"/>	TC040Q04NA02 <input type="radio"/>
Content	TC040Q05NA01 <input type="radio"/>	TC040Q05NA02 <input type="radio"/>
Values and norms	TC040Q06NA01 <input type="radio"/>	TC040Q06NA02 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

How much emphasis is given to the following approaches and processes in the intended science curriculum for 10th grade?

(Please select one response in each row.)

	<i>No emphasis</i>	<i>Very little emphasis</i>	<i>Some emphasis</i>	<i>A lot of emphasis</i>
Knowing basic science facts and principles	TC041Q01NA01 <input type="radio"/>	TC041Q01NA02 <input type="radio"/>	TC041Q01NA03 <input type="radio"/>	TC041Q01NA04 <input type="radio"/>
Observing natural phenomena and describing what is seen	TC041Q02NA01 <input type="radio"/>	TC041Q02NA02 <input type="radio"/>	TC041Q02NA03 <input type="radio"/>	TC041Q02NA04 <input type="radio"/>
Providing explanations of what is being studied	TC041Q03NA01 <input type="radio"/>	TC041Q03NA02 <input type="radio"/>	TC041Q03NA03 <input type="radio"/>	TC041Q03NA04 <input type="radio"/>
Designing and planning experiments or investigations	TC041Q04NA01 <input type="radio"/>	TC041Q04NA02 <input type="radio"/>	TC041Q04NA03 <input type="radio"/>	TC041Q04NA04 <input type="radio"/>
Conducting experiments or investigations	TC041Q05NA01 <input type="radio"/>	TC041Q05NA02 <input type="radio"/>	TC041Q05NA03 <input type="radio"/>	TC041Q05NA04 <input type="radio"/>
Integrating science with other subjects	TC041Q06NA01 <input type="radio"/>	TC041Q06NA02 <input type="radio"/>	TC041Q06NA03 <input type="radio"/>	TC041Q06NA04 <input type="radio"/>
Relating what students are learning to their daily lives	TC041Q07NA01 <input type="radio"/>	TC041Q07NA02 <input type="radio"/>	TC041Q07NA03 <input type="radio"/>	TC041Q07NA04 <input type="radio"/>
Incorporating the experiences of different ethnic/cultural groups	TC041Q08NA01 <input type="radio"/>	TC041Q08NA02 <input type="radio"/>	TC041Q08NA03 <input type="radio"/>	TC041Q08NA04 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

In which format is the intended science curriculum for 10th grade made available to teaching staff?

(Please select one response in each row.)

	Yes	No
Official publication containing the complete curriculum	TC042Q01NA01 <input type="radio"/>	TC042Q01NA02 <input type="radio"/>
District or governing authority's notes and directives	TC042Q02NA01 <input type="radio"/>	TC042Q02NA02 <input type="radio"/>
Mandated or recommended textbooks	TC042Q03NA01 <input type="radio"/>	TC042Q03NA02 <input type="radio"/>
Instructional or pedagogical guidelines	TC042Q04NA01 <input type="radio"/>	TC042Q04NA02 <input type="radio"/>
Specifically developed or recommended instructional activities	TC042Q05NA01 <input type="radio"/>	TC042Q05NA02 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	TC042Q06NA01 <input type="radio"/>	TC042Q06NA02 <input type="radio"/>
Written specification of student performance standards	TC042Q07NA01 <input type="radio"/>	TC042Q07NA02 <input type="radio"/>
Implementation of a standardized policy for science (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	TC042Q08NA01 <input type="radio"/>	TC042Q08NA02 <input type="radio"/>

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Are parents informed about the availability and content of the science curriculum (e.g., in a parent-teacher conference or a newsletter)?

(Please select one response.)

Yes

TC043Q01NA01

No

TC043Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Are students informed about the availability and content of the science curriculum (e.g., during a school assembly or in a newsletter)?

(Please select one response.)

Yes

TC044Q01NA01

No

TC044Q01NA02

Exhibit C - 3. Teacher Questionnaire - Science - Continued

Thank you very much for your cooperation in completing this questionnaire!

Exhibit C - 4. Student Questionnaire - Booklet 1

In this questionnaire you will find questions about the following topics:

- You, your family, and your home*
- How you think about your life*
- Migration background*
- Your health*
- Your school*
- Leisure time and home activities*

Please read each question carefully and answer as accurately as you can.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for yourself.

You may ask for help if you do not understand something or are not sure how to answer a question.

Some questions relate to science. Please think of all the different subjects and courses in your school that teach content related to science. Your school might teach science in different subjects such as physics, chemistry, biology, Earth and geology, space and astronomy, applied sciences and technology (e.g., engineering, robotics), or your school teaches a general, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science).

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button

Your answers will be combined with answers from other students to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

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Section A: You, Your Family, and Your Home

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What grade are you in?

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

Grade

ST001Q01TA01

Select...

- Grade (ST001Q01TA01)
Select...
<National modal grade for 15-year-olds- possibility a>
<National modal grade for 15-year-olds- possibility b>
<National modal grade for 15-year-olds- possibility c>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

When were you born?

(Please select the month, day, and year from the drop-down menus to answer the question.)

Month

ST003Q01TA01

- Month (ST003Q01TA01)

Select...

- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

30
31

Day

ST003Q02TA01

Select...

- Day (ST003Q02TA01)
Select...
January
February
March
April
May
June
July
August
September
October
November
December

Year

ST003Q03TA01

Select...

- Year (ST003Q03TA01)
Select...
1998
1999
2000
2001

Consistency check rule

Rule: IF (^ST003Q01TA01 = null OR ^ST003Q02TA01 = null OR ^ST003Q03TA01 = null)

Message: Please enter your complete birth date.

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Are you female or male?

(Please select one response.)

Female

ST004Q01TA01

Male

ST004Q01TA02

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Which best describes you?

(Please select one response.)

I am Hispanic or Latino

ST80101

I am not Hispanic or Latino

ST80102

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Which of these categories best describes your race?

(Please select one or more responses.)

White ST80201

Black or African American ST80202

Asian ST80203

American Indian or Alaska Native ST80204

Native Hawaiian or Other Pacific Islander ST80205

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which circle to choose, please ask the test administrator for help.

(Please select one response.)

She completed grade 12 (high school diploma or GED)

ST005Q01TA01

She completed grade 9

ST005Q01TA02

She completed grade 6

ST005Q01TA03

She did not complete grade 6

ST005Q01TA05

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Does your mother have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST006Q01TA01 <input type="radio"/>	ST006Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST006Q02TA01 <input type="radio"/>	ST006Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST006Q03TA01 <input type="radio"/>	ST006Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST006Q04TA01 <input type="radio"/>	ST006Q04TA02 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What is the highest level of schooling (not including college) completed by your father?

If you are not sure which box to choose, please ask the test administrator for help.

(Please select one response.)

He completed grade 12 (high school diploma or GED)

ST007Q01TA01

He completed grade 9

ST007Q01TA02

He completed grade 6

ST007Q01TA03

He did not complete grade 6

ST007Q01TA05

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Does your father have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST008Q01TA01 <input type="radio"/>	ST008Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST008Q02TA01 <input type="radio"/>	ST008Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST008Q03TA01 <input type="radio"/>	ST008Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST008Q04TA01 <input type="radio"/>	ST008Q04TA02 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What is your mother currently doing?

(Please select one response.)

Working full-time for pay

ST009Q01TA01

Working part-time for pay

ST009Q01TA02

Not working, but looking for a job

ST009Q01TA03

Other (e.g., home duties, retired)

ST009Q01TA04

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What is your father currently doing?

(Please select one response.)

Working full-time for pay

ST010Q01TA01

Working part-time for pay

ST010Q01TA02

Not working, but looking for a job

ST010Q01TA03

Other (e.g., home duties, retired)

ST010Q01TA04

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Which of the following are in your home?

(Please select one response in each row.)

	Yes	No
A desk to study at	ST011Q01TA01 <input type="radio"/>	ST011Q01TA02 <input type="radio"/>
A room of your own	ST011Q02TA01 <input type="radio"/>	ST011Q02TA02 <input type="radio"/>
A quiet place to study	ST011Q03TA01 <input type="radio"/>	ST011Q03TA02 <input type="radio"/>
A computer you can use for school work	ST011Q04TA01 <input type="radio"/>	ST011Q04TA02 <input type="radio"/>
Educational software	ST011Q05TA01 <input type="radio"/>	ST011Q05TA02 <input type="radio"/>
A link to the Internet	ST011Q06TA01 <input type="radio"/>	ST011Q06TA02 <input type="radio"/>
Classic literature (e.g., Shakespeare)	ST011Q07TA01 <input type="radio"/>	ST011Q07TA02 <input type="radio"/>
Books of poetry	ST011Q08TA01 <input type="radio"/>	ST011Q08TA02 <input type="radio"/>
Works of art (e.g., paintings)	ST011Q09TA01 <input type="radio"/>	ST011Q09TA02 <input type="radio"/>
Books to help with your school work	ST011Q10TA01 <input type="radio"/>	ST011Q10TA02 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Technical reference books or manuals	ST011Q11TA01 <input type="radio"/>	ST011Q11TA02 <input type="radio"/>
A dictionary	ST011Q12TA01 <input type="radio"/>	ST011Q12TA02 <input type="radio"/>
A DVD player	ST011Q13TA01 <input type="radio"/>	ST011Q13TA02 <input type="radio"/>
Flat screen TV/Plasma TV/LCD TV	ST011Q14NA01 <input type="radio"/>	ST011Q14NA02 <input type="radio"/>
Cable TV/Pay TV/Satellite TV	ST011Q15NA01 <input type="radio"/>	ST011Q15NA02 <input type="radio"/>
Books on art, music, or design	ST011Q16NA01 <input type="radio"/>	ST011Q16NA02 <input type="radio"/>
A guest room	ST011Q17TA01 <input type="radio"/>	ST011Q17TA02 <input type="radio"/>
A high-speed Internet connection	ST011Q18TA01 <input type="radio"/>	ST011Q18TA02 <input type="radio"/>
A musical instrument	ST011Q19TA01 <input type="radio"/>	ST011Q19TA02 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How many of these are there at your home?

(Please select one response in each row.)

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
Televisions	ST012Q01TA01 <input type="radio"/>	ST012Q01TA02 <input type="radio"/>	ST012Q01TA03 <input type="radio"/>	ST012Q01TA04 <input type="radio"/>
Cars	ST012Q02TA01 <input type="radio"/>	ST012Q02TA02 <input type="radio"/>	ST012Q02TA03 <input type="radio"/>	ST012Q02TA04 <input type="radio"/>
Bathrooms with a bathtub or shower	ST012Q03TA01 <input type="radio"/>	ST012Q03TA02 <input type="radio"/>	ST012Q03TA03 <input type="radio"/>	ST012Q03TA04 <input type="radio"/>
Cell phones without Internet access	ST012Q04NA01 <input type="radio"/>	ST012Q04NA02 <input type="radio"/>	ST012Q04NA03 <input type="radio"/>	ST012Q04NA04 <input type="radio"/>
Cell phones with Internet access (e.g., smartphones)	ST012Q05NA01 <input type="radio"/>	ST012Q05NA02 <input type="radio"/>	ST012Q05NA03 <input type="radio"/>	ST012Q05NA04 <input type="radio"/>
Computers (desktop computer, portable laptop, or notebook)	ST012Q06NA01 <input type="radio"/>	ST012Q06NA02 <input type="radio"/>	ST012Q06NA03 <input type="radio"/>	ST012Q06NA04 <input type="radio"/>
Tablet computers (e.g., iPad®, Samsung Galaxy®)	ST012Q07NA01 <input type="radio"/>	ST012Q07NA02 <input type="radio"/>	ST012Q07NA03 <input type="radio"/>	ST012Q07NA04 <input type="radio"/>
E-book readers (e.g., Kindle™, Nook)	ST012Q08NA01 <input type="radio"/>	ST012Q08NA02 <input type="radio"/>	ST012Q08NA03 <input type="radio"/>	ST012Q08NA04 <input type="radio"/>
Musical instruments (e.g., guitar, piano)	ST012Q09NA01 <input type="radio"/>	ST012Q09NA02 <input type="radio"/>	ST012Q09NA03 <input type="radio"/>	ST012Q09NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How many books are there in your home?

There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please select one response.)

- | | |
|---------------------|---------------------------------------|
| 0-10 books | ST013Q01TA01
<input type="radio"/> |
| 11-25 books | ST013Q01TA02
<input type="radio"/> |
| 26-100 books | ST013Q01TA03
<input type="radio"/> |
| 101-200 books | ST013Q01TA04
<input type="radio"/> |
| 201-500 books | ST013Q01TA05
<input type="radio"/> |
| More than 500 books | ST013Q01TA06
<input type="radio"/> |

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

The following two questions concern your mother's job:

(If she is not working now, please tell us her last main job.)

What is your mother's main job? (e.g., school teacher, cook, sales manager)
Please type in the job title.

ST014Q01TA01

What does your mother do in her main job?
(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work she does or did in that job.

ST014Q02TA01

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

The following two questions concern your father's job:

(If he is not working now, please tell us his last main job.)

What is your father's main job? (e.g., school teacher, cook, sales manager)
Please type in the job title.

ST015Q01TA01

What does your father do in his main job?
(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work he does or did in that job.

ST015Q02TA01

Section B: How You Think About Your Life

Branching rule

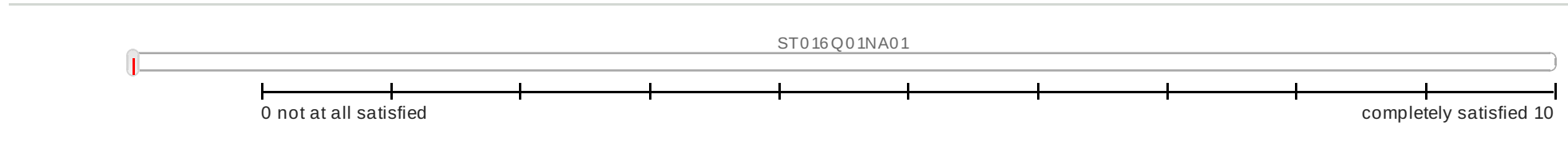
Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST016 ELSE GOTO ^ST017

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

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

(Please move the slider to the appropriate number.)



Branching rule

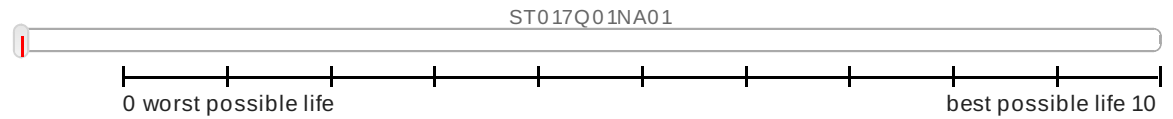
Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST018 ELSE GOTO ^ST017

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

(Please move the sliders to the appropriate numbers.)

On which step of the ladder would you say you personally feel you stand at this time?



On which step do you think you will stand about five years from now?

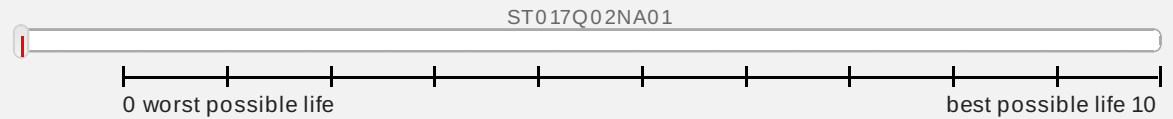


Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Thinking about your life: how much do you disagree or agree with each of the following statements?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
My life is going well.	ST018Q01NA01 <input type="radio"/>	ST018Q01NA02 <input type="radio"/>	ST018Q01NA03 <input type="radio"/>	ST018Q01NA04 <input type="radio"/>
My life is just right.	ST018Q02NA01 <input type="radio"/>	ST018Q02NA02 <input type="radio"/>	ST018Q02NA03 <input type="radio"/>	ST018Q02NA04 <input type="radio"/>
I would like to change many things in my life.	ST018Q03NA01 <input type="radio"/>	ST018Q03NA02 <input type="radio"/>	ST018Q03NA03 <input type="radio"/>	ST018Q03NA04 <input type="radio"/>
I wish I had a different kind of life.	ST018Q04NA01 <input type="radio"/>	ST018Q04NA02 <input type="radio"/>	ST018Q04NA03 <input type="radio"/>	ST018Q04NA04 <input type="radio"/>
I have a good life.	ST018Q05NA01 <input type="radio"/>	ST018Q05NA02 <input type="radio"/>	ST018Q05NA03 <input type="radio"/>	ST018Q05NA04 <input type="radio"/>
I have what I want in life.	ST018Q06NA01 <input type="radio"/>	ST018Q06NA02 <input type="radio"/>	ST018Q06NA03 <input type="radio"/>	ST018Q06NA04 <input type="radio"/>
My life is better than most kids'.	ST018Q07NA01 <input type="radio"/>	ST018Q07NA02 <input type="radio"/>	ST018Q07NA03 <input type="radio"/>	ST018Q07NA04 <input type="radio"/>

Section C: Migration Background

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

In what country were you and your parents born?

(Please select one response in each column.)

	<i>You</i>	<i>Mother</i>	<i>Father</i>
United States*	ST019AQ01T01 <input type="radio"/>	ST019BQ01T01 <input type="radio"/>	ST019CQ01T01 <input type="radio"/>
Other country	ST019AQ01T06 <input type="radio"/>	ST019BQ01T06 <input type="radio"/>	ST019CQ01T06 <input type="radio"/>

Branching rule

Rule: IF (^ST019AQ01T01 = 0 AND ^ST019BQ01T01 = 0 AND ^ST019CQ01T01 = 0 AND ^ST019AQ01T02 = 0 AND ^ST019BQ01T02 = 0 AND ^ST019CQ01T02 = 0 AND ^ST019AQ01T03 = 0 AND ^ST019BQ01T03 = 0 AND ^ST019CQ01T03 = 0 AND ^ST019AQ01T04 = 0 AND ^ST019BQ01T04 = 0 AND ^ST019CQ01T04 = 0 AND ^ST019AQ01T05 = 0 AND ^ST019BQ01T05 = 0 AND ^ST019CQ01T05 = 0 AND ^ST019AQ01T06 = 0 AND ^ST019BQ01T06 = 0 AND ^ST019CQ01T06 = 0) THEN GOTO ^ST022 ELSE IF (^ST019AQ01T01 = 0 AND (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null)) THEN GOTO ^ST020 ELSE IF (^ST019AQ01T01 = 0 AND (^ST003Q02TA01 = 02 OR ^ST003Q02TA01 = 04 OR ^ST003Q02TA01 = 06 OR ^ST003Q02TA01 = 08 OR ^ST003Q02TA01 = 10 OR ^ST003Q02TA01 = 12)) THEN GOTO ^ST021 ELSE GOTO ^ST022

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How old were you when you arrived in the United States?

(Please enter your age at arrival. If you were less than 12 months old, please enter "0" (zero).)

years old

ST020Q01TA01

Consistency check rule

Rule: IF ^ST020Q01TA01 >16

Message: Please review the age you entered.

Branching rule


Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST022 ELSE GOTO ^ST021

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How old were you when you arrived in the United States?

(Please select from the drop-down menu to answer the question. If you were less than 12 months old, please select "age 0-1" (age zero to one).)

ST021Q01TA01

Select... 

• (ST021Q01TA01)

Select...

age 0 - 1

age 1

age 2

age 3

age 4

age 5

age 6

age 7

age 8

age 9

age 10

age 11

age 12

age 13

age 14

age 15

age 16

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What language do you speak at home most of the time?

(Please select one response.)

English

ST022Q01TA01

Spanish

ST022Q01TA02

Other language

ST022Q01TA05

Branching rule

Rule: IF (^ST022Q01TA01 >0 AND ^ST019AQ01T01 >0 AND ^ST019BQ01T01 >0 AND ^ST019CQ01T01 >0) THEN
GOTO ^ST024 ELSE IF (^ST022Q01TA01 = null AND ^ST022Q01TA02 = null AND ^ST022Q01TA03 = null AND ^ST022Q01TA04
= null AND ^ST022Q01TA05 = null) THEN GOTO ^ST024 ELSE GOTO ^ST023

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Which language do you usually speak with the following people?

(Please select one response in each row.)

	<i>Mostly my heritage language</i>	<i>About equally often my heritage language and English</i>	<i>Mostly English</i>	<i>Not applicable</i>
My mother	ST023Q01TA01 <input type="radio"/>	ST023Q01TA02 <input type="radio"/>	ST023Q01TA03 <input type="radio"/>	ST023Q01TA04 <input type="radio"/>
My father	ST023Q02TA01 <input type="radio"/>	ST023Q02TA02 <input type="radio"/>	ST023Q02TA03 <input type="radio"/>	ST023Q02TA04 <input type="radio"/>
My brother(s) and/or sister(s)	ST023Q03TA01 <input type="radio"/>	ST023Q03TA02 <input type="radio"/>	ST023Q03TA03 <input type="radio"/>	ST023Q03TA04 <input type="radio"/>
My best friend	ST023Q04TA01 <input type="radio"/>	ST023Q04TA02 <input type="radio"/>	ST023Q04TA03 <input type="radio"/>	ST023Q04TA04 <input type="radio"/>
My schoolmates	ST023Q05TA01 <input type="radio"/>	ST023Q05TA02 <input type="radio"/>	ST023Q05TA03 <input type="radio"/>	ST023Q05TA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Discrimination refers to negative behavior directed against people because of their membership in a particular group. Would you describe yourself as a member of a cultural or ethnic group that is discriminated against in the United States?

(Discrimination refers to unfavorable treatment based on one's cultural or ethnic origin. Examples are having poorer chances to get scholarships, jobs, or housing, being treated with less courtesy than other people or being insulted, harassed, or attacked because of one's ethnic or cultural origin.)

(Please select one response.)

Yes

ST024Q01NA01

No

ST024Q01NA02

Branching rule

Rule: IF (^ST024Q01NA01 >0) THEN GOTO ^ST025 ELSE IF (^ST024Q01NA02 >0 AND (^ST019AQ01T01 = 0 OR ^ST019BQ01T01 = 0 OR ^ST019CQ01T01 = 0)) THEN GOTO ^ST025 ELSE IF (^ST024Q01NA02 >0 AND ^ST022Q01TA01 = 0) THEN GOTO ^ST025 ELSE GOTO ^STInfo4

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Thinking about your experiences in school: to how many teachers in your school do the following statements apply?

(Please select one response in each row.)

	<i>To none or almost none of them</i>	<i>To some of them</i>	<i>To most of them</i>	<i>To all or almost all of them</i>
They talk in a respectful way about people of my cultural origin or ethnic group.	ST025Q01NA01 <input type="radio"/>	ST025Q01NA02 <input type="radio"/>	ST025Q01NA03 <input type="radio"/>	ST025Q01NA04 <input type="radio"/>
They have misconceptions about the history of my cultural/ethnic group.	ST025Q02NA01 <input type="radio"/>	ST025Q02NA02 <input type="radio"/>	ST025Q02NA03 <input type="radio"/>	ST025Q02NA04 <input type="radio"/>
They are open to personal contact with people of my cultural origin/ethnic group.	ST025Q03NA01 <input type="radio"/>	ST025Q03NA02 <input type="radio"/>	ST025Q03NA03 <input type="radio"/>	ST025Q03NA04 <input type="radio"/>
They say negative things about people of my cultural origin/ethnic group.	ST025Q04NA01 <input type="radio"/>	ST025Q04NA02 <input type="radio"/>	ST025Q04NA03 <input type="radio"/>	ST025Q04NA04 <input type="radio"/>
They blame people of my cultural origin/ethnic group for problems faced by the United States.	ST025Q05NA01 <input type="radio"/>	ST025Q05NA02 <input type="radio"/>	ST025Q05NA03 <input type="radio"/>	ST025Q05NA04 <input type="radio"/>
They show comprehension of the diversity of mentalities <u>within my cultural or ethnic group</u> .	ST025Q06NA01 <input type="radio"/>	ST025Q06NA02 <input type="radio"/>	ST025Q06NA03 <input type="radio"/>	ST025Q06NA04 <input type="radio"/>
They treat students of my cultural origin/ethnic group the same as other students.	ST025Q07NA01 <input type="radio"/>	ST025Q07NA02 <input type="radio"/>	ST025Q07NA03 <input type="radio"/>	ST025Q07NA04 <input type="radio"/>
They have lower academic expectations for students of my cultural origin/ethnic group than for other students.	ST025Q08NA01 <input type="radio"/>	ST025Q08NA02 <input type="radio"/>	ST025Q08NA03 <input type="radio"/>	ST025Q08NA04 <input type="radio"/>
They have higher academic expectations for students of my cultural origin/ethnic group than for other students.	ST025Q09NA01 <input type="radio"/>	ST025Q09NA02 <input type="radio"/>	ST025Q09NA03 <input type="radio"/>	ST025Q09NA04 <input type="radio"/>
They apply the same criteria to grade students of my cultural origin/ethnic group and	ST025Q10NA01 <input type="radio"/>	ST025Q10NA02 <input type="radio"/>	ST025Q10NA03 <input type="radio"/>	ST025Q10NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

other students.

They apply the same criteria to discipline misbehaviour of students of my cultural origin/ethnic group and of other students.

ST025Q11NA01

ST025Q11NA02

ST025Q11NA03

ST025Q11NA04

Section D: Your Health

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

When you eat lunch at school, where do you usually get the food you eat?

(Please select one response.)

I never eat lunch at school

ST028Q01NA01

From home

ST028Q01NA02

From somewhere at school

ST028Q01NA03

From somewhere else

ST028Q01NA04


Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

During the past 7 days, how many days did you eat or drink the following?

(Please select one response in each row.)

Fruits (e.g., apples, oranges, bananas, grapes)


ST029Q01NA01

Select... 

- Fruits (e.g., apples, oranges, bananas, grapes) (ST029Q01NA01)
Select..
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

Fast foods (e.g., at McDonalds or Burger King)

ST029Q02NA01

Select... 

- Fast foods (e.g., at McDonalds or Burger King) (ST029Q02NA01)
Select..
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

Vegetables (e.g., carrots, salad, broccoli)

ST029Q03NA01


Select... 

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

- Vegetables (e.g., carrots, salad, broccoli) (ST029Q03NA01)
Select...
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

Carbonated soft drinks (e.g., Coke, Pepsi)

ST029Q04NA01

Select...



- Carbonated soft drinks (e.g., Coke, Pepsi) (ST029Q04NA01)
Select...
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days
-

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Were you taught any of the following in your classes this school year or last school year?

(Please select one response in each row.)


	Yes	No
The benefits of healthy eating	ST030Q01NA01 <input type="radio"/>	ST030Q01NA02 <input type="radio"/>
The risks of consuming alcohol, tobacco, and other drugs	ST030Q02NA01 <input type="radio"/>	ST030Q02NA02 <input type="radio"/>
The benefits of physical activities	ST030Q03NA01 <input type="radio"/>	ST030Q03NA02 <input type="radio"/>
The risks of infectious diseases (e.g., Tuberculosis, AIDS)	ST030Q04NA01 <input type="radio"/>	ST030Q04NA02 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

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

ST031Q01NA01

Select... 

- (ST031Q01NA01)
 - Select...
 - 0 days
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
 - 6 days
 - 7 days

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

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

Moderate physical activities for a total of at least 60 minutes per day (e.g., walking, climbing stairs, riding a bike to school, skate boarding)

ST032Q01NA01

Select...

- Moderate physical activities for a total of at least 60 minutes per day (e.g., walking, climbing stairs, riding a bike to school, skate boarding) (ST032Q01NA01)
Select..
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

Vigorous physical activities for at least 20 minutes per day that made you sweat and breathe hard (e.g., running, cycling, aerobics, soccer, skating, basketball)

ST032Q02NA01

Select...

- Vigorous physical activities for at least 20 minutes per day that made you sweat and breathe hard (e.g., running, cycling, aerobics, soccer, skating, basketball) (ST032Q02NA01)
Select..
0 days
1 day
2 days
3 days
4 days
5 days
6 days
7 days

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How much do you disagree or agree with each of the following statements about yourself?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
When I am physically active, I enjoy it.	ST033Q01NA01 <input type="radio"/>	ST033Q01NA02 <input type="radio"/>	ST033Q01NA03 <input type="radio"/>	ST033Q01NA04 <input type="radio"/>
When I am physically active, it gives me energy.	ST033Q02NA01 <input type="radio"/>	ST033Q02NA02 <input type="radio"/>	ST033Q02NA03 <input type="radio"/>	ST033Q02NA04 <input type="radio"/>
When I am physically active, my body feels good.	ST033Q03NA01 <input type="radio"/>	ST033Q03NA02 <input type="radio"/>	ST033Q03NA03 <input type="radio"/>	ST033Q03NA04 <input type="radio"/>
When I am physically active, it gives me a strong feeling of success.	ST033Q04NA01 <input type="radio"/>	ST033Q04NA02 <input type="radio"/>	ST033Q04NA03 <input type="radio"/>	ST033Q04NA04 <input type="radio"/>

Section E: Your School

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I feel like an outsider (or left out of things) at school.	ST034Q01TA01 <input type="radio"/>	ST034Q01TA02 <input type="radio"/>	ST034Q01TA03 <input type="radio"/>	ST034Q01TA04 <input type="radio"/>
I make friends easily at school.	ST034Q02TA01 <input type="radio"/>	ST034Q02TA02 <input type="radio"/>	ST034Q02TA03 <input type="radio"/>	ST034Q02TA04 <input type="radio"/>
I feel like I belong at school.	ST034Q03TA01 <input type="radio"/>	ST034Q03TA02 <input type="radio"/>	ST034Q03TA03 <input type="radio"/>	ST034Q03TA04 <input type="radio"/>
I feel awkward and out of place in my school.	ST034Q04TA01 <input type="radio"/>	ST034Q04TA02 <input type="radio"/>	ST034Q04TA03 <input type="radio"/>	ST034Q04TA04 <input type="radio"/>
Other students seem to like me.	ST034Q05TA01 <input type="radio"/>	ST034Q05TA02 <input type="radio"/>	ST034Q05TA03 <input type="radio"/>	ST034Q05TA04 <input type="radio"/>
I feel lonely at school.	ST034Q06TA01 <input type="radio"/>	ST034Q06TA02 <input type="radio"/>	ST034Q06TA03 <input type="radio"/>	ST034Q06TA04 <input type="radio"/>
I feel happy at school.	ST034Q07TA01 <input type="radio"/>	ST034Q07TA02 <input type="radio"/>	ST034Q07TA03 <input type="radio"/>	ST034Q07TA04 <input type="radio"/>
Things are ideal in my school.	ST034Q08TA01 <input type="radio"/>	ST034Q08TA02 <input type="radio"/>	ST034Q08TA03 <input type="radio"/>	ST034Q08TA04 <input type="radio"/>
I am satisfied with my school.	ST034Q09TA01 <input type="radio"/>	ST034Q09TA02 <input type="radio"/>	ST034Q09TA03 <input type="radio"/>	ST034Q09TA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How often do these things happen in your school classes?

(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
Students don't listen to what the teacher says.	ST035Q01TA01 <input type="radio"/>	ST035Q01TA02 <input type="radio"/>	ST035Q01TA03 <input type="radio"/>	ST035Q01TA04 <input type="radio"/>
There is noise and disorder.	ST035Q02TA01 <input type="radio"/>	ST035Q02TA02 <input type="radio"/>	ST035Q02TA03 <input type="radio"/>	ST035Q02TA04 <input type="radio"/>
The teacher has to wait a long time for students to quiet down.	ST035Q03TA01 <input type="radio"/>	ST035Q03TA02 <input type="radio"/>	ST035Q03TA03 <input type="radio"/>	ST035Q03TA04 <input type="radio"/>
Students cannot work well.	ST035Q04TA01 <input type="radio"/>	ST035Q04TA02 <input type="radio"/>	ST035Q04TA03 <input type="radio"/>	ST035Q04TA04 <input type="radio"/>
Students don't start working for a long time after the lesson begins.	ST035Q05TA01 <input type="radio"/>	ST035Q05TA02 <input type="radio"/>	ST035Q05TA03 <input type="radio"/>	ST035Q05TA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
School has done little to prepare me for adult life when I leave school.	ST036Q01TA01 <input type="radio"/>	ST036Q01TA02 <input type="radio"/>	ST036Q01TA03 <input type="radio"/>	ST036Q01TA04 <input type="radio"/>
School has been a waste of time.	ST036Q02TA01 <input type="radio"/>	ST036Q02TA02 <input type="radio"/>	ST036Q02TA03 <input type="radio"/>	ST036Q02TA04 <input type="radio"/>
School has helped give me confidence to make decisions.	ST036Q03TA01 <input type="radio"/>	ST036Q03TA02 <input type="radio"/>	ST036Q03TA03 <input type="radio"/>	ST036Q03TA04 <input type="radio"/>
School has taught me things which could be useful in a job.	ST036Q04TA01 <input type="radio"/>	ST036Q04TA02 <input type="radio"/>	ST036Q04TA03 <input type="radio"/>	ST036Q04TA04 <input type="radio"/>
Trying hard at school will help me get a good job.	ST036Q05TA01 <input type="radio"/>	ST036Q05TA02 <input type="radio"/>	ST036Q05TA03 <input type="radio"/>	ST036Q05TA04 <input type="radio"/>
Trying hard at school will help me get into a good college.	ST036Q06TA01 <input type="radio"/>	ST036Q06TA02 <input type="radio"/>	ST036Q06TA03 <input type="radio"/>	ST036Q06TA04 <input type="radio"/>
I enjoy receiving good grades.	ST036Q07TA01 <input type="radio"/>	ST036Q07TA02 <input type="radio"/>	ST036Q07TA03 <input type="radio"/>	ST036Q07TA04 <input type="radio"/>
Trying hard at school is important.	ST036Q08TA01 <input type="radio"/>	ST036Q08TA02 <input type="radio"/>	ST036Q08TA03 <input type="radio"/>	ST036Q08TA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How often do these things happen in your school classes?

(Please select one response in each row.)

	<i>Never</i>	<i>Some classes</i>	<i>Most classes</i>	<i>Every class</i>
The teacher wants students to work hard.	ST037Q01TA01 <input type="radio"/>	ST037Q01TA02 <input type="radio"/>	ST037Q01TA03 <input type="radio"/>	ST037Q01TA04 <input type="radio"/>
The teacher tells students that they can do better.	ST037Q02TA01 <input type="radio"/>	ST037Q02TA02 <input type="radio"/>	ST037Q02TA03 <input type="radio"/>	ST037Q02TA04 <input type="radio"/>
The teacher does not like it when students deliver careless work.	ST037Q03TA01 <input type="radio"/>	ST037Q03TA02 <input type="radio"/>	ST037Q03TA03 <input type="radio"/>	ST037Q03TA04 <input type="radio"/>
Students have to learn a lot.	ST037Q04TA01 <input type="radio"/>	ST037Q04TA02 <input type="radio"/>	ST037Q04TA03 <input type="radio"/>	ST037Q04TA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

During the past 12 months, how often have you had the following experiences in school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once a week or more</i>
I got called names by other students.	ST038Q01NA01 <input type="radio"/>	ST038Q01NA02 <input type="radio"/>	ST038Q01NA03 <input type="radio"/>	ST038Q01NA04 <input type="radio"/>
I got picked on by other students.	ST038Q02NA01 <input type="radio"/>	ST038Q02NA02 <input type="radio"/>	ST038Q02NA03 <input type="radio"/>	ST038Q02NA04 <input type="radio"/>
Other students left me out of things on purpose.	ST038Q03NA01 <input type="radio"/>	ST038Q03NA02 <input type="radio"/>	ST038Q03NA03 <input type="radio"/>	ST038Q03NA04 <input type="radio"/>
Other students made fun of me.	ST038Q04NA01 <input type="radio"/>	ST038Q04NA02 <input type="radio"/>	ST038Q04NA03 <input type="radio"/>	ST038Q04NA04 <input type="radio"/>
I was threatened by other students.	ST038Q05NA01 <input type="radio"/>	ST038Q05NA02 <input type="radio"/>	ST038Q05NA03 <input type="radio"/>	ST038Q05NA04 <input type="radio"/>
Other students took away or destroyed things that belonged to me.	ST038Q06NA01 <input type="radio"/>	ST038Q06NA02 <input type="radio"/>	ST038Q06NA03 <input type="radio"/>	ST038Q06NA04 <input type="radio"/>
I got hit or pushed around by other students.	ST038Q07NA01 <input type="radio"/>	ST038Q07NA02 <input type="radio"/>	ST038Q07NA03 <input type="radio"/>	ST038Q07NA04 <input type="radio"/>
Other students spread nasty rumors about me.	ST038Q08NA01 <input type="radio"/>	ST038Q08NA02 <input type="radio"/>	ST038Q08NA03 <input type="radio"/>	ST038Q08NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

During the past 12 months, how often did you have the following experiences at school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once a week or more</i>
Teachers called on me less often than they called on other students.	ST039Q01NA01 <input type="radio"/>	ST039Q01NA02 <input type="radio"/>	ST039Q01NA03 <input type="radio"/>	ST039Q01NA04 <input type="radio"/>
Teachers graded me harder than they graded other students.	ST039Q02NA01 <input type="radio"/>	ST039Q02NA02 <input type="radio"/>	ST039Q02NA03 <input type="radio"/>	ST039Q02NA04 <input type="radio"/>
Teachers gave me the impression that they think I am less smart than I really am.	ST039Q03NA01 <input type="radio"/>	ST039Q03NA02 <input type="radio"/>	ST039Q03NA03 <input type="radio"/>	ST039Q03NA04 <input type="radio"/>
Teachers disciplined me more harshly than other students.	ST039Q04NA01 <input type="radio"/>	ST039Q04NA02 <input type="radio"/>	ST039Q04NA03 <input type="radio"/>	ST039Q04NA04 <input type="radio"/>
Teachers ridiculed me in front of others.	ST039Q05NA01 <input type="radio"/>	ST039Q05NA02 <input type="radio"/>	ST039Q05NA03 <input type="radio"/>	ST039Q05NA04 <input type="radio"/>
Teachers said something insulting to me in front of others.	ST039Q06NA01 <input type="radio"/>	ST039Q06NA02 <input type="radio"/>	ST039Q06NA03 <input type="radio"/>	ST039Q06NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I get along well with most of my teachers.	ST040Q01TA01 <input type="radio"/>	ST040Q01TA02 <input type="radio"/>	ST040Q01TA03 <input type="radio"/>	ST040Q01TA04 <input type="radio"/>
Most of my teachers are interested in my well-being.	ST040Q02TA01 <input type="radio"/>	ST040Q02TA02 <input type="radio"/>	ST040Q02TA03 <input type="radio"/>	ST040Q02TA04 <input type="radio"/>
Most of my teachers really listen to what I have to say.	ST040Q03TA01 <input type="radio"/>	ST040Q03TA02 <input type="radio"/>	ST040Q03TA03 <input type="radio"/>	ST040Q03TA04 <input type="radio"/>
If I need extra help, I will receive it from my teachers.	ST040Q04TA01 <input type="radio"/>	ST040Q04TA02 <input type="radio"/>	ST040Q04TA03 <input type="radio"/>	ST040Q04TA04 <input type="radio"/>
Most of my teachers treat me fairly.	ST040Q05TA01 <input type="radio"/>	ST040Q05TA02 <input type="radio"/>	ST040Q05TA03 <input type="radio"/>	ST040Q05TA04 <input type="radio"/>
My teachers are interested in my school activities.	ST040Q06NA01 <input type="radio"/>	ST040Q06NA02 <input type="radio"/>	ST040Q06NA03 <input type="radio"/>	ST040Q06NA04 <input type="radio"/>
My teachers are supportive of my educational efforts and achievements.	ST040Q07NA01 <input type="radio"/>	ST040Q07NA02 <input type="radio"/>	ST040Q07NA03 <input type="radio"/>	ST040Q07NA04 <input type="radio"/>
My teachers support me when I am facing difficulties in school.	ST040Q08NA01 <input type="radio"/>	ST040Q08NA02 <input type="radio"/>	ST040Q08NA03 <input type="radio"/>	ST040Q08NA04 <input type="radio"/>
My teachers encourage me to be confident.	ST040Q09NA01 <input type="radio"/>	ST040Q09NA02 <input type="radio"/>	ST040Q09NA03 <input type="radio"/>	ST040Q09NA04 <input type="radio"/>
My teachers encourage me to learn new skills.	ST040Q10NA01 <input type="radio"/>	ST040Q10NA02 <input type="radio"/>	ST040Q10NA03 <input type="radio"/>	ST040Q10NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

My teachers give me feedback on my performance in school.	ST040Q11NA01 <input type="radio"/>	ST040Q11NA02 <input type="radio"/>	ST040Q11NA03 <input type="radio"/>	ST040Q11NA04 <input type="radio"/>
My teachers suggest ways that I can move forward when I'm stuck.	ST040Q12NA01 <input type="radio"/>	ST040Q12NA02 <input type="radio"/>	ST040Q12NA03 <input type="radio"/>	ST040Q12NA04 <input type="radio"/>
My teachers tell me what to do to complete a task and explain why I should do so.	ST040Q13NA01 <input type="radio"/>	ST040Q13NA02 <input type="radio"/>	ST040Q13NA03 <input type="radio"/>	ST040Q13NA04 <input type="radio"/>
My teachers give me detailed information and clarification about the assignment and strategies.	ST040Q14NA01 <input type="radio"/>	ST040Q14NA02 <input type="radio"/>	ST040Q14NA03 <input type="radio"/>	ST040Q14NA04 <input type="radio"/>
My teachers demonstrate particular skills that are important for completing an assignment.	ST040Q15NA01 <input type="radio"/>	ST040Q15NA02 <input type="radio"/>	ST040Q15NA03 <input type="radio"/>	ST040Q15NA04 <input type="radio"/>
My teachers ask me questions to initiate a deeper understanding of the assignment.	ST040Q16NA01 <input type="radio"/>	ST040Q16NA02 <input type="radio"/>	ST040Q16NA03 <input type="radio"/>	ST040Q16NA04 <input type="radio"/>
Students have a voice in decision making at my school.	ST040Q17NA01 <input type="radio"/>	ST040Q17NA02 <input type="radio"/>	ST040Q17NA03 <input type="radio"/>	ST040Q17NA04 <input type="radio"/>
Adults at this school listen to students' suggestions.	ST040Q18NA01 <input type="radio"/>	ST040Q18NA02 <input type="radio"/>	ST040Q18NA03 <input type="radio"/>	ST040Q18NA04 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Who pays for the following things at your school?

(Please select one response in each row.)

	<i>We don't have this at my school</i>	<i>It's free</i>	<i>My parents or I pay fully for it</i>	<i>My parents or I partially pay for it</i>
Textbooks	ST041Q01NA01 <input type="radio"/>	ST041Q01NA02 <input type="radio"/>	ST041Q01NA03 <input type="radio"/>	ST041Q01NA04 <input type="radio"/>
Lunch	ST041Q02NA01 <input type="radio"/>	ST041Q02NA02 <input type="radio"/>	ST041Q02NA03 <input type="radio"/>	ST041Q02NA04 <input type="radio"/>
School trips	ST041Q03NA01 <input type="radio"/>	ST041Q03NA02 <input type="radio"/>	ST041Q03NA03 <input type="radio"/>	ST041Q03NA04 <input type="radio"/>

Section F: Leisure Time and Home Activities

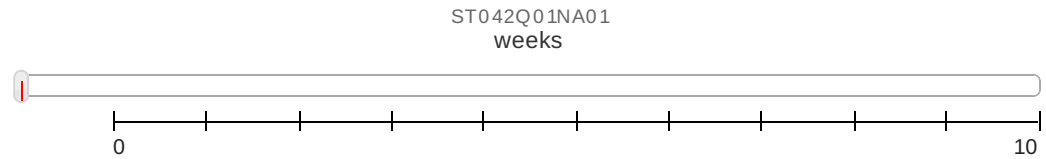
Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How many weeks did you spend on the following activities during your school vacation?

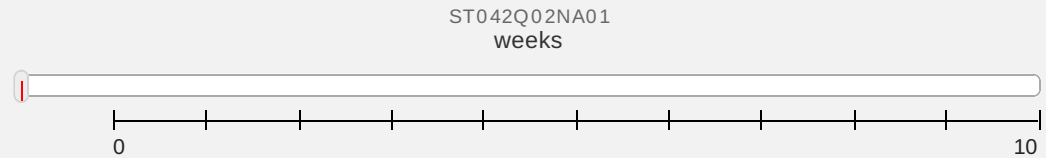
(If you spend at least four days with an activity mark it as one week.)

(Please move the slider to the correct number of weeks in each row.)

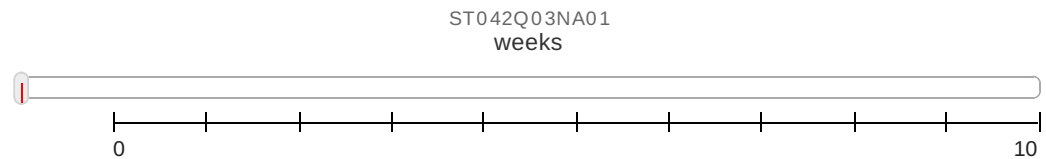
Going on a trip



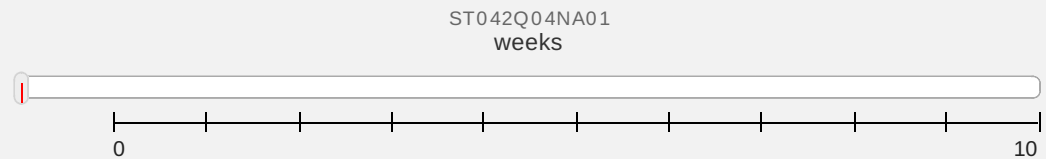
Staying at my family's vacation home



Working in a paid job



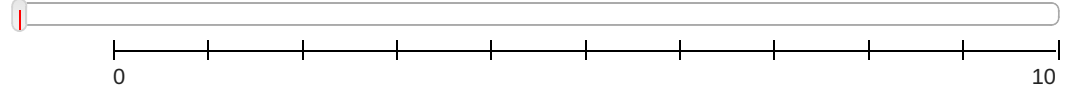
Helping in a family business



ST042Q05NA01
weeks

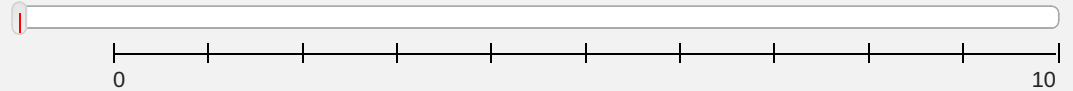
Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Helping in the household or caring for younger brothers and sisters



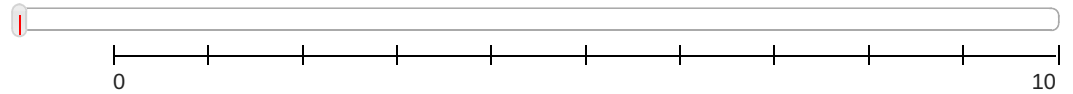
ST042Q06NA01
weeks

Participating in summer courses/summer school



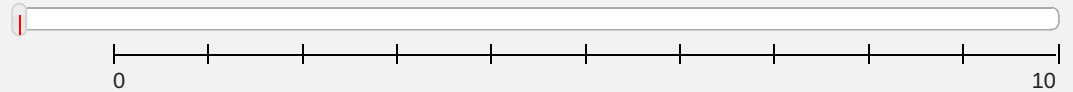
ST042Q07NA01
weeks

Activities at home (e.g., meeting up with friends, participating in local activities)



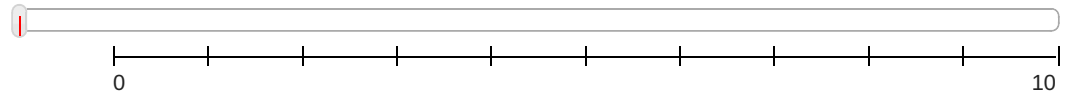
ST042Q08NA01
weeks

Attending camp (e.g., arts or sports camp)



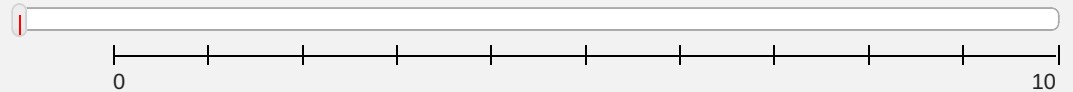
ST042Q09NA01
weeks

Volunteering (e.g., community service)



ST042Q10NA01
weeks

Visiting family and friends



Branching rule

Rule: IF (^ST042Q01NA01 = 0 OR ^ST042Q01NA01 = null) THEN GOTO ^ST043 ELSE GOTO ^ST044

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

What were the reasons for not going on a trip during your school vacation?

(Please select one response.)

Money reasons

ST043Q01NA01

Other reasons

ST043Q01NA02

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

In the past 12 months, how often did you do the following activities?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Once or twice</i>	<i>Three or four times</i>	<i>More than four times</i>
Visit a museum	ST044Q01NA01 <input type="radio"/>	ST044Q01NA02 <input type="radio"/>	ST044Q01NA03 <input type="radio"/>	ST044Q01NA04 <input type="radio"/>
Visit an art exhibition	ST044Q02NA01 <input type="radio"/>	ST044Q02NA02 <input type="radio"/>	ST044Q02NA03 <input type="radio"/>	ST044Q02NA04 <input type="radio"/>
Go to a classical music concert	ST044Q03NA01 <input type="radio"/>	ST044Q03NA02 <input type="radio"/>	ST044Q03NA03 <input type="radio"/>	ST044Q03NA04 <input type="radio"/>
Go to a rock/pop music concert	ST044Q04NA01 <input type="radio"/>	ST044Q04NA02 <input type="radio"/>	ST044Q04NA03 <input type="radio"/>	ST044Q04NA04 <input type="radio"/>
Go to the theater	ST044Q05NA01 <input type="radio"/>	ST044Q05NA02 <input type="radio"/>	ST044Q05NA03 <input type="radio"/>	ST044Q05NA04 <input type="radio"/>
Go to a sports event	ST044Q06NA01 <input type="radio"/>	ST044Q06NA02 <input type="radio"/>	ST044Q06NA03 <input type="radio"/>	ST044Q06NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST044Q01NA02 > 0 OR ^ST044Q01NA03 > 0 OR ^ST044Q01NA04 > 0 OR ^ST044Q02NA02 > 0 OR ^ST044Q02NA03 > 0 OR ^ST044Q02NA04 > 0 OR ^ST044Q03NA02 > 0 OR ^ST044Q03NA03 > 0 OR ^ST044Q03NA04 > 0 OR ^ST044Q04NA02 > 0 OR ^ST044Q04NA03 > 0 OR ^ST044Q04NA04 > 0 OR ^ST044Q05NA02 > 0 OR ^ST044Q05NA03 > 0 OR ^ST044Q05NA04 > 0 OR ^ST044Q06NA02 > 0 OR ^ST044Q06NA03 > 0 OR ^ST044Q06NA04 > 0) THEN GOTO ^ST045 ELSE GOTO ^ST046

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Regarding the activities mentioned in the previous question, do you or your family have to save money in advance to participate in them?

(Please select one response.)

No, the activities we attended were free.

ST045Q01NA01

No, we did not have to save money.

ST045Q01NA02

Yes, we had to save money.

ST045Q01NA03

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

How often do you do the following things with your parents or someone else in your home?

(Please select one response in each row.)

	<i>Never or hardly ever</i>	<i>Once or several times a year</i>	<i>Once or several times a month</i>	<i>Once or several times a week</i>	<i>Every day or almost every day</i>
Discuss how well I am doing at school	ST046Q01NA01 <input type="radio"/>	ST046Q01NA02 <input type="radio"/>	ST046Q01NA03 <input type="radio"/>	ST046Q01NA04 <input type="radio"/>	ST046Q01NA05 <input type="radio"/>
Eat dinner together	ST046Q02NA01 <input type="radio"/>	ST046Q02NA02 <input type="radio"/>	ST046Q02NA03 <input type="radio"/>	ST046Q02NA04 <input type="radio"/>	ST046Q02NA05 <input type="radio"/>
Discuss political or social issues	ST046Q03NA01 <input type="radio"/>	ST046Q03NA02 <input type="radio"/>	ST046Q03NA03 <input type="radio"/>	ST046Q03NA04 <input type="radio"/>	ST046Q03NA05 <input type="radio"/>
Spend time just talking	ST046Q04NA01 <input type="radio"/>	ST046Q04NA02 <input type="radio"/>	ST046Q04NA03 <input type="radio"/>	ST046Q04NA04 <input type="radio"/>	ST046Q04NA05 <input type="radio"/>
Discuss books, films or television programs	ST046Q05NA01 <input type="radio"/>	ST046Q05NA02 <input type="radio"/>	ST046Q05NA03 <input type="radio"/>	ST046Q05NA04 <input type="radio"/>	ST046Q05NA05 <input type="radio"/>

Exhibit C - 4. Student Questionnaire - Booklet 1 - Continued

Who usually lives at home with you?

(Please select one response in each row.)

	Yes	No
Mother (including stepmother or foster mother)	ST047Q01TA01 <input type="radio"/>	ST047Q01TA02 <input type="radio"/>
Father (including stepfather or foster father)	ST047Q02TA01 <input type="radio"/>	ST047Q02TA02 <input type="radio"/>
Brother(s) (including stepbrothers)	ST047Q03TA01 <input type="radio"/>	ST047Q03TA02 <input type="radio"/>
Sister(s) (including stepsisters)	ST047Q04TA01 <input type="radio"/>	ST047Q04TA02 <input type="radio"/>
Grandparent(s)	ST047Q05TA01 <input type="radio"/>	ST047Q05TA02 <input type="radio"/>
Others (e.g., cousin)	ST047Q06TA01 <input type="radio"/>	ST047Q06TA02 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!

* NOTE: The "United States" refers to the 50 states, District of Columbia, and U.S. military bases abroad.

Exhibit C - 5. Student Questionnaire - Booklet 2

In this questionnaire you will find questions about the following topics:

- *You, your family, and your home*
- *Your school schedule and learning time*
- *Collaboration and working habits*

Please read each question carefully and answer as accurately as you can.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Some questions relate to science. Please think of all the different subjects and courses in your school that teach content related to science. Your school might teach science in different subjects such as physics, chemistry, biology, Earth and geology, space and astronomy, applied sciences and technology (e.g., engineering, robotics), or your school teaches a general, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science).

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other students to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires XX/XX/XXXX

Section A: You, Your Family, and Your Home

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

What grade are you in?

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

Grade

ST001Q01TA01

Select...

- Grade (ST001Q01TA01)
Select...
<National modal grade for 15-year-olds- possibility a>
<National modal grade for 15-year-olds- possibility b>
<National modal grade for 15-year-olds- possibility c>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

When were you born?

(Please select the month, day, and year from the drop-down menus to answer the question.)

Month

ST003Q01TA01


- Month (ST003Q01TA01)

Select...


- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

30
31

Day ST003Q02TA01
Select... 

- Day (ST003Q02TA01)
Select...
January
February
March
April
May
June
July
August
September
October
November
December

Year ST003Q03TA01
Select... 

- Year (ST003Q03TA01)
Select...
1998
1999
2000
2001

Consistency check rule

Rule: IF (^ST003Q01TA01 = null OR ^ST003Q02TA01 = null OR ^ST003Q03TA01 = null)

Message: Please enter your complete birth date.

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Are you female or male?

(Please select one response.)

Female

ST004Q01TA01

Male

ST004Q01TA02

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Which best describes you?

(Please select one response.)

I am Hispanic or Latino

ST80101

I am not Hispanic or Latino

ST80102

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Which of these categories best describes your race?

(Please select one or more responses.)

- | | |
|---|---------|
| White | ST80201 |
| Black or African American | ST80202 |
| Asian | ST80203 |
| American Indian or Alaska Native | ST80204 |
| Native Hawaiian or Other Pacific Islander | ST80205 |

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which circle to choose, please ask the test administrator for help.

(Please select one response.)

She completed grade 12 (high school diploma or GED)

ST005Q01TA01

She completed grade 9

ST005Q01TA02

She completed grade 6

ST005Q01TA03

She did not complete grade 6

ST005Q01TA05

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Does your mother have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST006Q01TA01 <input type="radio"/>	ST006Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST006Q02TA01 <input type="radio"/>	ST006Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST006Q03TA01 <input type="radio"/>	ST006Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST006Q04TA01 <input type="radio"/>	ST006Q04TA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

What is the highest level of schooling (not including college) completed by your father?

If you are not sure which box to choose, please ask the test administrator for help.

(Please select one response.)

He completed grade 12 (high school diploma or GED)

ST007Q01TA01

He completed grade 9

ST007Q01TA02

He completed grade 6

ST007Q01TA03

He did not complete grade 6

ST007Q01TA05

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Does your father have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST008Q01TA01 <input type="radio"/>	ST008Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST008Q02TA01 <input type="radio"/>	ST008Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST008Q03TA01 <input type="radio"/>	ST008Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST008Q04TA01 <input type="radio"/>	ST008Q04TA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

What is your mother currently doing?

(Please select one response.)

Working full-time for pay

ST009Q01TA01

Working part-time for pay

ST009Q01TA02

Not working, but looking for a job

ST009Q01TA03

Other (e.g., home duties, retired)

ST009Q01TA04

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

What is your father currently doing?

(Please select one response.)

Working full-time for pay

ST010Q01TA01

Working part-time for pay

ST010Q01TA02

Not working, but looking for a job

ST010Q01TA03

Other (e.g., home duties, retired)

ST010Q01TA04

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Which of the following are in your home?

(Please select one response in each row.)

	Yes	No
A desk to study at	ST011Q01TA01 <input type="radio"/>	ST011Q01TA02 <input type="radio"/>
A room of your own	ST011Q02TA01 <input type="radio"/>	ST011Q02TA02 <input type="radio"/>
A quiet place to study	ST011Q03TA01 <input type="radio"/>	ST011Q03TA02 <input type="radio"/>
A computer you can use for school work	ST011Q04TA01 <input type="radio"/>	ST011Q04TA02 <input type="radio"/>
Educational software	ST011Q05TA01 <input type="radio"/>	ST011Q05TA02 <input type="radio"/>
A link to the Internet	ST011Q06TA01 <input type="radio"/>	ST011Q06TA02 <input type="radio"/>
Classic literature (e.g., Shakespeare)	ST011Q07TA01 <input type="radio"/>	ST011Q07TA02 <input type="radio"/>
Books of poetry	ST011Q08TA01 <input type="radio"/>	ST011Q08TA02 <input type="radio"/>
Works of art (e.g., paintings)	ST011Q09TA01 <input type="radio"/>	ST011Q09TA02 <input type="radio"/>
Books to help with your school work	ST011Q10TA01 <input type="radio"/>	ST011Q10TA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Technical reference books or manuals	ST011Q11TA01 <input type="radio"/>	ST011Q11TA02 <input type="radio"/>
A dictionary	ST011Q12TA01 <input type="radio"/>	ST011Q12TA02 <input type="radio"/>
A DVD player	ST011Q13TA01 <input type="radio"/>	ST011Q13TA02 <input type="radio"/>
Flat screen TV/Plasma TV/LCD TV	ST011Q14NA01 <input type="radio"/>	ST011Q14NA02 <input type="radio"/>
Cable TV/Pay TV/Satellite TV	ST011Q15NA01 <input type="radio"/>	ST011Q15NA02 <input type="radio"/>
Books on art, music, or design	ST011Q16NA01 <input type="radio"/>	ST011Q16NA02 <input type="radio"/>
A guest room	ST011Q17TA01 <input type="radio"/>	ST011Q17TA02 <input type="radio"/>
A high-speed Internet connection	ST011Q18TA01 <input type="radio"/>	ST011Q18TA02 <input type="radio"/>
A musical instrument	ST011Q19TA01 <input type="radio"/>	ST011Q19TA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many of these are there at your home?

(Please select one response in each row.)

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
Televisions	ST012Q01TA01 <input type="radio"/>	ST012Q01TA02 <input type="radio"/>	ST012Q01TA03 <input type="radio"/>	ST012Q01TA04 <input type="radio"/>
Cars	ST012Q02TA01 <input type="radio"/>	ST012Q02TA02 <input type="radio"/>	ST012Q02TA03 <input type="radio"/>	ST012Q02TA04 <input type="radio"/>
Bathrooms with a bathtub or shower	ST012Q03TA01 <input type="radio"/>	ST012Q03TA02 <input type="radio"/>	ST012Q03TA03 <input type="radio"/>	ST012Q03TA04 <input type="radio"/>
Cell phones without Internet access	ST012Q04NA01 <input type="radio"/>	ST012Q04NA02 <input type="radio"/>	ST012Q04NA03 <input type="radio"/>	ST012Q04NA04 <input type="radio"/>
Cell phones with Internet access (e.g., smartphones)	ST012Q05NA01 <input type="radio"/>	ST012Q05NA02 <input type="radio"/>	ST012Q05NA03 <input type="radio"/>	ST012Q05NA04 <input type="radio"/>
Computers (desktop computer, portable laptop, or notebook)	ST012Q06NA01 <input type="radio"/>	ST012Q06NA02 <input type="radio"/>	ST012Q06NA03 <input type="radio"/>	ST012Q06NA04 <input type="radio"/>
Tablet computers (e.g., iPad®, Samsung Galaxy®)	ST012Q07NA01 <input type="radio"/>	ST012Q07NA02 <input type="radio"/>	ST012Q07NA03 <input type="radio"/>	ST012Q07NA04 <input type="radio"/>
E-book readers (e.g., Kindle™, Nook)	ST012Q08NA01 <input type="radio"/>	ST012Q08NA02 <input type="radio"/>	ST012Q08NA03 <input type="radio"/>	ST012Q08NA04 <input type="radio"/>
Musical instruments (e.g., guitar, piano)	ST012Q09NA01 <input type="radio"/>	ST012Q09NA02 <input type="radio"/>	ST012Q09NA03 <input type="radio"/>	ST012Q09NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many books are there in your home?

There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please select one response.)

0-10 books ST013Q01TA01

11-25 books ST013Q01TA02

26-100 books ST013Q01TA03

101-200 books ST013Q01TA04

201-500 books ST013Q01TA05

More than 500 books ST013Q01TA06

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

The following two questions concern your mother's job:

(If she is not working now, please tell us her last main job.)

What is your mother's main job?
(e.g., school teacher, cook, sales manager)
Please type in the job title.

ST014Q01TA01

What does your mother do in her main job?
(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work she does or did in that job.

ST014Q02TA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Is your mother working as an employee or is she self-employed?

(Please select one response.)

Employee (working for someone else)

ST048Q01NA01

Self-employed (has her own business, is her own boss)

ST048Q01NA02

I don't know

ST048Q01NA03

Branching rule

Rule: IF (^ST048Q01NA01 > 0) THEN GOTO ^ST049 else IF (^ST048Q01NA02 > 0) THEN GOTO ^ST051 ELSE GOTO ^ST015

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

At her job, does your mother have any formal responsibility for supervising the work of other employees?

(Please select one response.)

Yes, for 1-9 people

ST049Q01NA01

Yes, for 10 or more people

ST049Q01NA04

No

ST049Q01NA02

I don't know

ST049Q01NA03

Branching rule

Rule: IF (^ST049Q01NA01 >0 OR ^ST049Q01NA02 >0) THEN GOTO ^ST050 ELSE GOTO ^ST015

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many people work for your mother's employer at the place where she works?

(Please select one response.)

1 - 9

ST050Q01NA01

10 or more

ST050Q01NA02

I don't know

ST050Q01NA03

Branching rule

Rule: IF (^ST048Q01NA02 > 0) THEN GOTO ^ST051 ELSE GOTO ^ST015

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Does your mother work on her own or does she have employees?

(Please select one response.)

On her own or with partner(s) but no employees

ST051Q01NA01

With employees

ST051Q01NA02

I don't know

ST051Q01NA03

Branching rule

Rule: IF (^ST051Q01NA02 > 0) THEN GOTO ^ST052 ELSE GOTO ^ST015

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many people does your mother employ?

(Please select one response.)

1 - 9

ST052Q01NA01

10 or more

ST052Q01NA02

I don't know

ST052Q01NA03

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

The following two questions concern your father's job:

(If he is not working now, please tell us his last main job.)

What is your father's main job? (e.g., school teacher, cook, sales manager)
Please type in the job title.

ST015Q01TA01

What does your father do in his main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work he does or did in that job.

ST015Q02TA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Is your father working as an employee or is he self-employed?

(Please select one response.)

Employee (working for someone else)

ST053Q01NA01

Self-employed (has his own business, is his own boss)

ST053Q01NA02

I don't know

ST053Q01NA03

Branching rule

Rule: IF (^ST053Q01NA01 > 0) THEN GOTO ^ST054 else IF (^ST053Q01NA02 > 0) THEN GOTO ^ST056 ELSE GOTO
^STInfo2

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

At his job, does your father have any formal responsibility for supervising the work of other employees?

(Please select one response.)

Yes, for 1-9 people

ST054Q01NA01

Yes, for 10 or more people

ST054Q01NA04

No

ST054Q01NA02

I don't know

ST054Q01NA03

Branching rule

Rule: IF (^ST054Q01NA01 >0 OR ^ST054Q01NA02 >0) THEN GOTO ^ST055 ELSE GOTO ^STInfo2

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many people work for your father's employer at the place where he works?

(Please select one response.)

1 - 9

ST055Q01NA01

10 or more

ST055Q01NA02

I don't know

ST055Q01NA03

Branching rule

Rule: IF (^ST053Q01NA02 > 0) THEN GOTO ^ST056 ELSE GOTO ^STInfo2

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Does your father work on his own or does he have employees?

(Please select one response.)

On his own or with partner(s) but no employees

ST056Q01NA01

With employees

ST056Q01NA02

I don't know

ST056Q01NA03

Branching rule

Rule: IF (^ST056Q01NA02 > 0) THEN GOTO ^ST057 ELSE GOTO ^STInfo2

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many people does your father employ?

(Please select one response.)

1 - 9

ST057Q01NA01

10 or more

ST057Q01NA02

I don't know

ST057Q01NA03

Section B: Your School Schedule and Learning Time

Branching rule

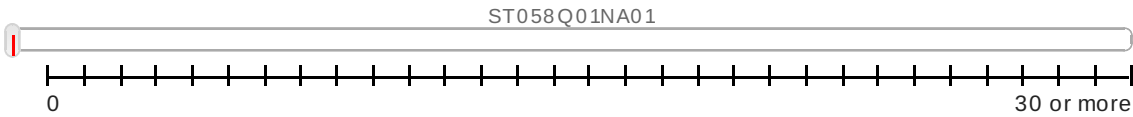
Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST058 ELSE GOTO ^ST059

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

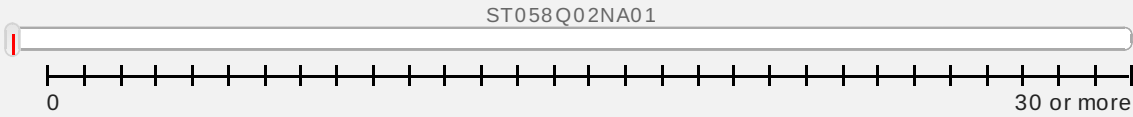
How many class periods per week are you typically required to attend for the following subjects?

(Please move the slider to the number of class periods per week for each subject. Select "0" (zero) if you have none.)

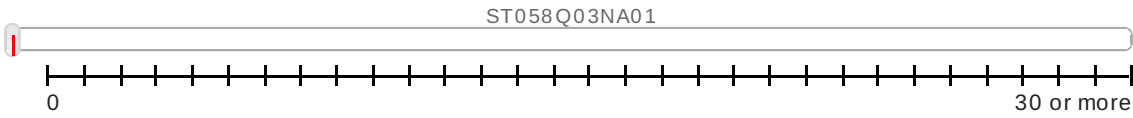
Number of class periods per week in English



Number of class periods per week in mathematics



Number of class periods per week in science



Consistency check rule

Rule: IF (^ST058Q01NA01 >15 or ^ST058Q02NA01 >15 or ^ST058Q03NA01 >15)

Message: Please review the values you entered.

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST060 ELSE GOTO ^ST059

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many class periods per week are you typically required to attend for the following subjects?

(Please enter a number. Enter "0" (zero) if you have none.)

Number of class periods per week in English (e.g., language arts, literature, writing):

ST059Q01TA01

Number of class periods per week in mathematics:

ST059Q02TA01

Number of class periods per week in science:

ST059Q03TA01

Consistency check rule

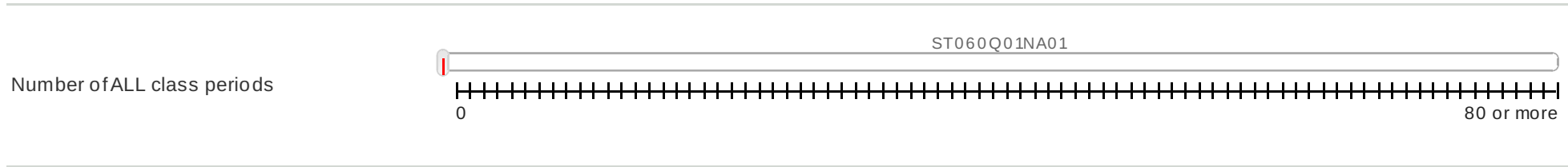
Rule: IF (^ST059Q01TA01 >15 or ^ST059Q02TA01 >15 or ^ST059Q03TA01 >15)

Message: Please review the values you entered.

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

In a normal, full week at school, how many class periods are you required to attend in total?

(Please move the slider to the number of class periods per week.)



Consistency check rule

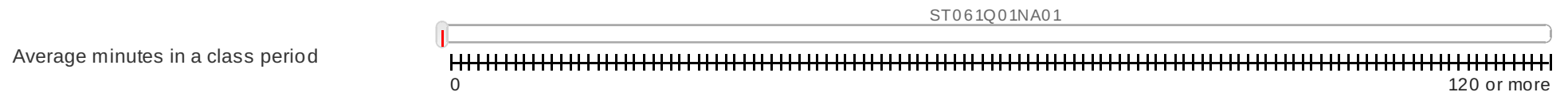
Rule: IF (^ST060Q01NA01 < 10 or ^ST060Q01NA01 >60)

Message: Please review the values you entered.

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How many minutes, on average, are there in a class period?

(Please move the slider to the number of minutes per class period.)



Consistency check rule

Rule: IF (^ST061Q01NA01 < 10 OR ^ST061Q01NA01 >80)

Message: Please review the values you entered.

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>None</i>	<i>One or two times</i>	<i>Three or four times</i>	<i>Five or more times</i>
I missed a whole school day	ST062Q01TA01 <input type="radio"/>	ST062Q01TA02 <input type="radio"/>	ST062Q01TA03 <input type="radio"/>	ST062Q01TA04 <input type="radio"/>
I missed some classes	ST062Q02TA01 <input type="radio"/>	ST062Q02TA02 <input type="radio"/>	ST062Q02TA03 <input type="radio"/>	ST062Q02TA04 <input type="radio"/>
I arrived late for school	ST062Q03TA01 <input type="radio"/>	ST062Q03TA02 <input type="radio"/>	ST062Q03TA03 <input type="radio"/>	ST062Q03TA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select all that apply in each row.)

	<i>This year</i>	<i>Last year</i>
Physics	ST063Q01NA01 <input type="checkbox"/>	ST063Q01NB02 <input type="checkbox"/>
Chemistry	ST063Q02NA01 <input type="checkbox"/>	ST063Q02NB02 <input type="checkbox"/>
Biology	ST063Q03NA01 <input type="checkbox"/>	ST063Q03NB02 <input type="checkbox"/>
Earth and space	ST063Q04NA01 <input type="checkbox"/>	ST063Q04NB02 <input type="checkbox"/>
Applied sciences and technology (e.g., engineering, robotics)	ST063Q05NA01 <input type="checkbox"/>	ST063Q05NB02 <input type="checkbox"/>
General, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science)	ST063Q06NA01 <input type="checkbox"/>	ST063Q06NB02 <input type="checkbox"/>

Branching rule

Rule: IF (^ST063Q01NA01 >0 OR ^ST063Q02NA01 >0 OR ^ST063Q03NA01 >0 OR ^ST063Q04NA01 >0 OR ^ST063Q05NA01 >0 OR ^ST063Q06NA01 >0) THEN GOTO ^ST064 ELSE GOTO ^ST070

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>No, not at all</i>	<i>Yes, to a certain degree</i>	<i>Yes, I can choose freely</i>
I can choose the science course(s) I study.	ST064Q01NA01 <input type="radio"/>	ST064Q01NA02 <input type="radio"/>	ST064Q01NA03 <input type="radio"/>
I can choose the level of difficulty.	ST064Q02NA01 <input type="radio"/>	ST064Q02NA02 <input type="radio"/>	ST064Q02NA03 <input type="radio"/>
I can choose the number of science courses or class periods.	ST064Q03NA01 <input type="radio"/>	ST064Q03NA02 <input type="radio"/>	ST064Q03NA03 <input type="radio"/>
I can choose from different teachers teaching the same course(s).	ST064Q04NA01 <input type="radio"/>	ST064Q04NA02 <input type="radio"/>	ST064Q04NA03 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

What is the name of this science course?
(Please type the name of the course.)

ST065Q01NA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How often do these things happen in this science course?

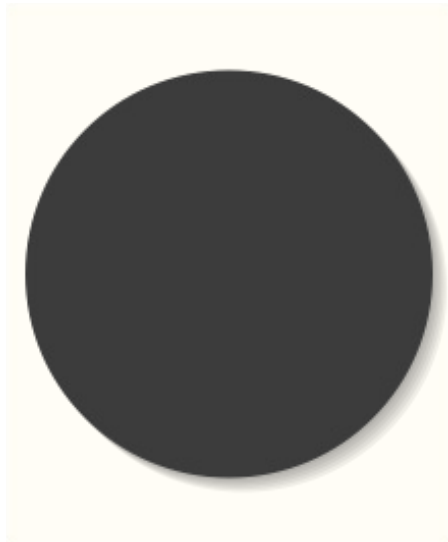
(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
Students don't listen to what the teacher says.	ST066Q01TA01 <input type="radio"/>	ST066Q01TA02 <input type="radio"/>	ST066Q01TA03 <input type="radio"/>	ST066Q01TA04 <input type="radio"/>
There is noise and disorder.	ST066Q02TA01 <input type="radio"/>	ST066Q02TA02 <input type="radio"/>	ST066Q02TA03 <input type="radio"/>	ST066Q02TA04 <input type="radio"/>
The teacher has to wait a long time for students to quiet down.	ST066Q03TA01 <input type="radio"/>	ST066Q03TA02 <input type="radio"/>	ST066Q03TA03 <input type="radio"/>	ST066Q03TA04 <input type="radio"/>
Students cannot work well.	ST066Q04TA01 <input type="radio"/>	ST066Q04TA02 <input type="radio"/>	ST066Q04TA03 <input type="radio"/>	ST066Q04TA04 <input type="radio"/>
Students don't start working for a long time after the lesson begins.	ST066Q05TA01 <input type="radio"/>	ST066Q05TA02 <input type="radio"/>	ST066Q05TA03 <input type="radio"/>	ST066Q05TA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

In lessons for this science course, approximately what proportion of the class time is usually lost due to class interruptions described in the previous question?

(Please enter a percentage of time. The graph illustrates this percentage. Enter "0" (zero) if there is none.)



ST067Q01NA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How often do these things happen in classes for this science course?

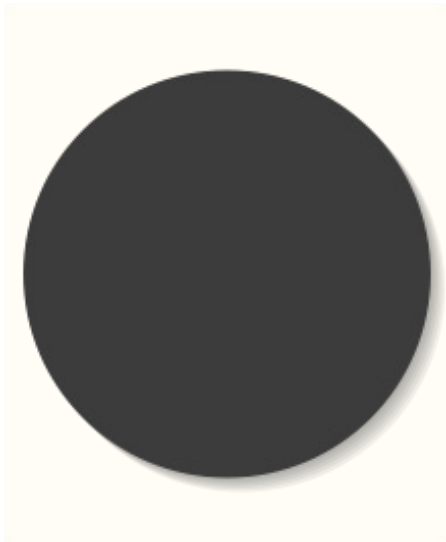
(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
I concentrate on what's happening in the course (listening to the teacher, reading a textbook, solving problems, etc.).	ST068Q01NA01 <input type="radio"/>	ST068Q01NA02 <input type="radio"/>	ST068Q01NA03 <input type="radio"/>	ST068Q01NA04 <input type="radio"/>
I am distracted, working for another course (homework, studying for an exam, etc.).	ST068Q02NA01 <input type="radio"/>	ST068Q02NA02 <input type="radio"/>	ST068Q02NA03 <input type="radio"/>	ST068Q02NA04 <input type="radio"/>
I am distracted, doing things not related to any school course (texting, talking to a peer, daydreaming, etc.).	ST068Q03NA01 <input type="radio"/>	ST068Q03NA02 <input type="radio"/>	ST068Q03NA03 <input type="radio"/>	ST068Q03NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Think about your last two science class periods in the course you named above. About what proportion of time were you not concentrating on things related to this science course?

(Please enter a percentage of time. Enter "0" (zero) if there is none.)



ST069Q01NA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

This school year or the last school year, have you taken additional instruction in the following subjects?

Please think of all instruction and study support in-school and out-of-school that you have taken in addition to your required school schedule (e.g., remediation, advanced courses, tutoring, SAT or ACT preparation).

(Please select all that apply.)

Science

ST070Q01NA01

Mathematics

ST070Q02NA01

English

ST070Q03NA01

Other

ST070Q04NA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

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

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

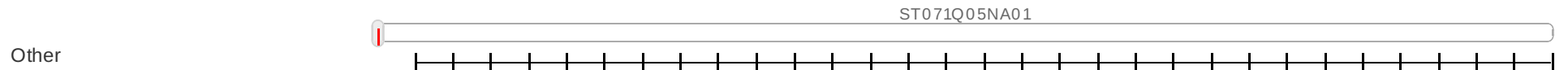
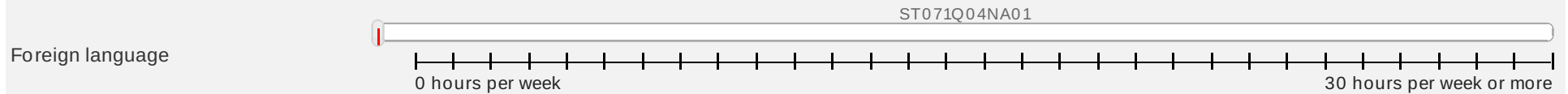
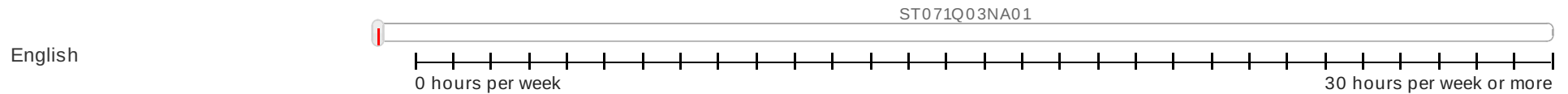
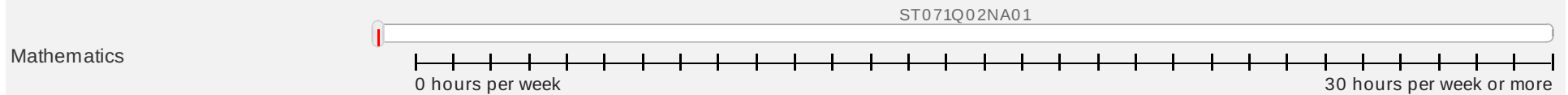
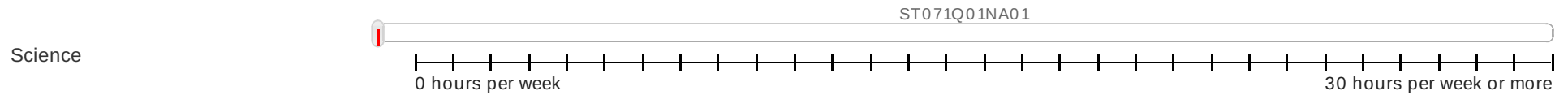


Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

0 hours per week

30 hours per week or more

Consistency check rule

Rule: IF (^ST071Q01NA01 >20 OR ^ST071Q02NA01 >20 OR ^ST071Q03NA01 >20 OR ^ST071Q04NA01 >20 OR ^ST071Q05NA01 >20)

Message: Please review the values you entered.

Branching rule

Rule: IF (^ST070Q01NA01 >0) THEN GOTO ^ST072 ELSE GOTO ^ST075

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Think about your last two sessions in your additional science instruction. How often do these things happen in this additional, non-compulsory science instruction?

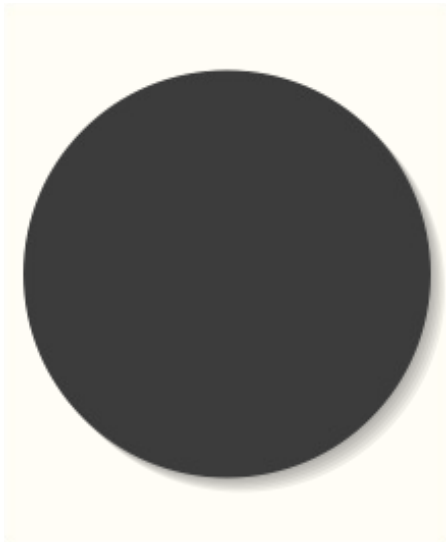
(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some sessions</i>	<i>Many sessions</i>	<i>Every session or almost every session</i>
I concentrate on what's happening in the session (listening to the teacher, reading a textbook, solving problems, etc.)	ST072Q01NA01 <input type="radio"/>	ST072Q01NA02 <input type="radio"/>	ST072Q01NA03 <input type="radio"/>	ST072Q01NA04 <input type="radio"/>
I am distracted, working for another course or session (homework, studying for an exam, etc.)	ST072Q02NA01 <input type="radio"/>	ST072Q02NA02 <input type="radio"/>	ST072Q02NA03 <input type="radio"/>	ST072Q02NA04 <input type="radio"/>
I am distracted, doing things not related to the session (texting, talking to a peer, daydreaming, etc.)	ST072Q03NA01 <input type="radio"/>	ST072Q03NA02 <input type="radio"/>	ST072Q03NA03 <input type="radio"/>	ST072Q03NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Think about your last two sessions in your additional science instruction. About what proportion of time were you not concentrating on things related to this additional science instruction?

(Please enter a percentage of time. Enter "0" (zero) if there is none.)



ST073Q01NA01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

During the last ten sessions of additional science instruction, how many did you miss?

(Please select one response. Select "0" (zero) if you missed none.)

Number of sessions

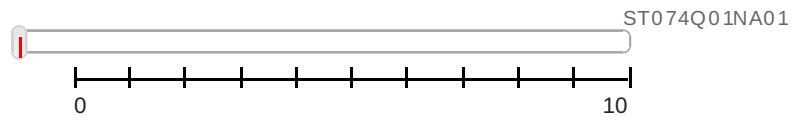


Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

The following questions ask about the most recent day you attended school. At what time did you do the following?

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

	Hours	Minutes
Wake up	ST075AQ01N01 Select...	ST075BQ01N01 Select...

- Wake up (ST075BQ01N01)
Select...
00
05
10
15
20
25
30
35
40
45
50
55

- Wake up (ST075AQ01N01)
Select...
00
01
02
03
04
05
06
07
08
09
10
11
12
13

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23

Start school	ST075AQ02N01 Select... ▾	ST075BQ02N01 Select... ▾
--------------	-----------------------------	-----------------------------

- Start school (ST075BQ02N01)

Select...

- 00
- 05
- 10
- 15
- 20
- 25
- 30
- 35
- 40
- 45
- 50
- 55

- Start school (ST075AQ02N01)

Select...

- 00
- 01
- 02
- 03
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12
- 13
- 14
- 15


Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued


16
17
18
19
20
21
22
23

Leave school

ST075AQ03N01

ST075BQ03N01

Select... 

Select... 

-
- Leave school (ST075BQ03N01)

Select...

00
05
10
15
20
25
30
35
40
45
50
55

-
- Leave school (ST075AQ03N01)

Select...

00
01
02
03
04
05
06
07
08
09
10
11
12
13
14
15
16
17

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

18
19
20
21
22
23

Go to bed

ST075AQ04N01 ST075BQ04N01

Select... Select...

- Go to bed (ST075BQ04N01)
Select..
00
05
10
15
20
25
30
35
40
45
50
55

-
- Go to bed (ST075AQ04N01)
Select..
00
01
02
03
04
05
06
07
08
09
10
11
12
13
14
15
16
17
18
19

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

20
21
22
23

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

On the most recent day you attended school, did you do any of the following before going to school?

(Please select one response in each row.)

	Yes	No
Eat breakfast	ST076Q01NA01 <input type="radio"/>	ST076Q01NA02 <input type="radio"/>
Study for school or homework	ST076Q02NA01 <input type="radio"/>	ST076Q02NA02 <input type="radio"/>
Watch TV/DVD/Video	ST076Q03NA01 <input type="radio"/>	ST076Q03NA02 <input type="radio"/>
Read a book/newspaper/magazine	ST076Q04NA01 <input type="radio"/>	ST076Q04NA02 <input type="radio"/>
Internet/Chat/Social networks (e.g., Facebook, Twitter)	ST076Q05NA01 <input type="radio"/>	ST076Q05NA02 <input type="radio"/>
Play video-games	ST076Q06NA01 <input type="radio"/>	ST076Q06NA02 <input type="radio"/>
Meet friends or talk to friends on the phone	ST076Q07NA01 <input type="radio"/>	ST076Q07NA02 <input type="radio"/>
Talk to your parents	ST076Q08NA01 <input type="radio"/>	ST076Q08NA02 <input type="radio"/>
Work in the household or take care of other family members	ST076Q09NA01 <input type="radio"/>	ST076Q09NA02 <input type="radio"/>
Work for pay	ST076Q10NA01 <input type="radio"/>	ST076Q10NA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Exercise or practice a sport

ST076Q11NA01

ST076Q11NA02

Branching rule

Rule: IF (^ST076Q02NA01 = 1) THEN GOTO ^ST077 ELSE GOTO ^ST078


Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

On the most recent day you attended school, how long did you study in the morning before going to school?

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

Hours


ST077Q01NA01

Select... 

- Hours (ST077Q01NA01)
Select..
0
1
2
3
4
5
6
7
8
I don't remember

Minutes

ST077Q02NA01

Select... 

- Minutes (ST077Q02NA01)
Select..
00
05
10
15
20
25
30
35
40
45
50
55

I don't remember

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	Yes	No
Eat dinner	ST078Q01NA01 <input type="radio"/>	ST078Q01NA02 <input type="radio"/>
Study for school or homework	ST078Q02NA01 <input type="radio"/>	ST078Q02NA02 <input type="radio"/>
Watch TV/DVD/Video	ST078Q03NA01 <input type="radio"/>	ST078Q03NA02 <input type="radio"/>
Read a book/newspaper/magazine	ST078Q04NA01 <input type="radio"/>	ST078Q04NA02 <input type="radio"/>
Internet/Chat/Social networks (e.g., Facebook, Twitter)	ST078Q05NA01 <input type="radio"/>	ST078Q05NA02 <input type="radio"/>
Play video-games	ST078Q06NA01 <input type="radio"/>	ST078Q06NA02 <input type="radio"/>
Meet friends or talk to friends on the phone	ST078Q07NA01 <input type="radio"/>	ST078Q07NA02 <input type="radio"/>
Talk to your parents	ST078Q08NA01 <input type="radio"/>	ST078Q08NA02 <input type="radio"/>
Work in the household or take care of other family members	ST078Q09NA01 <input type="radio"/>	ST078Q09NA02 <input type="radio"/>
Work for pay	ST078Q10NA01 <input type="radio"/>	ST078Q10NA02 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Exercise or practice a sport

ST078Q11NA01

ST078Q11NA02

Branching rule

Rule: IF (^ST078Q02NA01 = 1) THEN GOTO ^ST079 ELSE GOTO ^ST079R01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

On the most recent day you attended school, how long did you study after leaving school?

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

Hours

ST079Q01NA01

Select..

- Hours (ST079Q01NA01)
Select..
0
1
2
3
4
5
6
7
8
I don't remember

Minutes

ST079Q02NA01

Select..

- Minutes (ST079Q02NA01)
Select..
00
05
10
15
20
25
30
35
40
45
50
55

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

I don't remember

Branching rule

Rule: IF (^ST076Q02NA02 >0 AND ^ST078Q02NA02 >0) THEN GOTO ^ST080 ELSE GOTO ^ST080R01

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Which reasons explain why you didn't study before or after school?

(Please select one response in each row.)

	Yes	No
I had no time to study.	ST080Q01NA01 <input type="radio"/>	ST080Q01NA02 <input type="radio"/>
I was not interested in the material.	ST080Q02NA01 <input type="radio"/>	ST080Q02NA02 <input type="radio"/>
There is no test coming up soon.	ST080Q03NA01 <input type="radio"/>	ST080Q03NA02 <input type="radio"/>
Nobody told me I have to study.	ST080Q04NA01 <input type="radio"/>	ST080Q04NA02 <input type="radio"/>
I had no homework assignment.	ST080Q05NA01 <input type="radio"/>	ST080Q05NA02 <input type="radio"/>
None of my classmates study before or after school.	ST080Q06NA01 <input type="radio"/>	ST080Q06NA02 <input type="radio"/>
I never study	ST080Q07NA01 <input type="radio"/>	ST080Q07NA02 <input type="radio"/>
Other reason	ST080Q08NA01 <input type="radio"/>	ST080Q08NA02 <input type="radio"/>

Branching rule

Rule: IF (^ST076Q02NA01 >0 OR ^ST078Q02NA01 >0) THEN GOTO ^ST081 ELSE GOTO ^STInfo3

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

Which reasons explain why you studied, before or after school?

(Please select one response in each row.)

	Yes	No
I was interested in the material.	ST081Q01NA01 <input type="radio"/>	ST081Q01NA02 <input type="radio"/>
We have a test coming up soon.	ST081Q02NA01 <input type="radio"/>	ST081Q02NA02 <input type="radio"/>
My parents think studying is important.	ST081Q03NA01 <input type="radio"/>	ST081Q03NA02 <input type="radio"/>
I had a homework assignment.	ST081Q04NA01 <input type="radio"/>	ST081Q04NA02 <input type="radio"/>
All my classmates study before or after school.	ST081Q05NA01 <input type="radio"/>	ST081Q05NA02 <input type="radio"/>
I always study	ST081Q06NA01 <input type="radio"/>	ST081Q06NA02 <input type="radio"/>
Other reason	ST081Q07NA01 <input type="radio"/>	ST081Q07NA02 <input type="radio"/>

Section C: Collaboration and Work Habits

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I prefer working as part of a team to working alone.	ST082Q01NA01 <input type="radio"/>	ST082Q01NA02 <input type="radio"/>	ST082Q01NA03 <input type="radio"/>	ST082Q01NA04 <input type="radio"/>
I am a good listener.	ST082Q02NA01 <input type="radio"/>	ST082Q02NA02 <input type="radio"/>	ST082Q02NA03 <input type="radio"/>	ST082Q02NA04 <input type="radio"/>
I enjoy seeing my classmates succeed.	ST082Q03NA01 <input type="radio"/>	ST082Q03NA02 <input type="radio"/>	ST082Q03NA03 <input type="radio"/>	ST082Q03NA04 <input type="radio"/>
I like to be in charge of groups or projects.	ST082Q04NA01 <input type="radio"/>	ST082Q04NA02 <input type="radio"/>	ST082Q04NA03 <input type="radio"/>	ST082Q04NA04 <input type="radio"/>
I enjoy sharing ideas.	ST082Q05NA01 <input type="radio"/>	ST082Q05NA02 <input type="radio"/>	ST082Q05NA03 <input type="radio"/>	ST082Q05NA04 <input type="radio"/>
I convince others to see things my way.	ST082Q06NA01 <input type="radio"/>	ST082Q06NA02 <input type="radio"/>	ST082Q06NA03 <input type="radio"/>	ST082Q06NA04 <input type="radio"/>
I enjoy exchanging ideas.	ST082Q07NA01 <input type="radio"/>	ST082Q07NA02 <input type="radio"/>	ST082Q07NA03 <input type="radio"/>	ST082Q07NA04 <input type="radio"/>
I take into account what others are interested in.	ST082Q08NA01 <input type="radio"/>	ST082Q08NA02 <input type="radio"/>	ST082Q08NA03 <input type="radio"/>	ST082Q08NA04 <input type="radio"/>
I find that teams make better decisions than individuals.	ST082Q09NA01 <input type="radio"/>	ST082Q09NA02 <input type="radio"/>	ST082Q09NA03 <input type="radio"/>	ST082Q09NA04 <input type="radio"/>
I like convincing peers.	ST082Q10NA01 <input type="radio"/>	ST082Q10NA02 <input type="radio"/>	ST082Q10NA03 <input type="radio"/>	ST082Q10NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

I enjoy bringing a team together.	ST082Q11NA01 <input type="radio"/>	ST082Q11NA02 <input type="radio"/>	ST082Q11NA03 <input type="radio"/>	ST082Q11NA04 <input type="radio"/>
I enjoy considering different perspectives.	ST082Q12NA01 <input type="radio"/>	ST082Q12NA02 <input type="radio"/>	ST082Q12NA03 <input type="radio"/>	ST082Q12NA04 <input type="radio"/>
I find that teamwork raises my own efficiency.	ST082Q13NA01 <input type="radio"/>	ST082Q13NA02 <input type="radio"/>	ST082Q13NA03 <input type="radio"/>	ST082Q13NA04 <input type="radio"/>
I enjoy cooperating with peers.	ST082Q14NA01 <input type="radio"/>	ST082Q14NA02 <input type="radio"/>	ST082Q14NA03 <input type="radio"/>	ST082Q14NA04 <input type="radio"/>
I am open to all sorts of opinions.	ST082Q15NA01 <input type="radio"/>	ST082Q15NA02 <input type="radio"/>	ST082Q15NA03 <input type="radio"/>	ST082Q15NA04 <input type="radio"/>
I enjoy providing feedback.	ST082Q16NA01 <input type="radio"/>	ST082Q16NA02 <input type="radio"/>	ST082Q16NA03 <input type="radio"/>	ST082Q16NA04 <input type="radio"/>
I am flexible when working with a team.	ST082Q17NA01 <input type="radio"/>	ST082Q17NA02 <input type="radio"/>	ST082Q17NA03 <input type="radio"/>	ST082Q17NA04 <input type="radio"/>
I enjoy assisting in a team.	ST082Q18NA01 <input type="radio"/>	ST082Q18NA02 <input type="radio"/>	ST082Q18NA03 <input type="radio"/>	ST082Q18NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How often do you do the following at school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
I take part in a team project.	ST083Q01NA01 <input type="radio"/>	ST083Q01NA02 <input type="radio"/>	ST083Q01NA03 <input type="radio"/>	ST083Q01NA04 <input type="radio"/>
I share ideas with classmates.	ST083Q02NA01 <input type="radio"/>	ST083Q02NA02 <input type="radio"/>	ST083Q02NA03 <input type="radio"/>	ST083Q02NA04 <input type="radio"/>
I provide feedback on classmates' work.	ST083Q03NA01 <input type="radio"/>	ST083Q03NA02 <input type="radio"/>	ST083Q03NA03 <input type="radio"/>	ST083Q03NA04 <input type="radio"/>
I collaborate with classmates through technology.	ST083Q04NA01 <input type="radio"/>	ST083Q04NA02 <input type="radio"/>	ST083Q04NA03 <input type="radio"/>	ST083Q04NA04 <input type="radio"/>
I help classmates solve problems related to learning.	ST083Q05NA01 <input type="radio"/>	ST083Q05NA02 <input type="radio"/>	ST083Q05NA03 <input type="radio"/>	ST083Q05NA04 <input type="radio"/>
I give presentations to a class/group.	ST083Q06NA01 <input type="radio"/>	ST083Q06NA02 <input type="radio"/>	ST083Q06NA03 <input type="radio"/>	ST083Q06NA04 <input type="radio"/>
I cooperate with classmates on a project.	ST083Q07NA01 <input type="radio"/>	ST083Q07NA02 <input type="radio"/>	ST083Q07NA03 <input type="radio"/>	ST083Q07NA04 <input type="radio"/>
I take part in a subject matter team project organized by the school (e.g., science fair).	ST083Q08NA01 <input type="radio"/>	ST083Q08NA02 <input type="radio"/>	ST083Q08NA03 <input type="radio"/>	ST083Q08NA04 <input type="radio"/>
I take part in extra-curricular team projects organized by the school (e.g., debate club, drama club).	ST083Q09NA01 <input type="radio"/>	ST083Q09NA02 <input type="radio"/>	ST083Q09NA03 <input type="radio"/>	ST083Q09NA04 <input type="radio"/>



Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How often do you do the following out-of-school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very often</i>
Texting with peers (e.g., chat, text messaging)	ST084Q01NA01 <input type="radio"/>	ST084Q01NA02 <input type="radio"/>	ST084Q01NA03 <input type="radio"/>	ST084Q01NA04 <input type="radio"/>
Interacting with peers using online social networking tools (e.g., Facebook)	ST084Q02NA01 <input type="radio"/>	ST084Q02NA02 <input type="radio"/>	ST084Q02NA03 <input type="radio"/>	ST084Q02NA04 <input type="radio"/>
Playing multi-user computer games	ST084Q03NA01 <input type="radio"/>	ST084Q03NA02 <input type="radio"/>	ST084Q03NA03 <input type="radio"/>	ST084Q03NA04 <input type="radio"/>
Cooperating with peers on a project	ST084Q04NA01 <input type="radio"/>	ST084Q04NA02 <input type="radio"/>	ST084Q04NA03 <input type="radio"/>	ST084Q04NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How well does each of the following statements below describe you?

(Please select one response in each row.)

	<i>Very much like me</i>	<i>Mostly like me</i>	<i>Somewhat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
I can handle a lot of information.	ST085Q01TA01 <input type="radio"/>	ST085Q01TA02 <input type="radio"/>	ST085Q01TA03 <input type="radio"/>	ST085Q01TA04 <input type="radio"/>	ST085Q01TA05 <input type="radio"/>
I am quick to understand things.	ST085Q02TA01 <input type="radio"/>	ST085Q02TA02 <input type="radio"/>	ST085Q02TA03 <input type="radio"/>	ST085Q02TA04 <input type="radio"/>	ST085Q02TA05 <input type="radio"/>
I seek explanations for things.	ST085Q03TA01 <input type="radio"/>	ST085Q03TA02 <input type="radio"/>	ST085Q03TA03 <input type="radio"/>	ST085Q03TA04 <input type="radio"/>	ST085Q03TA05 <input type="radio"/>
I can easily link facts together.	ST085Q04TA01 <input type="radio"/>	ST085Q04TA02 <input type="radio"/>	ST085Q04TA03 <input type="radio"/>	ST085Q04TA04 <input type="radio"/>	ST085Q04TA05 <input type="radio"/>
I like to solve complex problems.	ST085Q05TA01 <input type="radio"/>	ST085Q05TA02 <input type="radio"/>	ST085Q05TA03 <input type="radio"/>	ST085Q05TA04 <input type="radio"/>	ST085Q05TA05 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST090 ELSE GOTO ^ST086

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

How well does each of the following statements describe you?

(Please select one response in each row.)

	<i>Very much like me</i>	<i>Mostly like me</i>	<i>Somewhat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
When confronted with a problem I give up easily.	ST086Q01TA01 <input type="radio"/>	ST086Q01TA02 <input type="radio"/>	ST086Q01TA03 <input type="radio"/>	ST086Q01TA04 <input type="radio"/>	ST086Q01TA05 <input type="radio"/>
I put off difficult problems.	ST086Q02TA01 <input type="radio"/>	ST086Q02TA02 <input type="radio"/>	ST086Q02TA03 <input type="radio"/>	ST086Q02TA04 <input type="radio"/>	ST086Q02TA05 <input type="radio"/>
I remain interested in the tasks that I start.	ST086Q03TA01 <input type="radio"/>	ST086Q03TA02 <input type="radio"/>	ST086Q03TA03 <input type="radio"/>	ST086Q03TA04 <input type="radio"/>	ST086Q03TA05 <input type="radio"/>
I continue working on tasks until everything is perfect.	ST086Q04TA01 <input type="radio"/>	ST086Q04TA02 <input type="radio"/>	ST086Q04TA03 <input type="radio"/>	ST086Q04TA04 <input type="radio"/>	ST086Q04TA05 <input type="radio"/>
When confronted with a problem I do more than what is expected of me.	ST086Q05TA01 <input type="radio"/>	ST086Q05TA02 <input type="radio"/>	ST086Q05TA03 <input type="radio"/>	ST086Q05TA04 <input type="radio"/>	ST086Q05TA05 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I often delay starting schoolwork I have to do.	ST087Q01NA01 <input type="radio"/>	ST087Q01NA02 <input type="radio"/>	ST087Q01NA03 <input type="radio"/>	ST087Q01NA04 <input type="radio"/>
In preparing for exams, I often waste time by doing other things.	ST087Q02NA01 <input type="radio"/>	ST087Q02NA02 <input type="radio"/>	ST087Q02NA03 <input type="radio"/>	ST087Q02NA04 <input type="radio"/>
I often have my assignments finished sooner than necessary.	ST087Q03NA01 <input type="radio"/>	ST087Q03NA02 <input type="radio"/>	ST087Q03NA03 <input type="radio"/>	ST087Q03NA04 <input type="radio"/>
I often do things at the last minute.	ST087Q04NA01 <input type="radio"/>	ST087Q04NA02 <input type="radio"/>	ST087Q04NA03 <input type="radio"/>	ST087Q04NA04 <input type="radio"/>
I often find myself doing things that I had intended to do days earlier.	ST087Q05NA01 <input type="radio"/>	ST087Q05NA02 <input type="radio"/>	ST087Q05NA03 <input type="radio"/>	ST087Q05NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Once I set a goal, I do my best to achieve it.	ST088Q01NA01 <input type="radio"/>	ST088Q01NA02 <input type="radio"/>	ST088Q01NA03 <input type="radio"/>	ST088Q01NA04 <input type="radio"/>
I always work hard on my homework.	ST088Q02NA01 <input type="radio"/>	ST088Q02NA02 <input type="radio"/>	ST088Q02NA03 <input type="radio"/>	ST088Q02NA04 <input type="radio"/>
I put a lot of effort into my schoolwork.	ST088Q03NA01 <input type="radio"/>	ST088Q03NA02 <input type="radio"/>	ST088Q03NA03 <input type="radio"/>	ST088Q03NA04 <input type="radio"/>
I work consistently throughout the school year.	ST088Q04NA01 <input type="radio"/>	ST088Q04NA02 <input type="radio"/>	ST088Q04NA03 <input type="radio"/>	ST088Q04NA04 <input type="radio"/>
I am always prepared for my classes.	ST088Q05NA01 <input type="radio"/>	ST088Q05NA02 <input type="radio"/>	ST088Q05NA03 <input type="radio"/>	ST088Q05NA04 <input type="radio"/>

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I tend to rush into things.	ST089Q01NA01 <input type="radio"/>	ST089Q01NA02 <input type="radio"/>	ST089Q01NA03 <input type="radio"/>	ST089Q01NA04 <input type="radio"/>
I like if things proceed according to a plan.	ST089Q02NA01 <input type="radio"/>	ST089Q02NA02 <input type="radio"/>	ST089Q02NA03 <input type="radio"/>	ST089Q02NA04 <input type="radio"/>
I keep well-organized notes for most or all subjects.	ST089Q03NA01 <input type="radio"/>	ST089Q03NA02 <input type="radio"/>	ST089Q03NA03 <input type="radio"/>	ST089Q03NA04 <input type="radio"/>
I like to structure my daily activities.	ST089Q04NA01 <input type="radio"/>	ST089Q04NA02 <input type="radio"/>	ST089Q04NA03 <input type="radio"/>	ST089Q04NA04 <input type="radio"/>
I often make detailed to-do lists.	ST089Q05NA01 <input type="radio"/>	ST089Q05NA02 <input type="radio"/>	ST089Q05NA03 <input type="radio"/>	ST089Q05NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^STEnd01 ELSE GOTO ^ST090

Exhibit C - 5. Student Questionnaire - Booklet 2 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Jessica usually delays starting on her homework and often turns in assignments late. Jessica is organized.	ST090Q01NA01 <input type="radio"/>	ST090Q01NA02 <input type="radio"/>	ST090Q01NA03 <input type="radio"/>	ST090Q01NA04 <input type="radio"/>
David likes to make detailed to-do lists but sometimes does things at the last minute. David is organized.	ST090Q02NA01 <input type="radio"/>	ST090Q02NA02 <input type="radio"/>	ST090Q02NA03 <input type="radio"/>	ST090Q02NA04 <input type="radio"/>
Nichole works consistently throughout the school year and keeps detailed notes for all subjects. Nichole is organized.	ST090Q03NA01 <input type="radio"/>	ST090Q03NA02 <input type="radio"/>	ST090Q03NA03 <input type="radio"/>	ST090Q03NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST086 ELSE GOTO ^STEnd01

Thank you very much for your cooperation in completing this questionnaire!

Exhibit C - 6. Student Questionnaire - Booklet 3

In this questionnaire you will find questions about the following topics:

- *You, your family, and your home*
- *Interest in science and the environment*
- *Sciencelearning in school*
- *Your plans for further education*

Please read each question carefully and answer as accurately as you can.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Some questions relate to science. Please think of all the different subjects and courses in your school that teach content related to science. Your school might teach science in different subjects such as physics, chemistry, biology, Earth and geology, space and astronomy, applied sciences and technology (e.g., engineering, robotics), or your school teaches a general, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science).

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other students to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

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Section A: You, Your Family, and Your Home

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What grade are you in?

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

Grade

ST001Q01TA01

Select...

- Grade (ST001Q01TA01)
Select...
<National modal grade for 15-year-olds- possibility a>
<National modal grade for 15-year-olds- possibility b>
<National modal grade for 15-year-olds- possibility c>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

When were you born?

(Please select the month, day, and year from the drop-down menus to answer the question.)

Month


ST003Q02TA01

Select... 

- Month (ST003Q02TA01)
Select..
January
February
March
April
May
June
July
August
September
October
November
December

Day

ST003Q01TA01

Select... 


- Day (ST003Q01TA01)
Select..
01
02
03
04
05
06
07
08
09
10

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

Year

ST003Q03TA01

Select... 

-
- Year (ST003Q03TA01)
 - Select...
 - 1998
 - 1999
 - 2000
 - 2001
-

Consistency check rule

Rule: IF (^ST003Q01TA01 = null OR ^ST003Q02TA01 = null OR ^ST003Q03TA01 = null)

Message: Please enter your complete birth date.

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Are you female or male?

(Please select one response.)

Female

ST004Q01TA01

Male

ST004Q01TA02

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Which best describes you?

(Please select one response.)

I am Hispanic or Latino

ST80101

I am not Hispanic or Latino

ST80102

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Which of these categories best describes your race?

(Please select one or more responses.)

White ST80201

Black or African American ST80202

Asian ST80203

American Indian or Alaska Native ST80204

Native Hawaiian or Other Pacific Islander ST80205

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which circle to choose, please ask the test administrator for help.

(Please select one response.)

She completed grade 12 (high school diploma or GED)

ST005Q01TA01

She completed grade 9

ST005Q01TA02

She completed grade 6

ST005Q01TA03

She did not complete grade 6

ST005Q01TA05

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Does your mother have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST006Q01TA01 <input type="radio"/>	ST006Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST006Q02TA01 <input type="radio"/>	ST006Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST006Q03TA01 <input type="radio"/>	ST006Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST006Q04TA01 <input type="radio"/>	ST006Q04TA02 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What is the highest level of schooling (not including college) completed by your father?

If you are not sure which box to choose, please ask the test administrator for help.

(Please select one response.)

He completed grade 12 (high school diploma or GED)

ST007Q01TA01

He completed grade 9

ST007Q01TA02

He completed grade 6

ST007Q01TA03

He did not complete grade 6

ST007Q01TA05

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Does your father have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST008Q01TA01 <input type="radio"/>	ST008Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST008Q02TA01 <input type="radio"/>	ST008Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST008Q03TA01 <input type="radio"/>	ST008Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST008Q04TA01 <input type="radio"/>	ST008Q04TA02 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What is your mother currently doing?

(Please select one response.)

Working full-time for pay

ST009Q01TA01

Working part-time for pay

ST009Q01TA02

Not working, but looking for a job

ST009Q01TA03

Other (e.g., home duties, retired)

ST009Q01TA04

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What is your father currently doing?

(Please select one response.)

Working full-time for pay

ST010Q01TA01

Working part-time for pay

ST010Q01TA02

Not working, but looking for a job

ST010Q01TA03

Other (e.g., home duties, retired)

ST010Q01TA04

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Which of the following are in your home?

(Please select one response in each row.)

	Yes	No
A desk to study at	ST011Q01TA01 <input type="radio"/>	ST011Q01TA02 <input type="radio"/>
A room of your own	ST011Q02TA01 <input type="radio"/>	ST011Q02TA02 <input type="radio"/>
A quiet place to study	ST011Q03TA01 <input type="radio"/>	ST011Q03TA02 <input type="radio"/>
A computer you can use for school work	ST011Q04TA01 <input type="radio"/>	ST011Q04TA02 <input type="radio"/>
Educational software	ST011Q05TA01 <input type="radio"/>	ST011Q05TA02 <input type="radio"/>
A link to the Internet	ST011Q06TA01 <input type="radio"/>	ST011Q06TA02 <input type="radio"/>
Classic literature (e.g., Shakespeare)	ST011Q07TA01 <input type="radio"/>	ST011Q07TA02 <input type="radio"/>
Books of poetry	ST011Q08TA01 <input type="radio"/>	ST011Q08TA02 <input type="radio"/>
Works of art (e.g., paintings)	ST011Q09TA01 <input type="radio"/>	ST011Q09TA02 <input type="radio"/>
Books to help with your school work	ST011Q10TA01 <input type="radio"/>	ST011Q10TA02 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Technical reference books or manuals	ST011Q11TA01 <input type="radio"/>	ST011Q11TA02 <input type="radio"/>
A dictionary	ST011Q12TA01 <input type="radio"/>	ST011Q12TA02 <input type="radio"/>
A DVD player	ST011Q13TA01 <input type="radio"/>	ST011Q13TA02 <input type="radio"/>
Flat screen TV/Plasma TV/LCD TV	ST011Q14NA01 <input type="radio"/>	ST011Q14NA02 <input type="radio"/>
Cable TV/Pay TV/Satellite TV	ST011Q15NA01 <input type="radio"/>	ST011Q15NA02 <input type="radio"/>
Books on art, music, or design	ST011Q16NA01 <input type="radio"/>	ST011Q16NA02 <input type="radio"/>
A guest room	ST011Q17TA01 <input type="radio"/>	ST011Q17TA02 <input type="radio"/>
A high-speed Internet connection	ST011Q18TA01 <input type="radio"/>	ST011Q18TA02 <input type="radio"/>
A musical instrument	ST011Q19TA01 <input type="radio"/>	ST011Q19TA02 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How many of these are there at your home?

(Please select one response in each row.)

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
Televisions	ST012Q01TA01 <input type="radio"/>	ST012Q01TA02 <input type="radio"/>	ST012Q01TA03 <input type="radio"/>	ST012Q01TA04 <input type="radio"/>
Cars	ST012Q02TA01 <input type="radio"/>	ST012Q02TA02 <input type="radio"/>	ST012Q02TA03 <input type="radio"/>	ST012Q02TA04 <input type="radio"/>
Bathrooms with a bathtub or shower	ST012Q03TA01 <input type="radio"/>	ST012Q03TA02 <input type="radio"/>	ST012Q03TA03 <input type="radio"/>	ST012Q03TA04 <input type="radio"/>
Cell phones without Internet access	ST012Q04NA01 <input type="radio"/>	ST012Q04NA02 <input type="radio"/>	ST012Q04NA03 <input type="radio"/>	ST012Q04NA04 <input type="radio"/>
Cell phones with Internet access (e.g., smartphones)	ST012Q05NA01 <input type="radio"/>	ST012Q05NA02 <input type="radio"/>	ST012Q05NA03 <input type="radio"/>	ST012Q05NA04 <input type="radio"/>
Computers (desktop computer, portable laptop, or notebook)	ST012Q06NA01 <input type="radio"/>	ST012Q06NA02 <input type="radio"/>	ST012Q06NA03 <input type="radio"/>	ST012Q06NA04 <input type="radio"/>
Tablet computers (e.g., iPad®, Samsung Galaxy®)	ST012Q07NA01 <input type="radio"/>	ST012Q07NA02 <input type="radio"/>	ST012Q07NA03 <input type="radio"/>	ST012Q07NA04 <input type="radio"/>
E-book readers (e.g., Kindle™, Nook)	ST012Q08NA01 <input type="radio"/>	ST012Q08NA02 <input type="radio"/>	ST012Q08NA03 <input type="radio"/>	ST012Q08NA04 <input type="radio"/>
Musical instruments (e.g., guitar, piano)	ST012Q09NA01 <input type="radio"/>	ST012Q09NA02 <input type="radio"/>	ST012Q09NA03 <input type="radio"/>	ST012Q09NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How many books are there in your home?

There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please select one response.)

0-10 books

ST013Q01TA01

11-25 books

ST013Q01TA02

26-100 books

ST013Q01TA03

101-200 books

ST013Q01TA04

201-500 books

ST013Q01TA05

More than 500 books

ST013Q01TA06

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

The following two questions concern your mother's job:

(If she is not working now, please tell us her last main job.)

What is your mother's main job?
(e.g. school teacher, kitchen-hand, sales manager)
Please write in the job title.

ST014Q01TA01

What does your mother do in her main job?
(e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work she does or did in that job.

ST014Q02TA01

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

The following two questions concern your father's job:

(If he is not working now, please tell us his last main job.)

What is your father's main job? (e.g. school teacher, kitchen-hand, sales manager)
Please write in the job title.

ST015Q01TA01

What does your father do in his main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work he does or did in that job.

ST015Q02TA01

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What kind of work do your father and mother do for their main jobs?

(Choose the job category that best describes what your father/your mother does. Each category has a few examples to help you decide the correct category. If your father or mother is not working now, think about the last job he/she had.)

(Please select one response in each column.)

	<i>Your father</i>	<i>Your mother</i>
Has never worked outside the home for pay	ST091AQ01N01 <input type="radio"/>	ST091BQ01N01 <input type="radio"/>
Small Business Owner [Includes owners of small business (fewer than 25 employees) such as retail shops, services, restaurants]	ST091AQ01N02 <input type="radio"/>	ST091BQ01N02 <input type="radio"/>
Clerk (Includes office clerks; secretaries; typists; data entry operators; customer service clerks)	ST091AQ01N03 <input type="radio"/>	ST091BQ01N03 <input type="radio"/>
Service or Sales Worker (Includes travel attendants; restaurant service workers; personal care workers; protective service workers; salespersons)	ST091AQ01N04 <input type="radio"/>	ST091BQ01N04 <input type="radio"/>
Skilled Agricultural or Fishery Worker (Includes farmers; forestry workers; fishery workers, hunters and trappers)	ST091AQ01N05 <input type="radio"/>	ST091BQ01N05 <input type="radio"/>
Craft or Trade Worker (Includes builders, carpenters, plumbers, electricians, etc.; metal workers; machine mechanics; handicraft workers)	ST091AQ01N06 <input type="radio"/>	ST091BQ01N06 <input type="radio"/>
Plant or Machine Operator (Includes plant and machine operators; assembly-line operators; motor-vehicle drivers)	ST091AQ01N07 <input type="radio"/>	ST091BQ01N07 <input type="radio"/>
General Laborers (Includes domestic helpers and cleaners; building caretakers; messengers, porters and doorkeepers;	ST091AQ01N08 <input type="radio"/>	ST091BQ01N08 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

farm, fishery, agricultural, and construction workers)

Corporate Manager or Senior Official

[Includes corporate managers such as managers of large companies (25 or more employees) or managers of departments within large companies; legislators or senior government officials; senior officials of special-interest organizations; military officers]

ST091AQ01N09

ST091BQ01N09

Professional

(Includes scientists; mathematicians; computer scientists; architects; engineers; life science and health professionals; teachers; legal professionals; social scientists; writers and artists; religious professionals)

ST091AQ01N10

ST091BQ01N10

Technician or Associate Professional

(Includes science, engineering, and computer associates and technicians; life science and health technicians and assistants; teacher aides; finance and sales associate professionals; business service agents; administrative assistants)

ST091AQ01N11

ST091BQ01N11

Something else

ST091AQ01N12

ST091BQ01N12

Section B: Interest In Science and the Environment

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How informed are you about the following environmental issues?

(Please select one response in each row.)

	<i>I have never heard of this</i>	<i>I have heard about this but I would not be able to explain what it is really about</i>	<i>I know something about this and could explain the general issue</i>	<i>I am familiar with this and I would be able to explain this well</i>
The increase of greenhouse gases in the atmosphere	ST092Q01TA01 <input type="radio"/>	ST092Q01TA02 <input type="radio"/>	ST092Q01TA03 <input type="radio"/>	ST092Q01TA04 <input type="radio"/>
The use of genetically modified organisms (GMO)	ST092Q02TA01 <input type="radio"/>	ST092Q02TA02 <input type="radio"/>	ST092Q02TA03 <input type="radio"/>	ST092Q02TA04 <input type="radio"/>
Acid rain	ST092Q03TA01 <input type="radio"/>	ST092Q03TA02 <input type="radio"/>	ST092Q03TA03 <input type="radio"/>	ST092Q03TA04 <input type="radio"/>
Nuclear waste	ST092Q04TA01 <input type="radio"/>	ST092Q04TA02 <input type="radio"/>	ST092Q04TA03 <input type="radio"/>	ST092Q04TA04 <input type="radio"/>
The consequences of clearing forests for other land use	ST092Q05TA01 <input type="radio"/>	ST092Q05TA02 <input type="radio"/>	ST092Q05TA03 <input type="radio"/>	ST092Q05TA04 <input type="radio"/>
Air pollution	ST092Q06NA01 <input type="radio"/>	ST092Q06NA02 <input type="radio"/>	ST092Q06NA03 <input type="radio"/>	ST092Q06NA04 <input type="radio"/>
Energy shortage	ST092Q07NA01 <input type="radio"/>	ST092Q07NA02 <input type="radio"/>	ST092Q07NA03 <input type="radio"/>	ST092Q07NA04 <input type="radio"/>
Extinction of plants and animals	ST092Q08NA01 <input type="radio"/>	ST092Q08NA02 <input type="radio"/>	ST092Q08NA03 <input type="radio"/>	ST092Q08NA04 <input type="radio"/>
Water shortage	ST092Q09NA01 <input type="radio"/>	ST092Q09NA02 <input type="radio"/>	ST092Q09NA03 <input type="radio"/>	ST092Q09NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

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

(Please select one response in each row.)

	<i>Improve</i>	<i>Stay about the same</i>	<i>Get worse</i>
Air pollution	ST093Q01TA01 <input type="radio"/>	ST093Q01TA02 <input type="radio"/>	ST093Q01TA03 <input type="radio"/>
Energy shortages	ST093Q02TA01 <input type="radio"/>	ST093Q02TA02 <input type="radio"/>	ST093Q02TA03 <input type="radio"/>
Extinction of plants and animals	ST093Q03TA01 <input type="radio"/>	ST093Q03TA02 <input type="radio"/>	ST093Q03TA03 <input type="radio"/>
Clearing of forests for other land use	ST093Q04TA01 <input type="radio"/>	ST093Q04TA02 <input type="radio"/>	ST093Q04TA03 <input type="radio"/>
Water shortages	ST093Q05TA01 <input type="radio"/>	ST093Q05TA02 <input type="radio"/>	ST093Q05TA03 <input type="radio"/>
Nuclear waste	ST093Q06TA01 <input type="radio"/>	ST093Q06TA02 <input type="radio"/>	ST093Q06TA03 <input type="radio"/>
The increase of greenhouse gases in the atmosphere	ST093Q07NA01 <input type="radio"/>	ST093Q07NA02 <input type="radio"/>	ST093Q07NA03 <input type="radio"/>
The use of genetically modified organisms (GMO)	ST093Q08NA01 <input type="radio"/>	ST093Q08NA02 <input type="radio"/>	ST093Q08NA03 <input type="radio"/>
Acid rain	ST093Q09NA01 <input type="radio"/>	ST093Q09NA02 <input type="radio"/>	ST093Q09NA03 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I generally have fun when I am learning science topics.	ST094Q01NA01 <input type="radio"/>	ST094Q01NA02 <input type="radio"/>	ST094Q01NA03 <input type="radio"/>	ST094Q01NA04 <input type="radio"/>
I like reading about science.	ST094Q02NA01 <input type="radio"/>	ST094Q02NA02 <input type="radio"/>	ST094Q02NA03 <input type="radio"/>	ST094Q02NA04 <input type="radio"/>
I am happy working on science topics.	ST094Q03NA01 <input type="radio"/>	ST094Q03NA02 <input type="radio"/>	ST094Q03NA03 <input type="radio"/>	ST094Q03NA04 <input type="radio"/>
I enjoy acquiring new knowledge in science.	ST094Q04NA01 <input type="radio"/>	ST094Q04NA02 <input type="radio"/>	ST094Q04NA03 <input type="radio"/>	ST094Q04NA04 <input type="radio"/>
I am interested in learning about science.	ST094Q05NA01 <input type="radio"/>	ST094Q05NA02 <input type="radio"/>	ST094Q05NA03 <input type="radio"/>	ST094Q05NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

To what extent are you interested in the following science topics?

(Please select one response in each row.)

	<i>Not interested</i>	<i>Hardly interested</i>	<i>Interested</i>	<i>Highly interested</i>	<i>I don't know what this is</i>
The concept of an organism (e.g., unicellular and multicellular)	ST095Q01NA01 <input type="radio"/>	ST095Q01NA02 <input type="radio"/>	ST095Q01NA03 <input type="radio"/>	ST095Q01NA04 <input type="radio"/>	ST095Q01NA05 <input type="radio"/>
Humans (e.g., health, nutrition)	ST095Q02NA01 <input type="radio"/>	ST095Q02NA02 <input type="radio"/>	ST095Q02NA03 <input type="radio"/>	ST095Q02NA04 <input type="radio"/>	ST095Q02NA05 <input type="radio"/>
Populations (e.g., species, evolution, biodiversity)	ST095Q03NA01 <input type="radio"/>	ST095Q03NA02 <input type="radio"/>	ST095Q03NA03 <input type="radio"/>	ST095Q03NA04 <input type="radio"/>	ST095Q03NA05 <input type="radio"/>
Biosphere (e.g., ecosystem services, sustainability)	ST095Q04NA01 <input type="radio"/>	ST095Q04NA02 <input type="radio"/>	ST095Q04NA03 <input type="radio"/>	ST095Q04NA04 <input type="radio"/>	ST095Q04NA05 <input type="radio"/>
Structure of matter (e.g., particle model, bonds)	ST095Q05NA01 <input type="radio"/>	ST095Q05NA02 <input type="radio"/>	ST095Q05NA03 <input type="radio"/>	ST095Q05NA04 <input type="radio"/>	ST095Q05NA05 <input type="radio"/>
Chemical changes of matter (e.g., chemical reactions, energy transfer)	ST095Q06NA01 <input type="radio"/>	ST095Q06NA02 <input type="radio"/>	ST095Q06NA03 <input type="radio"/>	ST095Q06NA04 <input type="radio"/>	ST095Q06NA05 <input type="radio"/>
Motion and forces (e.g., velocity, friction, magnetic and gravitational forces)	ST095Q07NA01 <input type="radio"/>	ST095Q07NA02 <input type="radio"/>	ST095Q07NA03 <input type="radio"/>	ST095Q07NA04 <input type="radio"/>	ST095Q07NA05 <input type="radio"/>
Energy and its transformation (e.g., conservation, chemical reactions)	ST095Q08NA01 <input type="radio"/>	ST095Q08NA02 <input type="radio"/>	ST095Q08NA03 <input type="radio"/>	ST095Q08NA04 <input type="radio"/>	ST095Q08NA05 <input type="radio"/>
Interactions between energy and matter (e.g., light and radio waves)	ST095Q09NA01 <input type="radio"/>	ST095Q09NA02 <input type="radio"/>	ST095Q09NA03 <input type="radio"/>	ST095Q09NA04 <input type="radio"/>	ST095Q09NA05 <input type="radio"/>
Change in Earth systems (e.g., plate tectonics, constructive and	ST095Q10NA01 <input type="radio"/>	ST095Q10NA02 <input type="radio"/>	ST095Q10NA03 <input type="radio"/>	ST095Q10NA04 <input type="radio"/>	ST095Q10NA05 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

destructive forces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earth's history (e.g., fossils, origin and evolution)	ST095Q11NA01 <input type="radio"/>	ST095Q11NA02 <input type="radio"/>	ST095Q11NA03 <input type="radio"/>	ST095Q11NA04 <input type="radio"/>	ST095Q11NA05 <input type="radio"/>
Earth in space (e.g., gravity, solar systems, galaxies)	ST095Q12NA01 <input type="radio"/>	ST095Q12NA02 <input type="radio"/>	ST095Q12NA03 <input type="radio"/>	ST095Q12NA04 <input type="radio"/>	ST095Q12NA05 <input type="radio"/>
The Universe and its history	ST095Q13NA01 <input type="radio"/>	ST095Q13NA02 <input type="radio"/>	ST095Q13NA03 <input type="radio"/>	ST095Q13NA04 <input type="radio"/>	ST095Q13NA05 <input type="radio"/>
Explanations of how things work	ST095Q14NA01 <input type="radio"/>	ST095Q14NA02 <input type="radio"/>	ST095Q14NA03 <input type="radio"/>	ST095Q14NA04 <input type="radio"/>	ST095Q14NA05 <input type="radio"/>
How science can help us prevent disease	ST095Q15NA01 <input type="radio"/>	ST095Q15NA02 <input type="radio"/>	ST095Q15NA03 <input type="radio"/>	ST095Q15NA04 <input type="radio"/>	ST095Q15NA05 <input type="radio"/>
How science can help solve environmental problems	ST095Q16NA01 <input type="radio"/>	ST095Q16NA02 <input type="radio"/>	ST095Q16NA03 <input type="radio"/>	ST095Q16NA04 <input type="radio"/>	ST095Q16NA05 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How interested are you in the following school subjects?

(Please answer only for those subjects that you had this year or last year. Otherwise, select the box 'I didn't have this subject.')

(Please select only one response in each row.)

	<i>Not interested</i>	<i>Hardly interested</i>	<i>Interested</i>	<i>Highly interested</i>	<i>I didn't have this subject</i>
English	ST096Q01NA01 <input type="radio"/>	ST096Q01NA02 <input type="radio"/>	ST096Q01NA03 <input type="radio"/>	ST096Q01NA04 <input type="radio"/>	ST096Q01NA05 <input type="radio"/>
Mathematics	ST096Q02NA01 <input type="radio"/>	ST096Q02NA02 <input type="radio"/>	ST096Q02NA03 <input type="radio"/>	ST096Q02NA04 <input type="radio"/>	ST096Q02NA05 <input type="radio"/>
Earth science or geology	ST096Q03NA01 <input type="radio"/>	ST096Q03NA02 <input type="radio"/>	ST096Q03NA03 <input type="radio"/>	ST096Q03NA04 <input type="radio"/>	ST096Q03NA05 <input type="radio"/>
Chemistry	ST096Q04NA01 <input type="radio"/>	ST096Q04NA02 <input type="radio"/>	ST096Q04NA03 <input type="radio"/>	ST096Q04NA04 <input type="radio"/>	ST096Q04NA05 <input type="radio"/>
Biology	ST096Q05NA01 <input type="radio"/>	ST096Q05NA02 <input type="radio"/>	ST096Q05NA03 <input type="radio"/>	ST096Q05NA04 <input type="radio"/>	ST096Q05NA05 <input type="radio"/>
Space Science or Astronomy	ST096Q06NA01 <input type="radio"/>	ST096Q06NA02 <input type="radio"/>	ST096Q06NA03 <input type="radio"/>	ST096Q06NA04 <input type="radio"/>	ST096Q06NA05 <input type="radio"/>
Physics	ST096Q07NA01 <input type="radio"/>	ST096Q07NA02 <input type="radio"/>	ST096Q07NA03 <input type="radio"/>	ST096Q07NA04 <input type="radio"/>	ST096Q07NA05 <input type="radio"/>
Applied science and technology (e.g., engineering, robotics)	ST096Q08NA01 <input type="radio"/>	ST096Q08NA02 <input type="radio"/>	ST096Q08NA03 <input type="radio"/>	ST096Q08NA04 <input type="radio"/>	ST096Q08NA05 <input type="radio"/>
General, integrated, or comprehensive science	ST096Q09NA01 <input type="radio"/>	ST096Q09NA02 <input type="radio"/>	ST096Q09NA03 <input type="radio"/>	ST096Q09NA04 <input type="radio"/>	ST096Q09NA05 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Social sciences (e.g., political science, sociology)	ST096Q10NA01 <input type="radio"/>	ST096Q10NA02 <input type="radio"/>	ST096Q10NA03 <input type="radio"/>	ST096Q10NA04 <input type="radio"/>	ST096Q10NA05 <input type="radio"/>
Sports/physical education	ST096Q11NA01 <input type="radio"/>	ST096Q11NA02 <input type="radio"/>	ST096Q11NA03 <input type="radio"/>	ST096Q11NA04 <input type="radio"/>	ST096Q11NA05 <input type="radio"/>
Foreign language(s)	ST096Q12NA01 <input type="radio"/>	ST096Q12NA02 <input type="radio"/>	ST096Q12NA03 <input type="radio"/>	ST096Q12NA04 <input type="radio"/>	ST096Q12NA05 <input type="radio"/>
Arts	ST096Q13NA01 <input type="radio"/>	ST096Q13NA02 <input type="radio"/>	ST096Q13NA03 <input type="radio"/>	ST096Q13NA04 <input type="radio"/>	ST096Q13NA05 <input type="radio"/>

Section C: Science Learning In School

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

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

(Please select all that apply in each row.)

	<i>This year</i>	<i>Last year</i>
Physics	ST063Q01NA01 <input type="checkbox"/>	ST063Q01NB02 <input type="checkbox"/>
Chemistry	ST063Q02NA01 <input type="checkbox"/>	ST063Q02NB02 <input type="checkbox"/>
Biology	ST063Q03NA01 <input type="checkbox"/>	ST063Q03NB02 <input type="checkbox"/>
Earth and space	ST063Q04NA01 <input type="checkbox"/>	ST063Q04NB02 <input type="checkbox"/>
Applied sciences and technology (e.g., engineering, robotics)	ST063Q05NA01 <input type="checkbox"/>	ST063Q05NB02 <input type="checkbox"/>
General, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science)	ST063Q06NA01 <input type="checkbox"/>	ST063Q06NB02 <input type="checkbox"/>

Branching rule

Rule: IF (^ST063Q01NA01 >0 OR ^ST063Q02NA01 >0 OR ^ST063Q03NA01 >0 OR ^ST063Q04NA01 >0
OR ^ST063Q05NA01 >0 OR ^ST063Q06NA01 >0) THEN GOTO ^ST097 ELSE GOTO ^STInfo4

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your science classes?

(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
Students don't listen to what the teacher says.	ST097Q01TA01 <input type="radio"/>	ST097Q01TA02 <input type="radio"/>	ST097Q01TA03 <input type="radio"/>	ST097Q01TA04 <input type="radio"/>
There is noise and disorder.	ST097Q02TA01 <input type="radio"/>	ST097Q02TA02 <input type="radio"/>	ST097Q02TA03 <input type="radio"/>	ST097Q02TA04 <input type="radio"/>
The teacher has to wait a long time for students to quiet down.	ST097Q03TA01 <input type="radio"/>	ST097Q03TA02 <input type="radio"/>	ST097Q03TA03 <input type="radio"/>	ST097Q03TA04 <input type="radio"/>
Students cannot work well.	ST097Q04TA01 <input type="radio"/>	ST097Q04TA02 <input type="radio"/>	ST097Q04TA03 <input type="radio"/>	ST097Q04TA04 <input type="radio"/>
Students don't start working for a long time after the lesson begins.	ST097Q05TA01 <input type="radio"/>	ST097Q05TA02 <input type="radio"/>	ST097Q05TA03 <input type="radio"/>	ST097Q05TA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

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

(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
Students are given opportunities to explain their ideas	ST098Q01TA01 <input type="radio"/>	ST098Q01TA02 <input type="radio"/>	ST098Q01TA03 <input type="radio"/>	ST098Q01TA04 <input type="radio"/>
Students spend time in the laboratory doing practical experiments	ST098Q02TA01 <input type="radio"/>	ST098Q02TA02 <input type="radio"/>	ST098Q02TA03 <input type="radio"/>	ST098Q02TA04 <input type="radio"/>
Students are required to argue about science questions.	ST098Q03NA01 <input type="radio"/>	ST098Q03NA02 <input type="radio"/>	ST098Q03NA03 <input type="radio"/>	ST098Q03NA04 <input type="radio"/>
The conclusions of experiments integrate students' arguments.	ST098Q04NA01 <input type="radio"/>	ST098Q04NA02 <input type="radio"/>	ST098Q04NA03 <input type="radio"/>	ST098Q04NA04 <input type="radio"/>
Students are asked to draw conclusions from an experiment they have conducted	ST098Q05TA01 <input type="radio"/>	ST098Q05TA02 <input type="radio"/>	ST098Q05TA03 <input type="radio"/>	ST098Q05TA04 <input type="radio"/>
The teacher explains how a science idea can be applied to a number of different phenomena (e.g., the movement of objects, substances with similar properties)	ST098Q06TA01 <input type="radio"/>	ST098Q06TA02 <input type="radio"/>	ST098Q06TA03 <input type="radio"/>	ST098Q06TA04 <input type="radio"/>
Students are allowed to design their own experiments	ST098Q07TA01 <input type="radio"/>	ST098Q07TA02 <input type="radio"/>	ST098Q07TA03 <input type="radio"/>	ST098Q07TA04 <input type="radio"/>
There is a class debate about investigations.	ST098Q08NA01 <input type="radio"/>	ST098Q08NA02 <input type="radio"/>	ST098Q08NA03 <input type="radio"/>	ST098Q08NA04 <input type="radio"/>
The teacher clearly explains the relevance of science concepts to students' lives	ST098Q09TA01 <input type="radio"/>	ST098Q09TA02 <input type="radio"/>	ST098Q09TA03 <input type="radio"/>	ST098Q09TA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Students are asked to do an investigation to test ideas.	ST098Q10NA01 <input type="radio"/>	ST098Q10NA02 <input type="radio"/>	ST098Q10NA03 <input type="radio"/>	ST098Q10NA04 <input type="radio"/>
Students have the opportunity to repeat experiments and compare observations.	ST098Q11NA01 <input type="radio"/>	ST098Q11NA02 <input type="radio"/>	ST098Q11NA03 <input type="radio"/>	ST098Q11NA04 <input type="radio"/>
Students are encouraged to question and critique scientific arguments made by other students.	ST098Q12NA01 <input type="radio"/>	ST098Q12NA02 <input type="radio"/>	ST098Q12NA03 <input type="radio"/>	ST098Q12NA04 <input type="radio"/>
Students are required to engage in discussions among themselves.	ST098Q13NA01 <input type="radio"/>	ST098Q13NA02 <input type="radio"/>	ST098Q13NA03 <input type="radio"/>	ST098Q13NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Within the last month at school, has a computer or a similar device (e.g., a tablet) ever been used for the following purposes in your science classes?

(Please select one response in each row.)

	<i>Yes, students did this</i>	<i>Yes, but only the teacher demonstrated this</i>	<i>No</i>
Searching the Internet about science topics.	ST099Q01NA01 <input type="radio"/>	ST099Q01NA02 <input type="radio"/>	ST099Q01NA03 <input type="radio"/>
Analyzing data from (real or simulated) science experiments using a spreadsheet program (e.g., Microsoft Office Excel, OpenOffice Calc).	ST099Q02NA01 <input type="radio"/>	ST099Q02NA02 <input type="radio"/>	ST099Q02NA03 <input type="radio"/>
Presenting results from (real or simulated) science experiments, using presentation software (e.g., Microsoft Office Power Point, OpenOffice Impress).	ST099Q03NA01 <input type="radio"/>	ST099Q03NA02 <input type="radio"/>	ST099Q03NA03 <input type="radio"/>
Studying science topics through multi-media content (e.g., simulations of natural phenomena).	ST099Q04NA01 <input type="radio"/>	ST099Q04NA02 <input type="radio"/>	ST099Q04NA03 <input type="radio"/>
Studying science topics through learning games (e.g., science experiment games).	ST099Q05NA01 <input type="radio"/>	ST099Q05NA02 <input type="radio"/>	ST099Q05NA03 <input type="radio"/>
Learning about science topics by watching science videos.	ST099Q06NA01 <input type="radio"/>	ST099Q06NA02 <input type="radio"/>	ST099Q06NA03 <input type="radio"/>
Planning and running simulated laboratory experiments.	ST099Q07NA01 <input type="radio"/>	ST099Q07NA02 <input type="radio"/>	ST099Q07NA03 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

What is the name of this science course?

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

What is the name of this science course?
(Please type the name of the course.)

ST065Q01NA01

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST100 ELSE GOTO ^ST101

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your science classes?

(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
The teacher shows an interest in every student's learning.	ST100Q01TA01 <input type="radio"/>	ST100Q01TA02 <input type="radio"/>	ST100Q01TA03 <input type="radio"/>	ST100Q01TA04 <input type="radio"/>
The teacher gives extra help when students need it.	ST100Q02TA01 <input type="radio"/>	ST100Q02TA02 <input type="radio"/>	ST100Q02TA03 <input type="radio"/>	ST100Q02TA04 <input type="radio"/>
The teacher helps students with their learning.	ST100Q03TA01 <input type="radio"/>	ST100Q03TA02 <input type="radio"/>	ST100Q03TA03 <input type="radio"/>	ST100Q03TA04 <input type="radio"/>
The teacher continues teaching until the students understand.	ST100Q04TA01 <input type="radio"/>	ST100Q04TA02 <input type="radio"/>	ST100Q04TA03 <input type="radio"/>	ST100Q04TA04 <input type="radio"/>
The teacher gives students an opportunity to express opinions.	ST100Q05TA01 <input type="radio"/>	ST100Q05TA02 <input type="radio"/>	ST100Q05TA03 <input type="radio"/>	ST100Q05TA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST102 ELSE GOTO ^ST101

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your science classes

(Please select one response in each row.)

	<i>Never or hardly ever</i>	<i>Some classes</i>	<i>Most classes</i>	<i>Every class</i>
The teacher shows an interest in every student's learning.	ST101Q01TA01 <input type="radio"/>	ST101Q01TA02 <input type="radio"/>	ST101Q01TA03 <input type="radio"/>	ST101Q01TA04 <input type="radio"/>
The teacher gives extra help when students need it.	ST101Q02TA01 <input type="radio"/>	ST101Q02TA02 <input type="radio"/>	ST101Q02TA03 <input type="radio"/>	ST101Q02TA04 <input type="radio"/>
The teacher helps students with their learning.	ST101Q03TA01 <input type="radio"/>	ST101Q03TA02 <input type="radio"/>	ST101Q03TA03 <input type="radio"/>	ST101Q03TA04 <input type="radio"/>
The teacher continues teaching until the students understand.	ST101Q04TA01 <input type="radio"/>	ST101Q04TA02 <input type="radio"/>	ST101Q04TA03 <input type="radio"/>	ST101Q04TA04 <input type="radio"/>
The teacher gives students an opportunity to express opinions.	ST101Q05TA01 <input type="radio"/>	ST101Q05TA02 <input type="radio"/>	ST101Q05TA03 <input type="radio"/>	ST101Q05TA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your science classes?

(Please select one response in each row.)

	<i>Every class</i>	<i>Most classes</i>	<i>Some classes</i>	<i>Never or hardly ever</i>
The teacher sets clear goals for our learning.	ST102Q01TA01 <input type="radio"/>	ST102Q01TA02 <input type="radio"/>	ST102Q01TA03 <input type="radio"/>	ST102Q01TA04 <input type="radio"/>
The teacher asks questions to check whether we have understood what was taught.	ST102Q02TA01 <input type="radio"/>	ST102Q02TA02 <input type="radio"/>	ST102Q02TA03 <input type="radio"/>	ST102Q02TA04 <input type="radio"/>
At the beginning of a lesson, the teacher presents a short summary of the previous lesson.	ST102Q03TA01 <input type="radio"/>	ST102Q03TA02 <input type="radio"/>	ST102Q03TA03 <input type="radio"/>	ST102Q03TA04 <input type="radio"/>
The teacher tells us what we have to learn.	ST102Q04TA01 <input type="radio"/>	ST102Q04TA02 <input type="radio"/>	ST102Q04TA03 <input type="radio"/>	ST102Q04TA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your classes for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
The teacher explains scientific ideas.	ST103Q01NA01 <input type="radio"/>	ST103Q01NA02 <input type="radio"/>	ST103Q01NA03 <input type="radio"/>	ST103Q01NA04 <input type="radio"/>
A small group discussion between students takes place.	ST103Q02NA01 <input type="radio"/>	ST103Q02NA02 <input type="radio"/>	ST103Q02NA03 <input type="radio"/>	ST103Q02NA04 <input type="radio"/>
A whole-class discussion takes place with the teacher.	ST103Q03NA01 <input type="radio"/>	ST103Q03NA02 <input type="radio"/>	ST103Q03NA03 <input type="radio"/>	ST103Q03NA04 <input type="radio"/>
Current scientific issues are discussed.	ST103Q04NA01 <input type="radio"/>	ST103Q04NA02 <input type="radio"/>	ST103Q04NA03 <input type="radio"/>	ST103Q04NA04 <input type="radio"/>
Students make calculations using scientific formulas.	ST103Q05NA01 <input type="radio"/>	ST103Q05NA02 <input type="radio"/>	ST103Q05NA03 <input type="radio"/>	ST103Q05NA04 <input type="radio"/>
The teacher uses an interactive white board.	ST103Q06NA01 <input type="radio"/>	ST103Q06NA02 <input type="radio"/>	ST103Q06NA03 <input type="radio"/>	ST103Q06NA04 <input type="radio"/>
Students do their own scientific study and related research.	ST103Q07NA01 <input type="radio"/>	ST103Q07NA02 <input type="radio"/>	ST103Q07NA03 <input type="radio"/>	ST103Q07NA04 <input type="radio"/>
The teacher discusses our questions.	ST103Q08NA01 <input type="radio"/>	ST103Q08NA02 <input type="radio"/>	ST103Q08NA03 <input type="radio"/>	ST103Q08NA04 <input type="radio"/>
Students carry out practical work.	ST103Q09NA01 <input type="radio"/>	ST103Q09NA02 <input type="radio"/>	ST103Q09NA03 <input type="radio"/>	ST103Q09NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Students write up laboratory reports.	ST103Q10NA01 <input type="radio"/>	ST103Q10NA02 <input type="radio"/>	ST103Q10NA03 <input type="radio"/>	ST103Q10NA04 <input type="radio"/>
The teacher demonstrates an idea.	ST103Q11NA01 <input type="radio"/>	ST103Q11NA02 <input type="radio"/>	ST103Q11NA03 <input type="radio"/>	ST103Q11NA04 <input type="radio"/>
The teacher discusses questions of practical relevance.	ST103Q12NA01 <input type="radio"/>	ST103Q12NA02 <input type="radio"/>	ST103Q12NA03 <input type="radio"/>	ST103Q12NA04 <input type="radio"/>
Students read materials from a textbook.	ST103Q13NA01 <input type="radio"/>	ST103Q13NA02 <input type="radio"/>	ST103Q13NA03 <input type="radio"/>	ST103Q13NA04 <input type="radio"/>
Students take notes from the board.	ST103Q14NA01 <input type="radio"/>	ST103Q14NA02 <input type="radio"/>	ST103Q14NA03 <input type="radio"/>	ST103Q14NA04 <input type="radio"/>
Students discuss materials from a textbook.	ST103Q15NA01 <input type="radio"/>	ST103Q15NA02 <input type="radio"/>	ST103Q15NA03 <input type="radio"/>	ST103Q15NA04 <input type="radio"/>
Students watch videos.	ST103Q16NA01 <input type="radio"/>	ST103Q16NA02 <input type="radio"/>	ST103Q16NA03 <input type="radio"/>	ST103Q16NA04 <input type="radio"/>
Students use the internet.	ST103Q17NA01 <input type="radio"/>	ST103Q17NA02 <input type="radio"/>	ST103Q17NA03 <input type="radio"/>	ST103Q17NA04 <input type="radio"/>
The class corrects homework or a test.	ST103Q18NA01 <input type="radio"/>	ST103Q18NA02 <input type="radio"/>	ST103Q18NA03 <input type="radio"/>	ST103Q18NA04 <input type="radio"/>
Students fill out worksheets.	ST103Q19NA01 <input type="radio"/>	ST103Q19NA02 <input type="radio"/>	ST103Q19NA03 <input type="radio"/>	ST103Q19NA04 <input type="radio"/>
Students present something to the rest of the class.	ST103Q20NA01 <input type="radio"/>	ST103Q20NA02 <input type="radio"/>	ST103Q20NA03 <input type="radio"/>	ST103Q20NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your classes for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
The teacher tells me how I am performing in this course.	ST104Q01NA01 <input type="radio"/>	ST104Q01NA02 <input type="radio"/>	ST104Q01NA03 <input type="radio"/>	ST104Q01NA04 <input type="radio"/>
The teacher gives me feedback on my strengths in this science subject.	ST104Q02NA01 <input type="radio"/>	ST104Q02NA02 <input type="radio"/>	ST104Q02NA03 <input type="radio"/>	ST104Q02NA04 <input type="radio"/>
The teacher tells me in which areas I can still improve.	ST104Q03NA01 <input type="radio"/>	ST104Q03NA02 <input type="radio"/>	ST104Q03NA03 <input type="radio"/>	ST104Q03NA04 <input type="radio"/>
The teacher tells me how I can improve my performance.	ST104Q04NA01 <input type="radio"/>	ST104Q04NA02 <input type="radio"/>	ST104Q04NA03 <input type="radio"/>	ST104Q04NA04 <input type="radio"/>
The teacher advises me on how to reach my learning goals.	ST104Q05NA01 <input type="radio"/>	ST104Q05NA02 <input type="radio"/>	ST104Q05NA03 <input type="radio"/>	ST104Q05NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your classes for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
The teacher compares my performance to what we have been studying in class.	ST105Q01NA01 <input type="radio"/>	ST105Q01NA02 <input type="radio"/>	ST105Q01NA03 <input type="radio"/>	ST105Q01NA04 <input type="radio"/>
The teacher lets me know whether I have correctly completed more or fewer tasks than my classmates.	ST105Q02NA01 <input type="radio"/>	ST105Q02NA02 <input type="radio"/>	ST105Q02NA03 <input type="radio"/>	ST105Q02NA04 <input type="radio"/>
The teacher compares my performance with my previous achievement.	ST105Q03NA01 <input type="radio"/>	ST105Q03NA02 <input type="radio"/>	ST105Q03NA03 <input type="radio"/>	ST105Q03NA04 <input type="radio"/>
The teacher compares my performance with what students in my grade should be able to achieve.	ST105Q04NA01 <input type="radio"/>	ST105Q04NA02 <input type="radio"/>	ST105Q04NA03 <input type="radio"/>	ST105Q04NA04 <input type="radio"/>
The teacher tells me if my performance is better or worse than the achievement of the rest of my class.	ST105Q05NA01 <input type="radio"/>	ST105Q05NA02 <input type="radio"/>	ST105Q05NA03 <input type="radio"/>	ST105Q05NA04 <input type="radio"/>
The teacher tells me if my work has improved or declined compared to my previous achievements.	ST105Q06NA01 <input type="radio"/>	ST105Q06NA02 <input type="radio"/>	ST105Q06NA03 <input type="radio"/>	ST105Q06NA04 <input type="radio"/>
The teacher lets me know whether I have correctly completed all tasks that I am supposed to accomplish.	ST105Q07NA01 <input type="radio"/>	ST105Q07NA02 <input type="radio"/>	ST105Q07NA03 <input type="radio"/>	ST105Q07NA04 <input type="radio"/>
The teacher compares my performance with the achievement of the rest of my class.	ST105Q08NA01 <input type="radio"/>	ST105Q08NA02 <input type="radio"/>	ST105Q08NA03 <input type="radio"/>	ST105Q08NA04 <input type="radio"/>
The teacher lets me know whether I have correctly completed more or fewer tasks in a recent test compared to previous tests.	ST105Q09NA01 <input type="radio"/>	ST105Q09NA02 <input type="radio"/>	ST105Q09NA03 <input type="radio"/>	ST105Q09NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How do you respond to the teacher's feedback for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always or almost always</i>
I put more effort into my work.	ST106Q01NA01 <input type="radio"/>	ST106Q01NA02 <input type="radio"/>	ST106Q01NA03 <input type="radio"/>	ST106Q01NA04 <input type="radio"/>
I change my learning strategies.	ST106Q02NA01 <input type="radio"/>	ST106Q02NA02 <input type="radio"/>	ST106Q02NA03 <input type="radio"/>	ST106Q02NA04 <input type="radio"/>
I focus on my weaknesses.	ST106Q03NA01 <input type="radio"/>	ST106Q03NA02 <input type="radio"/>	ST106Q03NA03 <input type="radio"/>	ST106Q03NA04 <input type="radio"/>
I practice specific kinds of tasks that I would like to improve.	ST106Q04NA01 <input type="radio"/>	ST106Q04NA02 <input type="radio"/>	ST106Q04NA03 <input type="radio"/>	ST106Q04NA04 <input type="radio"/>
I prepare better for lessons.	ST106Q05NA01 <input type="radio"/>	ST106Q05NA02 <input type="radio"/>	ST106Q05NA03 <input type="radio"/>	ST106Q05NA04 <input type="radio"/>
I focus on preparing for written tests.	ST106Q06NA01 <input type="radio"/>	ST106Q06NA02 <input type="radio"/>	ST106Q06NA03 <input type="radio"/>	ST106Q06NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How often do these things happen in your classes for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Some classes</i>	<i>Many classes</i>	<i>Every class or almost every class</i>
The teacher adapts the lesson to my class's needs and knowledge.	ST107Q01NA01 <input type="radio"/>	ST107Q01NA02 <input type="radio"/>	ST107Q01NA03 <input type="radio"/>	ST107Q01NA04 <input type="radio"/>
The teacher provides individual help when a student has difficulties understanding a topic or task.	ST107Q02NA01 <input type="radio"/>	ST107Q02NA02 <input type="radio"/>	ST107Q02NA03 <input type="radio"/>	ST107Q02NA04 <input type="radio"/>
The teacher changes the structure of the lesson on a topic that most students find difficult to understand.	ST107Q03NA01 <input type="radio"/>	ST107Q03NA02 <input type="radio"/>	ST107Q03NA03 <input type="radio"/>	ST107Q03NA04 <input type="radio"/>
The teacher provides individual support for advanced students.	ST107Q04NA01 <input type="radio"/>	ST107Q04NA02 <input type="radio"/>	ST107Q04NA03 <input type="radio"/>	ST107Q04NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Thinking of your past two classes in this science course: how much do you disagree or agree with the following statements?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The teacher made me feel confident in my ability to do well in the course.	ST108Q01NA01 <input type="radio"/>	ST108Q01NA02 <input type="radio"/>	ST108Q01NA03 <input type="radio"/>	ST108Q01NA04 <input type="radio"/>
The teacher listened to my view on how to do things.	ST108Q02NA01 <input type="radio"/>	ST108Q02NA02 <input type="radio"/>	ST108Q02NA03 <input type="radio"/>	ST108Q02NA04 <input type="radio"/>
I felt that my teacher understood me.	ST108Q03NA01 <input type="radio"/>	ST108Q03NA02 <input type="radio"/>	ST108Q03NA03 <input type="radio"/>	ST108Q03NA04 <input type="radio"/>
I felt confident in my ability to learn this material.	ST108Q04NA01 <input type="radio"/>	ST108Q04NA02 <input type="radio"/>	ST108Q04NA03 <input type="radio"/>	ST108Q04NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Thinking of your past two lessons in this science course: how much do you disagree or agree with the following statements?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The teacher provided me with different alternatives (e.g., learning materials or tasks).	ST109Q01NA01 <input type="radio"/>	ST109Q01NA02 <input type="radio"/>	ST109Q01NA03 <input type="radio"/>	ST109Q01NA04 <input type="radio"/>
The teacher encouraged us to find the best way to proceed by ourselves.	ST109Q02NA01 <input type="radio"/>	ST109Q02NA02 <input type="radio"/>	ST109Q02NA03 <input type="radio"/>	ST109Q02NA04 <input type="radio"/>
The teacher let me work on my own.	ST109Q03NA01 <input type="radio"/>	ST109Q03NA02 <input type="radio"/>	ST109Q03NA03 <input type="radio"/>	ST109Q03NA04 <input type="radio"/>
The teacher appreciated when different solutions came up for discussion.	ST109Q04NA01 <input type="radio"/>	ST109Q04NA02 <input type="radio"/>	ST109Q04NA03 <input type="radio"/>	ST109Q04NA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Thinking of your past two classes in this science course: how much do you disagree or agree with the following statements?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I had the feeling that the teacher was interested in the topics.	ST110Q01NA01 <input type="radio"/>	ST110Q01NA02 <input type="radio"/>	ST110Q01NA03 <input type="radio"/>	ST110Q01NA04 <input type="radio"/>
The teacher was totally involved in the topic.	ST110Q02NA01 <input type="radio"/>	ST110Q02NA02 <input type="radio"/>	ST110Q02NA03 <input type="radio"/>	ST110Q02NA04 <input type="radio"/>
It was clear to me that the teacher liked teaching us.	ST110Q03NA01 <input type="radio"/>	ST110Q03NA02 <input type="radio"/>	ST110Q03NA03 <input type="radio"/>	ST110Q03NA04 <input type="radio"/>
I could see that the teacher enjoyed giving us the lesson.	ST110Q04NA01 <input type="radio"/>	ST110Q04NA02 <input type="radio"/>	ST110Q04NA03 <input type="radio"/>	ST110Q04NA04 <input type="radio"/>
The enthusiasm of the teacher inspired me.	ST110Q05NA01 <input type="radio"/>	ST110Q05NA02 <input type="radio"/>	ST110Q05NA03 <input type="radio"/>	ST110Q05NA04 <input type="radio"/>
The teacher expressed that the topic is important to him/her.	ST110Q06NA01 <input type="radio"/>	ST110Q06NA02 <input type="radio"/>	ST110Q06NA03 <input type="radio"/>	ST110Q06NA04 <input type="radio"/>
It was clear that the teacher likes to deal with the topic of the lesson.	ST110Q07NA01 <input type="radio"/>	ST110Q07NA02 <input type="radio"/>	ST110Q07NA03 <input type="radio"/>	ST110Q07NA04 <input type="radio"/>
The teacher showed enjoyment in teaching.	ST110Q08NA01 <input type="radio"/>	ST110Q08NA02 <input type="radio"/>	ST110Q08NA03 <input type="radio"/>	ST110Q08NA04 <input type="radio"/>

Section D: Your Plans For Further Education

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

Which of the following do you expect to complete?

(Please select one response.)

Less than high school

ST111Q01TA01

High school (high school diploma or GED)

ST111Q01TA02

Vocational or technical certificate (such as Cosmetology or auto mechanics)

ST111Q01TA03

Associate's degree (2-year degree from a community college)

ST111Q01TA04

Bachelor's degree (4-year college degree)

ST111Q01TA05

Master's degree or doctoral or professional degree such as medicine or law

ST111Q01TA06

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How much do you agree with the statement below?

(Please select one response.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I would like to study science after high school	ST112Q01TA01 <input type="radio"/>	ST112Q01TA02 <input type="radio"/>	ST112Q01TA03 <input type="radio"/>	ST112Q01TA04 <input type="radio"/>

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How much do you agree with the statements below?

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Making an effort in my science class(es) is worth it because this will help me in the work I want to do later on	ST113Q01TA01 <input type="radio"/>	ST113Q01TA02 <input type="radio"/>	ST113Q01TA03 <input type="radio"/>	ST113Q01TA04 <input type="radio"/>
What I learn in my science classes is important for me because I need this for what I want to do later on.	ST113Q02TA01 <input type="radio"/>	ST113Q02TA02 <input type="radio"/>	ST113Q02TA03 <input type="radio"/>	ST113Q02TA04 <input type="radio"/>
Studying science is worthwhile for me because what I learn will improve my career prospects	ST113Q03TA01 <input type="radio"/>	ST113Q03TA02 <input type="radio"/>	ST113Q03TA03 <input type="radio"/>	ST113Q03TA04 <input type="radio"/>
Many things I learn in my science subject(s) will help me to get a job.	ST113Q04TA01 <input type="radio"/>	ST113Q04TA02 <input type="radio"/>	ST113Q04TA03 <input type="radio"/>	ST113Q04TA04 <input type="radio"/>

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

Please type in the job title.

ST114Q01TA01

Exhibit C - 6. Student Questionnaire - Booklet 3 - Continued

How informed are you about these topics?

(Please select one response in each row.)

	<i>Very well informed</i>	<i>Fairly informed</i>	<i>Not well informed</i>	<i>Not informed at all</i>
Science-related careers that are available in the job market	ST115Q01TA01 <input type="radio"/>	ST115Q01TA02 <input type="radio"/>	ST115Q01TA03 <input type="radio"/>	ST115Q01TA04 <input type="radio"/>
Where to find information about science-related careers	ST115Q02TA01 <input type="radio"/>	ST115Q02TA02 <input type="radio"/>	ST115Q02TA03 <input type="radio"/>	ST115Q02TA04 <input type="radio"/>
The steps students need to take if they want a science-related career	ST115Q03TA01 <input type="radio"/>	ST115Q03TA02 <input type="radio"/>	ST115Q03TA03 <input type="radio"/>	ST115Q03TA04 <input type="radio"/>
Employers or companies that hire people to work in science-related careers	ST115Q04TA01 <input type="radio"/>	ST115Q04TA02 <input type="radio"/>	ST115Q04TA03 <input type="radio"/>	ST115Q04TA04 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!

Exhibit C - 7. Student Questionnaire - Booklet 4

In this questionnaire you will find questions about the following topics:

- *Yourself, your family, and your home*
- *Your learning in school*
- *Your friends and family*
- *Your previous education*
- *Your view on science*
- *Using technical devices*

Please read each question carefully and answer as accurately as you can.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you.

You may ask for help if you do not understand something or are not sure how to answer a question.

Some questions relate to science. Please think of all the different subjects and courses in your school that teach content related to science. Your school might teach science in different subjects such as physics, chemistry, biology, Earth and geology, space and astronomy, applied sciences and technology (e.g., engineering, robotics), or your school teaches a general, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical science).

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other students to calculate totals and averages. All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Science Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006. O.M.B. No. 1850-0755, Approval Expires XX/XX/XXXX

Section A: You, Your Family, and Your Home

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

What grade are you in?

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

Grade

ST001Q01TA01

Select...

- Grade (ST001Q01TA01)
Select...
<National modal grade for 15-year-olds- possibility a>
<National modal grade for 15-year-olds- possibility b>
<National modal grade for 15-year-olds- possibility c>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

When were you born?

(Please select the month, day, and year from the drop-down menus to answer the question.)

Month


ST003Q02TA01

Select... 

- Month (ST003Q02TA01)
Select..
January
February
March
April
May
June
July
August
September
October
November
December

Day

ST003Q01TA01

Select... 


- Day (ST003Q01TA01)
Select..
01
02
03
04
05
06
07
08
09
10

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

Year

ST003Q03TA01

Select... 

-
- Year (ST003Q03TA01)
 - Select...
 - 1998
 - 1999
 - 2000
 - 2001
-

Consistency check rule

Rule: IF (^ST003Q01TA01 = null OR ^ST003Q02TA01 = null OR ^ST003Q03TA01 = null)

Message: Please enter your complete birth date.

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Are you female or male?

(Please select one response.)

Female

ST004Q01TA01

Male

ST004Q01TA02

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Which best describes you?

(Please select one response.)

I am Hispanic or Latino

ST80101

I am not Hispanic or Latino

ST80102

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Which of these categories best describes your race?

(Please select one or more responses.)

- | | |
|---|---------|
| White | ST80201 |
| Black or African American | ST80202 |
| Asian | ST80203 |
| American Indian or Alaska Native | ST80204 |
| Native Hawaiian or Other Pacific Islander | ST80205 |

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

What is the highest level of schooling (not including college) completed by your mother?

If you are not sure which circle to choose, please ask the test administrator for help.

(Please select one response.)

She completed grade 12 (high school diploma or GED)

ST005Q01TA01

She completed grade 9

ST005Q01TA02

She completed grade 6

ST005Q01TA03

<ISCED level 1>

ST005Q01TA04

She did not complete grade 6

ST005Q01TA05

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Does your mother have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST006Q01TA01 <input type="radio"/>	ST006Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST006Q02TA01 <input type="radio"/>	ST006Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST006Q03TA01 <input type="radio"/>	ST006Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST006Q04TA01 <input type="radio"/>	ST006Q04TA02 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

What is the highest level of schooling (not including college) completed by your father?

If you are not sure which box to choose, please ask the test administrator for help.

(Please select one response.)

He completed grade 12 (high school diploma or GED)

ST007Q01TA01

He completed grade 9

ST007Q01TA02

He completed grade 6

ST007Q01TA03

He did not complete grade 6

ST007Q01TA05

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Does your father have any of the following degrees, certificates, or diplomas?

If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response in each row.)

	Yes	No
Master's, doctoral, or professional degree such as medicine or law	ST008Q01TA01 <input type="radio"/>	ST008Q01TA02 <input type="radio"/>
Bachelor's degree (4-year college degree)	ST008Q02TA01 <input type="radio"/>	ST008Q02TA02 <input type="radio"/>
Associate's degree (2-year degree from a community college)	ST008Q03TA01 <input type="radio"/>	ST008Q03TA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST008Q04TA01 <input type="radio"/>	ST008Q04TA02 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

What is your mother currently doing?

(Please select one response.)

Working full-time for pay

ST009Q01TA01

Working part-time for pay

ST009Q01TA02

Not working, but looking for a job

ST009Q01TA03

Other (e.g., home duties, retired)

ST009Q01TA04

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

What is your father currently doing?

(Please select one response.)

Working full-time for pay

ST010Q01TA01

Working part-time for pay

ST010Q01TA02

Not working, but looking for a job

ST010Q01TA03

Other (e.g., home duties, retired)

ST010Q01TA04

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Which of the following are in your home?

(Please select one response in each row.)

	Yes	No
A desk to study at	ST011Q01TA01 <input type="radio"/>	ST011Q01TA02 <input type="radio"/>
A room of your own	ST011Q02TA01 <input type="radio"/>	ST011Q02TA02 <input type="radio"/>
A quiet place to study	ST011Q03TA01 <input type="radio"/>	ST011Q03TA02 <input type="radio"/>
A computer you can use for school work	ST011Q04TA01 <input type="radio"/>	ST011Q04TA02 <input type="radio"/>
Educational software	ST011Q05TA01 <input type="radio"/>	ST011Q05TA02 <input type="radio"/>
A link to the Internet	ST011Q06TA01 <input type="radio"/>	ST011Q06TA02 <input type="radio"/>
Classic literature (e.g., Shakespeare)	ST011Q07TA01 <input type="radio"/>	ST011Q07TA02 <input type="radio"/>
Books of poetry	ST011Q08TA01 <input type="radio"/>	ST011Q08TA02 <input type="radio"/>
Works of art (e.g., paintings)	ST011Q09TA01 <input type="radio"/>	ST011Q09TA02 <input type="radio"/>
Books to help with your school work	ST011Q10TA01 <input type="radio"/>	ST011Q10TA02 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Technical reference books or manuals	ST011Q11TA01 <input type="radio"/>	ST011Q11TA02 <input type="radio"/>
A dictionary	ST011Q12TA01 <input type="radio"/>	ST011Q12TA02 <input type="radio"/>
A DVD player	ST011Q13TA01 <input type="radio"/>	ST011Q13TA02 <input type="radio"/>
Flat screen TV/Plasma TV/LCD TV	ST011Q14NA01 <input type="radio"/>	ST011Q14NA02 <input type="radio"/>
Cable TV/Pay TV/Satellite TV	ST011Q15NA01 <input type="radio"/>	ST011Q15NA02 <input type="radio"/>
Books on art, music, or design	ST011Q16NA01 <input type="radio"/>	ST011Q16NA02 <input type="radio"/>
A guest room	ST011Q17TA01 <input type="radio"/>	ST011Q17TA02 <input type="radio"/>
A high-speed Internet connection	ST011Q18TA01 <input type="radio"/>	ST011Q18TA02 <input type="radio"/>
A musical instrument	ST011Q19TA01 <input type="radio"/>	ST011Q19TA02 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How many of these are there at your home?

(Please select one response in each row.)

	<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
Televisions	ST012Q01TA01 <input type="radio"/>	ST012Q01TA02 <input type="radio"/>	ST012Q01TA03 <input type="radio"/>	ST012Q01TA04 <input type="radio"/>
Cars	ST012Q02TA01 <input type="radio"/>	ST012Q02TA02 <input type="radio"/>	ST012Q02TA03 <input type="radio"/>	ST012Q02TA04 <input type="radio"/>
Bathrooms with a bathtub or shower	ST012Q03TA01 <input type="radio"/>	ST012Q03TA02 <input type="radio"/>	ST012Q03TA03 <input type="radio"/>	ST012Q03TA04 <input type="radio"/>
Cell phones without Internet access	ST012Q04NA01 <input type="radio"/>	ST012Q04NA02 <input type="radio"/>	ST012Q04NA03 <input type="radio"/>	ST012Q04NA04 <input type="radio"/>
Cell phones with Internet access (e.g., smartphones)	ST012Q05NA01 <input type="radio"/>	ST012Q05NA02 <input type="radio"/>	ST012Q05NA03 <input type="radio"/>	ST012Q05NA04 <input type="radio"/>
Computers (desktop computer, portable laptop, or notebook)	ST012Q06NA01 <input type="radio"/>	ST012Q06NA02 <input type="radio"/>	ST012Q06NA03 <input type="radio"/>	ST012Q06NA04 <input type="radio"/>
Tablet computers (e.g., iPad®, Samsung Galaxy®)	ST012Q07NA01 <input type="radio"/>	ST012Q07NA02 <input type="radio"/>	ST012Q07NA03 <input type="radio"/>	ST012Q07NA04 <input type="radio"/>
E-book readers (e.g., Kindle™, Nook)	ST012Q08NA01 <input type="radio"/>	ST012Q08NA02 <input type="radio"/>	ST012Q08NA03 <input type="radio"/>	ST012Q08NA04 <input type="radio"/>
Musical instruments (e.g., guitar, piano)	ST012Q09NA01 <input type="radio"/>	ST012Q09NA02 <input type="radio"/>	ST012Q09NA03 <input type="radio"/>	ST012Q09NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How many books are there in your home?

There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please select one response.)

0-10 books

ST013Q01TA01

11-25 books

ST013Q01TA02

26-100 books

ST013Q01TA03

101-200 books

ST013Q01TA04

201-500 books

ST013Q01TA05

More than 500 books

ST013Q01TA06

Section B: Your Learning In School

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST116 ELSE GOTO ^ST117

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Rose often worries that she will get poor grades and feels anxious before a test even if she is well-prepared. Rose is anxious about taking tests.	ST116Q01NA01 <input type="radio"/>	ST116Q01NA02 <input type="radio"/>	ST116Q01NA03 <input type="radio"/>	ST116Q01NA04 <input type="radio"/>
Merriam usually does not worry about getting poor grades but sometimes gets nervous when confronted with a difficult test. Merriam is anxious about taking tests.	ST116Q02NA01 <input type="radio"/>	ST116Q02NA02 <input type="radio"/>	ST116Q02NA03 <input type="radio"/>	ST116Q02NA04 <input type="radio"/>
Amy does not worry about getting poor grades and always stays calm when studying for a test. Amy is anxious about taking tests.	ST116Q03NA01 <input type="radio"/>	ST116Q03NA02 <input type="radio"/>	ST116Q03NA03 <input type="radio"/>	ST116Q03NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST118 ELSE GOTO ^ST117

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Jordan often worries that he will get poor grades and feels anxious before a test even if he is well-prepared. Jordan is anxious about taking tests.	ST117Q01NA01 <input type="radio"/>	ST117Q01NA02 <input type="radio"/>	ST117Q01NA03 <input type="radio"/>	ST117Q01NA04 <input type="radio"/>
Alex usually does not worry about getting poor grades but sometimes gets nervous when confronted with a difficult test. Alex is anxious about taking tests.	ST117Q02NA01 <input type="radio"/>	ST117Q02NA02 <input type="radio"/>	ST117Q02NA03 <input type="radio"/>	ST117Q02NA04 <input type="radio"/>
Dante does not worry about getting poor grades and always stays calm when studying for a test. Dante is anxious about taking tests.	ST117Q03NA01 <input type="radio"/>	ST117Q03NA02 <input type="radio"/>	ST117Q03NA03 <input type="radio"/>	ST117Q03NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I often worry that taking a test will be difficult for me.	ST118Q01NA01 <input type="radio"/>	ST118Q01NA02 <input type="radio"/>	ST118Q01NA03 <input type="radio"/>	ST118Q01NA04 <input type="radio"/>
I worry that I will get poor grades at school.	ST118Q02NA01 <input type="radio"/>	ST118Q02NA02 <input type="radio"/>	ST118Q02NA03 <input type="radio"/>	ST118Q02NA04 <input type="radio"/>
Even if I am well-prepared for a test, I feel very anxious.	ST118Q03NA01 <input type="radio"/>	ST118Q03NA02 <input type="radio"/>	ST118Q03NA03 <input type="radio"/>	ST118Q03NA04 <input type="radio"/>
I get very tense when I study for a test.	ST118Q04NA01 <input type="radio"/>	ST118Q04NA02 <input type="radio"/>	ST118Q04NA03 <input type="radio"/>	ST118Q04NA04 <input type="radio"/>
I get nervous when I don't know how to solve a task at school.	ST118Q05NA01 <input type="radio"/>	ST118Q05NA02 <input type="radio"/>	ST118Q05NA03 <input type="radio"/>	ST118Q05NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST119 ELSE GOTO ^ST121

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I want top grades in most or all of my courses.	ST119Q01NA01 <input type="radio"/>	ST119Q01NA02 <input type="radio"/>	ST119Q01NA03 <input type="radio"/>	ST119Q01NA04 <input type="radio"/>
I want to be able to select from among the best opportunities available when I graduate.	ST119Q02NA01 <input type="radio"/>	ST119Q02NA02 <input type="radio"/>	ST119Q02NA03 <input type="radio"/>	ST119Q02NA04 <input type="radio"/>
I want to be the best, whatever I do.	ST119Q03NA01 <input type="radio"/>	ST119Q03NA02 <input type="radio"/>	ST119Q03NA03 <input type="radio"/>	ST119Q03NA04 <input type="radio"/>
I see myself as an ambitious person.	ST119Q04NA01 <input type="radio"/>	ST119Q04NA02 <input type="radio"/>	ST119Q04NA03 <input type="radio"/>	ST119Q04NA04 <input type="radio"/>
I want to be one of the best students in my class.	ST119Q05NA01 <input type="radio"/>	ST119Q05NA02 <input type="radio"/>	ST119Q05NA03 <input type="radio"/>	ST119Q05NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
If I put in enough effort, I can succeed in school.	ST120Q01TA01 <input type="radio"/>	ST120Q01TA02 <input type="radio"/>	ST120Q01TA03 <input type="radio"/>	ST120Q01TA04 <input type="radio"/>
It is completely my choice whether or not I do well in school.	ST120Q02TA01 <input type="radio"/>	ST120Q02TA02 <input type="radio"/>	ST120Q02TA03 <input type="radio"/>	ST120Q02TA04 <input type="radio"/>
Family demands or other problems prevent me from putting a lot of time into my school work.	ST120Q03TA01 <input type="radio"/>	ST120Q03TA02 <input type="radio"/>	ST120Q03TA03 <input type="radio"/>	ST120Q03TA04 <input type="radio"/>
If I had different teachers, I would try harder at school.	ST120Q04TA01 <input type="radio"/>	ST120Q04TA02 <input type="radio"/>	ST120Q04TA03 <input type="radio"/>	ST120Q04TA04 <input type="radio"/>
I do badly in school whether or not I study for my exams.	ST120Q05TA01 <input type="radio"/>	ST120Q05TA02 <input type="radio"/>	ST120Q05TA03 <input type="radio"/>	ST120Q05TA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 02 OR ^ST003Q02TA01 = 04 OR ^ST003Q02TA01 = 06 OR ^ST003Q02TA01 = 08 OR ^ST003Q02TA01 = 10 OR ^ST003Q02TA01 = 12) THEN GOTO ^STInfo3 ELSE GOTO ^ST121

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Mario gives up easily when confronted with a problem and is often not prepared for his classes. Mario is motivated.	ST121Q01NA01 <input type="radio"/>	ST121Q01NA02 <input type="radio"/>	ST121Q01NA03 <input type="radio"/>	ST121Q01NA04 <input type="radio"/>
Sandy mostly remains interested in the tasks she starts and sometimes does more than what is expected from her. Sandy is motivated.	ST121Q02NA01 <input type="radio"/>	ST121Q02NA02 <input type="radio"/>	ST121Q02NA03 <input type="radio"/>	ST121Q02NA04 <input type="radio"/>
John wants to get top grades at school and continues working on tasks until everything is perfect. John is motivated.	ST121Q03NA01 <input type="radio"/>	ST121Q03NA02 <input type="radio"/>	ST121Q03NA03 <input type="radio"/>	ST121Q03NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 02 OR ^ST003Q02TA01 = 04 OR ^ST003Q02TA01 = 06 OR ^ST003Q02TA01 = 08 OR ^ST003Q02TA01 = 10 OR ^ST003Q02TA01 = 12) THEN GOTO ^ST119 ELSE GOTO ^STInfo3

Section C: Your Friends and Family

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Thinking about people who are important to you and how they view science: to what extent do you disagree or agree with the following statements?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Most of my friends do well in science.	ST122Q01NA01 <input type="radio"/>	ST122Q01NA02 <input type="radio"/>	ST122Q01NA03 <input type="radio"/>	ST122Q01NA04 <input type="radio"/>
Most of my friends would like a science-related profession.	ST122Q02NA01 <input type="radio"/>	ST122Q02NA02 <input type="radio"/>	ST122Q02NA03 <input type="radio"/>	ST122Q02NA04 <input type="radio"/>
Most of my friends like science.	ST122Q03NA01 <input type="radio"/>	ST122Q03NA02 <input type="radio"/>	ST122Q03NA03 <input type="radio"/>	ST122Q03NA04 <input type="radio"/>
My parents are well informed about science.	ST122Q04NA01 <input type="radio"/>	ST122Q04NA02 <input type="radio"/>	ST122Q04NA03 <input type="radio"/>	ST122Q04NA04 <input type="radio"/>
My parents like science.	ST122Q05NA01 <input type="radio"/>	ST122Q05NA02 <input type="radio"/>	ST122Q05NA03 <input type="radio"/>	ST122Q05NA04 <input type="radio"/>
My parents believe it's important for me to work in a science related job.	ST122Q06NA01 <input type="radio"/>	ST122Q06NA02 <input type="radio"/>	ST122Q06NA03 <input type="radio"/>	ST122Q06NA04 <input type="radio"/>
My parents believe that science is important for my career.	ST122Q07NA01 <input type="radio"/>	ST122Q07NA02 <input type="radio"/>	ST122Q07NA03 <input type="radio"/>	ST122Q07NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
My parents are interested in my school activities.	ST123Q01NA01 <input type="radio"/>	ST123Q01NA02 <input type="radio"/>	ST123Q01NA03 <input type="radio"/>	ST123Q01NA04 <input type="radio"/>
My parents support my educational efforts and achievements.	ST123Q02NA01 <input type="radio"/>	ST123Q02NA02 <input type="radio"/>	ST123Q02NA03 <input type="radio"/>	ST123Q02NA04 <input type="radio"/>
My parents support me when I am facing difficulties at school.	ST123Q03NA01 <input type="radio"/>	ST123Q03NA02 <input type="radio"/>	ST123Q03NA03 <input type="radio"/>	ST123Q03NA04 <input type="radio"/>
My parents encourage me to be confident.	ST123Q04NA01 <input type="radio"/>	ST123Q04NA02 <input type="radio"/>	ST123Q04NA03 <input type="radio"/>	ST123Q04NA04 <input type="radio"/>
My parents support school rules and school discipline.	ST123Q05NA01 <input type="radio"/>	ST123Q05NA02 <input type="radio"/>	ST123Q05NA03 <input type="radio"/>	ST123Q05NA04 <input type="radio"/>
My parents try to protect me from family problems that may interfere with my schooling.	ST123Q06NA01 <input type="radio"/>	ST123Q06NA02 <input type="radio"/>	ST123Q06NA03 <input type="radio"/>	ST123Q06NA04 <input type="radio"/>
My parents encourage me to learn new skills.	ST123Q07NA01 <input type="radio"/>	ST123Q07NA02 <input type="radio"/>	ST123Q07NA03 <input type="radio"/>	ST123Q07NA04 <input type="radio"/>
My parents provide me with support to complete school tasks.	ST123Q08NA01 <input type="radio"/>	ST123Q08NA02 <input type="radio"/>	ST123Q08NA03 <input type="radio"/>	ST123Q08NA04 <input type="radio"/>
My parents ask me questions to initiate a deeper understanding of what I'm studying.	ST123Q09NA01 <input type="radio"/>	ST123Q09NA02 <input type="radio"/>	ST123Q09NA03 <input type="radio"/>	ST123Q09NA04 <input type="radio"/>

Section D: Your Previous Education

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST124 ELSE GOTO ^ST125

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Did you attend pre-school?

(Please select one response.)

-
- | | |
|-----------------------------|---------------------------------------|
| No | ST124Q01TA01
<input type="radio"/> |
| Yes, for one year or less | ST124Q01TA02
<input type="radio"/> |
| Yes, for more than one year | ST124Q01TA03
<input type="radio"/> |
-

Branching rule

Rule: IF (^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 09 OR ^ST003Q02TA01 = 11 OR ^ST003Q02TA01 = null) THEN GOTO ^ST126 ELSE GOTO ^ST125

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How old were you when you started pre-school?

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

Years

ST125Q01NA01

Select...



- Years (ST125Q01NA01)
 - Select...
 - 1 year or younger
 - 2 years
 - 3 years
 - 4 years
 - 5 years
 - 6 years or older
 - I did not attend pre-school
 - I do not remember

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How old were you when you started first grade?

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

years old

ST126Q01TA01

Select... 

- years old (ST126Q01TA01)
 - Select...
 - 3 or younger
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9 or older

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Have you ever repeated a grade?

(Please select one response in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
In kindergarten	ST127Q01TA01 <input type="radio"/>	ST127Q01TA02 <input type="radio"/>	ST127Q01TA03 <input type="radio"/>
In grades 1-6	ST127Q02TA01 <input type="radio"/>	ST127Q02TA02 <input type="radio"/>	ST127Q02TA03 <input type="radio"/>
In grades 7-9	ST127Q03TA01 <input type="radio"/>	ST127Q03TA02 <input type="radio"/>	ST127Q03TA03 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Have you ever skipped a grade?

(Please select one response in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
In kindergarten	ST128Q01NA01 <input type="radio"/>	ST128Q01NA02 <input type="radio"/>	ST128Q01NA03 <input type="radio"/>
In grades 1-6	ST128Q02NA01 <input type="radio"/>	ST128Q02NA02 <input type="radio"/>	ST128Q02NA03 <input type="radio"/>
In grades 7-9	ST128Q03NA01 <input type="radio"/>	ST128Q03NA02 <input type="radio"/>	ST128Q03NA03 <input type="radio"/>

Section E: Your View On Science

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How easy do you think it would be for you to perform the following tasks on your own?

(Please select one response in each row.)

	<i>I could do this easily</i>	<i>I could do this with a bit of effort</i>	<i>I would struggle to do this on my own</i>	<i>I couldn't do this</i>
Recognize the science question that underlies a newspaper report on a health issue	ST129Q01TA01 <input type="radio"/>	ST129Q01TA02 <input type="radio"/>	ST129Q01TA03 <input type="radio"/>	ST129Q01TA04 <input type="radio"/>
Explain why earthquakes occur more frequently in some areas than in others	ST129Q02TA01 <input type="radio"/>	ST129Q02TA02 <input type="radio"/>	ST129Q02TA03 <input type="radio"/>	ST129Q02TA04 <input type="radio"/>
Describe the role of antibiotics in the treatment of disease	ST129Q03TA01 <input type="radio"/>	ST129Q03TA02 <input type="radio"/>	ST129Q03TA03 <input type="radio"/>	ST129Q03TA04 <input type="radio"/>
Identify the science question associated with the disposal of garbage	ST129Q04TA01 <input type="radio"/>	ST129Q04TA02 <input type="radio"/>	ST129Q04TA03 <input type="radio"/>	ST129Q04TA04 <input type="radio"/>
Predict how changes to an environment will affect the survival of certain species	ST129Q05TA01 <input type="radio"/>	ST129Q05TA02 <input type="radio"/>	ST129Q05TA03 <input type="radio"/>	ST129Q05TA04 <input type="radio"/>
Interpret the scientific information provided on the labels of food items	ST129Q06TA01 <input type="radio"/>	ST129Q06TA02 <input type="radio"/>	ST129Q06TA03 <input type="radio"/>	ST129Q06TA04 <input type="radio"/>
Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars	ST129Q07TA01 <input type="radio"/>	ST129Q07TA02 <input type="radio"/>	ST129Q07TA03 <input type="radio"/>	ST129Q07TA04 <input type="radio"/>
Identify the better of two explanations for the formation of acid rain	ST129Q08TA01 <input type="radio"/>	ST129Q08TA02 <input type="radio"/>	ST129Q08TA03 <input type="radio"/>	ST129Q08TA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How much do you agree with the statements below?

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Learning advanced science would be easy for me	ST130Q01TA01 <input type="radio"/>	ST130Q01TA02 <input type="radio"/>	ST130Q01TA03 <input type="radio"/>	ST130Q01TA04 <input type="radio"/>
I can usually give good answers to test questions in science	ST130Q02TA01 <input type="radio"/>	ST130Q02TA02 <input type="radio"/>	ST130Q02TA03 <input type="radio"/>	ST130Q02TA04 <input type="radio"/>
I learn science quickly	ST130Q03TA01 <input type="radio"/>	ST130Q03TA02 <input type="radio"/>	ST130Q03TA03 <input type="radio"/>	ST130Q03TA04 <input type="radio"/>
Science is easy for me	ST130Q04TA01 <input type="radio"/>	ST130Q04TA02 <input type="radio"/>	ST130Q04TA03 <input type="radio"/>	ST130Q04TA04 <input type="radio"/>
When I am being taught science, I can understand the concepts very well	ST130Q05TA01 <input type="radio"/>	ST130Q05TA02 <input type="radio"/>	ST130Q05TA03 <input type="radio"/>	ST130Q05TA04 <input type="radio"/>
I can easily understand new ideas in science	ST130Q06TA01 <input type="radio"/>	ST130Q06TA02 <input type="radio"/>	ST130Q06TA03 <input type="radio"/>	ST130Q06TA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
A good way to know if something is true is to do an experiment.	ST131Q01NA01 <input type="radio"/>	ST131Q01NA02 <input type="radio"/>	ST131Q01NA03 <input type="radio"/>	ST131Q01NA04 <input type="radio"/>
Some ideas in science today are different than what scientists used to think.	ST131Q02NA01 <input type="radio"/>	ST131Q02NA02 <input type="radio"/>	ST131Q02NA03 <input type="radio"/>	ST131Q02NA04 <input type="radio"/>
Ideas in science sometimes change.	ST131Q03NA01 <input type="radio"/>	ST131Q03NA02 <input type="radio"/>	ST131Q03NA03 <input type="radio"/>	ST131Q03NA04 <input type="radio"/>
Good answers are based on evidence from many different experiments.	ST131Q04NA01 <input type="radio"/>	ST131Q04NA02 <input type="radio"/>	ST131Q04NA03 <input type="radio"/>	ST131Q04NA04 <input type="radio"/>
There are some questions that scientists cannot answer.	ST131Q05NA01 <input type="radio"/>	ST131Q05NA02 <input type="radio"/>	ST131Q05NA03 <input type="radio"/>	ST131Q05NA04 <input type="radio"/>
It is good to try experiments more than once to make sure of your findings.	ST131Q06NA01 <input type="radio"/>	ST131Q06NA02 <input type="radio"/>	ST131Q06NA03 <input type="radio"/>	ST131Q06NA04 <input type="radio"/>
New discoveries can change what scientists think is true.	ST131Q07NA01 <input type="radio"/>	ST131Q07NA02 <input type="radio"/>	ST131Q07NA03 <input type="radio"/>	ST131Q07NA04 <input type="radio"/>
Sometimes scientists change their minds about what is true in science.	ST131Q08NA01 <input type="radio"/>	ST131Q08NA02 <input type="radio"/>	ST131Q08NA03 <input type="radio"/>	ST131Q08NA04 <input type="radio"/>
It is good to have an idea before I start an experiment.	ST131Q09NA01 <input type="radio"/>	ST131Q09NA02 <input type="radio"/>	ST131Q09NA03 <input type="radio"/>	ST131Q09NA04 <input type="radio"/>
One important part of science is doing experiments to come up with ideas about how things work.	ST131Q10NA01 <input type="radio"/>	ST131Q10NA02 <input type="radio"/>	ST131Q10NA03 <input type="radio"/>	ST131Q10NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

The ideas in science books sometimes change.

ST131Q11NA01

ST131Q11NA02

ST131Q11NA03

ST131Q11NA04

In science, there can be more than one way for scientists to test their ideas.

ST131Q12NA01

ST131Q12NA02

ST131Q12NA03

ST131Q12NA04

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

We are interested in what you think about the need for scientific skills in the job market today. How much do you disagree or agree with the following statements?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
It is important to have good scientific knowledge and skills in order to get a good job in today's world.	ST132Q01TA01 <input type="radio"/>	ST132Q01TA02 <input type="radio"/>	ST132Q01TA03 <input type="radio"/>	ST132Q01TA04 <input type="radio"/>
Employers generally value strong scientific knowledge and skills in their employees.	ST132Q02TA01 <input type="radio"/>	ST132Q02TA02 <input type="radio"/>	ST132Q02TA03 <input type="radio"/>	ST132Q02TA04 <input type="radio"/>
Most jobs today require some scientific knowledge and skills.	ST132Q03TA01 <input type="radio"/>	ST132Q03TA02 <input type="radio"/>	ST132Q03TA03 <input type="radio"/>	ST132Q03TA04 <input type="radio"/>
It is an advantage in the job market to have good scientific knowledge and skills.	ST132Q04TA01 <input type="radio"/>	ST132Q04TA02 <input type="radio"/>	ST132Q04TA03 <input type="radio"/>	ST132Q04TA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How much do you agree with the statements below?

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Advances in science and technology usually improve people's living conditions	ST133Q01TA01 <input type="radio"/>	ST133Q01TA02 <input type="radio"/>	ST133Q01TA03 <input type="radio"/>	ST133Q01TA04 <input type="radio"/>
Science is important for helping us to understand the natural world	ST133Q02TA01 <input type="radio"/>	ST133Q02TA02 <input type="radio"/>	ST133Q02TA03 <input type="radio"/>	ST133Q02TA04 <input type="radio"/>
Some concepts in science help me see how I relate to other people	ST133Q03TA01 <input type="radio"/>	ST133Q03TA02 <input type="radio"/>	ST133Q03TA03 <input type="radio"/>	ST133Q03TA04 <input type="radio"/>
Advances in science and technology usually help improve the economy	ST133Q04TA01 <input type="radio"/>	ST133Q04TA02 <input type="radio"/>	ST133Q04TA03 <input type="radio"/>	ST133Q04TA04 <input type="radio"/>
I will use science in many ways when I am an adult	ST133Q05TA01 <input type="radio"/>	ST133Q05TA02 <input type="radio"/>	ST133Q05TA03 <input type="radio"/>	ST133Q05TA04 <input type="radio"/>
Science is valuable to society	ST133Q06TA01 <input type="radio"/>	ST133Q06TA02 <input type="radio"/>	ST133Q06TA03 <input type="radio"/>	ST133Q06TA04 <input type="radio"/>
Science is very relevant to me	ST133Q07TA01 <input type="radio"/>	ST133Q07TA02 <input type="radio"/>	ST133Q07TA03 <input type="radio"/>	ST133Q07TA04 <input type="radio"/>
I find that science helps me to understand the things around me	ST133Q08TA01 <input type="radio"/>	ST133Q08TA02 <input type="radio"/>	ST133Q08TA03 <input type="radio"/>	ST133Q08TA04 <input type="radio"/>
Advances in science and technology usually bring social benefits	ST133Q09TA01 <input type="radio"/>	ST133Q09TA02 <input type="radio"/>	ST133Q09TA03 <input type="radio"/>	ST133Q09TA04 <input type="radio"/>
When I leave school there will be many opportunities for me to use science	ST133Q10TA01 <input type="radio"/>	ST133Q10TA02 <input type="radio"/>	ST133Q10TA03 <input type="radio"/>	ST133Q10TA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Mrs. Miller has caught the flu. Her daughter Lucy has gone to the pharmacist's to buy medicine for her mother. The pharmacist shows her some medicine and now she has to decide whether to buy it or not.

How important should Lucy rate the statements below in her decision to buy the medicine?

(Please select one response in each row.)

	<i>Not at all important</i>	<i>Hardly important</i>	<i>Important</i>	<i>Very important</i>
The medicine has been used as a traditional remedy.	ST134Q01NA01 <input type="radio"/>	ST134Q01NA02 <input type="radio"/>	ST134Q01NA03 <input type="radio"/>	ST134Q01NA04 <input type="radio"/>
Compared to flu patients not taking any medication, 60% of those taking the medicine got better faster.	ST134Q02NA01 <input type="radio"/>	ST134Q02NA02 <input type="radio"/>	ST134Q02NA03 <input type="radio"/>	ST134Q02NA04 <input type="radio"/>
The medicine is an herbal extract.	ST134Q03NA01 <input type="radio"/>	ST134Q03NA02 <input type="radio"/>	ST134Q03NA03 <input type="radio"/>	ST134Q03NA04 <input type="radio"/>
Adversary effects such as skin irritation were found with 3% of the patients taking medicine.	ST134Q04NA01 <input type="radio"/>	ST134Q04NA02 <input type="radio"/>	ST134Q04NA03 <input type="radio"/>	ST134Q04NA04 <input type="radio"/>
In a newspaper, an expert said every household should always have this medicine at home.	ST134Q05NA01 <input type="radio"/>	ST134Q05NA02 <input type="radio"/>	ST134Q05NA03 <input type="radio"/>	ST134Q05NA04 <input type="radio"/>
According to Lucy's grandmother, the medicine also prevented people getting the flu again soon.	ST134Q06NA01 <input type="radio"/>	ST134Q06NA02 <input type="radio"/>	ST134Q06NA03 <input type="radio"/>	ST134Q06NA04 <input type="radio"/>
The medicine is advertised on TV.	ST134Q07NA01 <input type="radio"/>	ST134Q07NA02 <input type="radio"/>	ST134Q07NA03 <input type="radio"/>	ST134Q07NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Joel is very good at cycling. He plans to prepare for the national Olympic preliminaries in two years' time. His coach advises him to use a bicycle helmet and now Joel has to decide whether to buy one or not.

How strongly should the statements below affect Joel's decision to buy a helmet?

(Please select one response in each row.)

	<i>No effect</i>	<i>Little effect</i>	<i>Medium effect</i>	<i>Strong effect</i>
All international cycle racing events have a rule on wearing a bicycle helmet.	ST135Q01NA01 <input type="radio"/>	ST135Q01NA02 <input type="radio"/>	ST135Q01NA03 <input type="radio"/>	ST135Q01NA04 <input type="radio"/>
The local newspaper published an article about a boy not wearing a helmet who was badly injured in an accident.	ST135Q02NA01 <input type="radio"/>	ST135Q02NA02 <input type="radio"/>	ST135Q02NA03 <input type="radio"/>	ST135Q02NA04 <input type="radio"/>
The instruction manual for the helmet says that on average, the mortality risk in bicycle accidents can be reduced by about 70% by wearing a bicycle helmet.	ST135Q03NA01 <input type="radio"/>	ST135Q03NA02 <input type="radio"/>	ST135Q03NA03 <input type="radio"/>	ST135Q03NA04 <input type="radio"/>
Official statistics show that cyclists wearing a helmet suffer less injury in an accident than cyclists without a helmet.	ST135Q04NA01 <input type="radio"/>	ST135Q04NA02 <input type="radio"/>	ST135Q04NA03 <input type="radio"/>	ST135Q04NA04 <input type="radio"/>
A scientific study conducted by a university showed that wearing a helmet decreases the probability of head injuries.	ST135Q05NA01 <input type="radio"/>	ST135Q05NA02 <input type="radio"/>	ST135Q05NA03 <input type="radio"/>	ST135Q05NA04 <input type="radio"/>
Many parents want their children to wear a helmet.	ST135Q06NA01 <input type="radio"/>	ST135Q06NA02 <input type="radio"/>	ST135Q06NA03 <input type="radio"/>	ST135Q06NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = null OR ^ST003Q02TA01 = 01 OR ^ST003Q02TA01 = 05 OR ^ST003Q02TA01 = 09) THEN
GOTO ^ST136 ELSE GOTO ^ST136R01

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Sandra is very good at long distance running. She wants to prepare for the school sports event. Sandra considers setting up a long-term training plan.

How strongly should the following statements affect Sandra's decision to set up a training plan?

(Please select one response in each row.)

	<i>No effect</i>	<i>Little effect</i>	<i>Medium effect</i>	<i>Strong effect</i>
Her father read about the benefits of following a training plan in the newspaper.	ST136Q01NA01 <input type="radio"/>	ST136Q01NA02 <input type="radio"/>	ST136Q01NA03 <input type="radio"/>	ST136Q01NA04 <input type="radio"/>
Webpages designed for professional and amateur athletes provide training plans for most disciplines.	ST136Q02NA01 <input type="radio"/>	ST136Q02NA02 <input type="radio"/>	ST136Q02NA03 <input type="radio"/>	ST136Q02NA04 <input type="radio"/>
Her doctor expects an optimal conditioning state, health, and power if she follows a regular training plan.	ST136Q03NA01 <input type="radio"/>	ST136Q03NA02 <input type="radio"/>	ST136Q03NA03 <input type="radio"/>	ST136Q03NA04 <input type="radio"/>
A national university has just published a study on the importance of regular and predetermined training and relaxation phases for an athlete's strength and condition.	ST136Q04NA01 <input type="radio"/>	ST136Q04NA02 <input type="radio"/>	ST136Q04NA03 <input type="radio"/>	ST136Q04NA04 <input type="radio"/>
All her teammates practice according to their training plan on most days.	ST136Q05NA01 <input type="radio"/>	ST136Q05NA02 <input type="radio"/>	ST136Q05NA03 <input type="radio"/>	ST136Q05NA04 <input type="radio"/>
The national Olympic committee invites young athletes to seminars to fit their individual training plan to their current condition.	ST136Q06NA01 <input type="radio"/>	ST136Q06NA02 <input type="radio"/>	ST136Q06NA03 <input type="radio"/>	ST136Q06NA04 <input type="radio"/>
A report about the current national champion quotes the champ to believe in the importance of sticking to a predetermined training plan.	ST136Q07NA01 <input type="radio"/>	ST136Q07NA02 <input type="radio"/>	ST136Q07NA03 <input type="radio"/>	ST136Q07NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 02 OR ^ST003Q02TA01 = 06 OR ^ST003Q02TA01 = 10) THEN GOTO ^ST137 ELSE GOTO ^ST137R01

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Sandra is very good at long distance running. She wants to prepare for the school sports event. Sandra considers setting up a long-term training plan.

How strongly should the following statements affect Sandra's decision to set up a training plan?

(Please select one response in each row.)

	No effect	Little effect	Medium effect	Strong effect
Her doctor expects an optimal conditioning state, health, and power if she follows a regular training plan.	ST137Q01NA01 <input type="radio"/>	ST137Q01NA02 <input type="radio"/>	ST137Q01NA03 <input type="radio"/>	ST137Q01NA04 <input type="radio"/>
A national university has just published a study on the importance of regular and predetermined training and relaxation phases for an athlete's strength and condition.	ST137Q02NA01 <input type="radio"/>	ST137Q02NA02 <input type="radio"/>	ST137Q02NA03 <input type="radio"/>	ST137Q02NA04 <input type="radio"/>
All her teammates practice according to their training plan on most days.	ST137Q03NA01 <input type="radio"/>	ST137Q03NA02 <input type="radio"/>	ST137Q03NA03 <input type="radio"/>	ST137Q03NA04 <input type="radio"/>
The national Olympic committee invites young athletes to seminars to fit their individual training plan to their current condition.	ST137Q04NA01 <input type="radio"/>	ST137Q04NA02 <input type="radio"/>	ST137Q04NA03 <input type="radio"/>	ST137Q04NA04 <input type="radio"/>
A report about the current national champion quotes the champ to believe in the importance of sticking to a predetermined training plan.	ST137Q05NA01 <input type="radio"/>	ST137Q05NA02 <input type="radio"/>	ST137Q05NA03 <input type="radio"/>	ST137Q05NA04 <input type="radio"/>
Her father read about the benefits of following a training plan in the newspaper.	ST137Q06NA01 <input type="radio"/>	ST137Q06NA02 <input type="radio"/>	ST137Q06NA03 <input type="radio"/>	ST137Q06NA04 <input type="radio"/>
Webpages designed for professional and amateur athletes provide training plans for most disciplines.	ST137Q07NA01 <input type="radio"/>	ST137Q07NA02 <input type="radio"/>	ST137Q07NA03 <input type="radio"/>	ST137Q07NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 = 03 OR ^ST003Q02TA01 = 07 OR ^ST003Q02TA01 = 11) THEN GOTO ^ST138 ELSE GOTO ^ST138R01

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Sandra is very good at long distance running. She wants to prepare for the school sports event. Sandra considers setting up a long-term training plan.

How strongly should the following statements affect Sandra's decision to set up a training plan?

(Please select one response in each row.)

	<i>No effect</i>	<i>Little effect</i>	<i>Medium effect</i>	<i>Strong effect</i>
All her teammates practice according to their training plan on most days.	ST138Q01NA01 <input type="radio"/>	ST138Q01NA02 <input type="radio"/>	ST138Q01NA03 <input type="radio"/>	ST138Q01NA04 <input type="radio"/>
The national Olympic committee invites young athletes to seminars to fit their individual training plan to their current condition.	ST138Q02NA01 <input type="radio"/>	ST138Q02NA02 <input type="radio"/>	ST138Q02NA03 <input type="radio"/>	ST138Q02NA04 <input type="radio"/>
A report about the current national champion quotes the champ to believe in the importance of sticking to a predetermined training plan.	ST138Q03NA01 <input type="radio"/>	ST138Q03NA02 <input type="radio"/>	ST138Q03NA03 <input type="radio"/>	ST138Q03NA04 <input type="radio"/>
Her father read about the benefits of following a training plan in the newspaper.	ST138Q04NA01 <input type="radio"/>	ST138Q04NA02 <input type="radio"/>	ST138Q04NA03 <input type="radio"/>	ST138Q04NA04 <input type="radio"/>
Webpages designed for professional and amateur athletes provide training plans for most disciplines.	ST138Q05NA01 <input type="radio"/>	ST138Q05NA02 <input type="radio"/>	ST138Q05NA03 <input type="radio"/>	ST138Q05NA04 <input type="radio"/>
Her doctor expects an optimal conditioning state, health, and power if she follows a regular training plan.	ST138Q06NA01 <input type="radio"/>	ST138Q06NA02 <input type="radio"/>	ST138Q06NA03 <input type="radio"/>	ST138Q06NA04 <input type="radio"/>
A national university has just published a study on the importance of regular and predetermined training and relaxation phases for an athlete's strength and condition.	ST138Q07NA01 <input type="radio"/>	ST138Q07NA02 <input type="radio"/>	ST138Q07NA03 <input type="radio"/>	ST138Q07NA04 <input type="radio"/>

Branching rule

Rule: IF (^ST003Q02TA01 =04 OR ^ST003Q02TA01 = 08 OR ^ST003Q02TA01 = 12) THEN GOTO ^ST139 ELSE GOTO
^ST140

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Sandra is very good at long distance running. She wants to prepare for the school sports event. Sandra considers setting up a long-term training plan.

How strongly should the following statements affect Sandra's decision to set up a training plan?

(Please select one response in each row.)

	No effect	Little effect	Medium effect	Strong effect
A report about the current national champion quotes the champ to believe in the importance of sticking to a predetermined training plan.	ST139Q01NA01 <input type="radio"/>	ST139Q01NA02 <input type="radio"/>	ST139Q01NA03 <input type="radio"/>	ST139Q01NA04 <input type="radio"/>
Her father read about the benefits of following a training plan in the newspaper.	ST139Q02NA01 <input type="radio"/>	ST139Q02NA02 <input type="radio"/>	ST139Q02NA03 <input type="radio"/>	ST139Q02NA04 <input type="radio"/>
Webpages designed for professional and amateur athletes provide training plans for most disciplines.	ST139Q03NA01 <input type="radio"/>	ST139Q03NA02 <input type="radio"/>	ST139Q03NA03 <input type="radio"/>	ST139Q03NA04 <input type="radio"/>
Her doctor expects an optimal conditioning state, health, and power if she follows a regular training plan.	ST139Q04NA01 <input type="radio"/>	ST139Q04NA02 <input type="radio"/>	ST139Q04NA03 <input type="radio"/>	ST139Q04NA04 <input type="radio"/>
A national university has just published a study on the importance of regular and predetermined training and relaxation phases for an athlete's strength and condition.	ST139Q05NA01 <input type="radio"/>	ST139Q05NA02 <input type="radio"/>	ST139Q05NA03 <input type="radio"/>	ST139Q05NA04 <input type="radio"/>
All her teammates practice according to their training plan on most days.	ST139Q06NA01 <input type="radio"/>	ST139Q06NA02 <input type="radio"/>	ST139Q06NA03 <input type="radio"/>	ST139Q06NA04 <input type="radio"/>
The national Olympic committee invites young athletes to seminars to fit their individual training plan to their current condition.	ST139Q07NA01 <input type="radio"/>	ST139Q07NA02 <input type="radio"/>	ST139Q07NA03 <input type="radio"/>	ST139Q07NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I like trying new things, even though sometimes nothing comes of it.	ST140Q01NA01 <input type="radio"/>	ST140Q01NA02 <input type="radio"/>	ST140Q01NA03 <input type="radio"/>	ST140Q01NA04 <input type="radio"/>
I only undertake tasks that are solvable.	ST140Q02NA01 <input type="radio"/>	ST140Q02NA02 <input type="radio"/>	ST140Q02NA03 <input type="radio"/>	ST140Q02NA04 <input type="radio"/>
I like surprises.	ST140Q03NA01 <input type="radio"/>	ST140Q03NA02 <input type="radio"/>	ST140Q03NA03 <input type="radio"/>	ST140Q03NA04 <input type="radio"/>
I like taking things as they come.	ST140Q04NA01 <input type="radio"/>	ST140Q04NA02 <input type="radio"/>	ST140Q04NA03 <input type="radio"/>	ST140Q04NA04 <input type="radio"/>
I like it when things keep flowing smoothly.	ST140Q05NA01 <input type="radio"/>	ST140Q05NA02 <input type="radio"/>	ST140Q05NA03 <input type="radio"/>	ST140Q05NA04 <input type="radio"/>
I am impatiently waiting for something exciting to happen.	ST140Q06NA01 <input type="radio"/>	ST140Q06NA02 <input type="radio"/>	ST140Q06NA03 <input type="radio"/>	ST140Q06NA04 <input type="radio"/>
I feel completely at ease when things around me go wild.	ST140Q07NA01 <input type="radio"/>	ST140Q07NA02 <input type="radio"/>	ST140Q07NA03 <input type="radio"/>	ST140Q07NA04 <input type="radio"/>
I like knowing what the next step will be.	ST140Q08NA01 <input type="radio"/>	ST140Q08NA02 <input type="radio"/>	ST140Q08NA03 <input type="radio"/>	ST140Q08NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Below you can see pairs of different occupations. In each line, please choose the one that you admire more.

(Please select one response in each row.)

Physicist

ST141Q01NA01

Lawyer

ST141Q01NA02

Historian

ST141Q02NA01

Building architect

ST141Q02NA02

Meteorologist

ST141Q03NA01

Economist

ST141Q03NA02

Teacher

ST141Q04NA01

Biologist

ST141Q04NA02

Civil Engineer

ST141Q05NA01

Librarian

ST141Q05NA02

Journalist

ST141Q06NA01

Electrical engineer

ST141Q06NA02

Mathematician

ST141Q07NA01

Judge

ST141Q07NA02

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Actor	ST141Q08NA01 <input type="radio"/>	Medical Doctor	ST141Q08NA02 <input type="radio"/>
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Section F: Using Technical Devices

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How much do you disagree or agree with the statements about the use of new technologies (e.g., tablet computer, smartphone, Blu-ray player) below?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
I am curious about new technologies.	ST142Q01NA01 <input type="radio"/>	ST142Q01NA02 <input type="radio"/>	ST142Q01NA03 <input type="radio"/>	ST142Q01NA04 <input type="radio"/>
Using new technologies stresses me.	ST142Q02NA01 <input type="radio"/>	ST142Q02NA02 <input type="radio"/>	ST142Q02NA03 <input type="radio"/>	ST142Q02NA04 <input type="radio"/>
I find it difficult to use new technologies – I do not know how to make them work.	ST142Q03NA01 <input type="radio"/>	ST142Q03NA02 <input type="radio"/>	ST142Q03NA03 <input type="radio"/>	ST142Q03NA04 <input type="radio"/>
It is up to me whether I can use new technologies or not – it has nothing to do with luck.	ST142Q04NA01 <input type="radio"/>	ST142Q04NA02 <input type="radio"/>	ST142Q04NA03 <input type="radio"/>	ST142Q04NA04 <input type="radio"/>
I am always interested in using the latest technological devices.	ST142Q05NA01 <input type="radio"/>	ST142Q05NA02 <input type="radio"/>	ST142Q05NA03 <input type="radio"/>	ST142Q05NA04 <input type="radio"/>
When I am using new technologies, I am afraid of failing.	ST142Q06NA01 <input type="radio"/>	ST142Q06NA02 <input type="radio"/>	ST142Q06NA03 <input type="radio"/>	ST142Q06NA04 <input type="radio"/>
When I have problems with technologies, it is up to me whether I solve them or not.	ST142Q07NA01 <input type="radio"/>	ST142Q07NA02 <input type="radio"/>	ST142Q07NA03 <input type="radio"/>	ST142Q07NA04 <input type="radio"/>
If I had the opportunity, I would use technological devices more frequently than now.	ST142Q08NA01 <input type="radio"/>	ST142Q08NA02 <input type="radio"/>	ST142Q08NA03 <input type="radio"/>	ST142Q08NA04 <input type="radio"/>
I worry that I will break new technological devices rather than use them in the right way.	ST142Q09NA01 <input type="radio"/>	ST142Q09NA02 <input type="radio"/>	ST142Q09NA03 <input type="radio"/>	ST142Q09NA04 <input type="radio"/>
	ST142Q10NA01	ST142Q10NA02	ST142Q10NA03	ST142Q10NA04

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

It is up to me whether I succeed in using new technology or not.	ST142Q10NA01 <input type="radio"/>	ST142Q10NA02 <input type="radio"/>	ST142Q10NA03 <input type="radio"/>	ST142Q10NA04 <input type="radio"/>
The outcome of my use of new technologies depends on me alone.	ST142Q11NA01 <input type="radio"/>	ST142Q11NA02 <input type="radio"/>	ST142Q11NA03 <input type="radio"/>	ST142Q11NA04 <input type="radio"/>
I quickly take pleasure in new technologies.	ST142Q12NA01 <input type="radio"/>	ST142Q12NA02 <input type="radio"/>	ST142Q12NA03 <input type="radio"/>	ST142Q12NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

If you were in a position to decide on the application of a certain technology, which of the two arguments is more important in deciding to use each new technology?

(Please select one response in each row.)

In agriculture, genetically modified seeds can produce a higher yield.

ST143Q01NA01

Genetic engineering may reduce bio diversity.

ST143Q01NA02

Today, it is possible to have a child through in vitro fertilization even when natural conception does not work.

ST143Q02NA01

Using in vitro fertilization, geneticists can select which fetus will continue development.

ST143Q02NA02

Nuclear power plants generate lots of electricity.

ST143Q03NA01

Nuclear power plants produce radio active waste.

ST143Q03NA02

Wind turbines generate electricity without any waste.

ST143Q04NA01

Wind turbines are noisy and disfigure the landscape.

ST143Q04NA02

In social networks, people can share personal information and photographs with others online.

ST143Q05NA01

Once information and photographs are uploaded to social networks, they can be retrieved many years later.

ST143Q05NA02

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How often do you use the following?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Once or twice a month</i>	<i>Once or twice a week</i>	<i>Almost every day</i>	<i>Every day</i>
Internet, e-mail	ST144Q01NA01 <input type="radio"/>	ST144Q01NA02 <input type="radio"/>	ST144Q01NA03 <input type="radio"/>	ST144Q01NA04 <input type="radio"/>	ST144Q01NA05 <input type="radio"/>
Computer, laptop, tablet	ST144Q02NA01 <input type="radio"/>	ST144Q02NA02 <input type="radio"/>	ST144Q02NA03 <input type="radio"/>	ST144Q02NA04 <input type="radio"/>	ST144Q02NA05 <input type="radio"/>
Cell phone, smartphone	ST144Q03NA01 <input type="radio"/>	ST144Q03NA02 <input type="radio"/>	ST144Q03NA03 <input type="radio"/>	ST144Q03NA04 <input type="radio"/>	ST144Q03NA05 <input type="radio"/>
MP3 player, iPod	ST144Q04NA01 <input type="radio"/>	ST144Q04NA02 <input type="radio"/>	ST144Q04NA03 <input type="radio"/>	ST144Q04NA04 <input type="radio"/>	ST144Q04NA05 <input type="radio"/>
DVD player, Blu-ray player	ST144Q05NA01 <input type="radio"/>	ST144Q05NA02 <input type="radio"/>	ST144Q05NA03 <input type="radio"/>	ST144Q05NA04 <input type="radio"/>	ST144Q05NA05 <input type="radio"/>
PlayStation, game consoles	ST144Q06NA01 <input type="radio"/>	ST144Q06NA02 <input type="radio"/>	ST144Q06NA03 <input type="radio"/>	ST144Q06NA04 <input type="radio"/>	ST144Q06NA05 <input type="radio"/>
Synthesizer, electronic piano, e-guitar	ST144Q07NA01 <input type="radio"/>	ST144Q07NA02 <input type="radio"/>	ST144Q07NA03 <input type="radio"/>	ST144Q07NA04 <input type="radio"/>	ST144Q07NA05 <input type="radio"/>
Sewing machine	ST144Q08NA01 <input type="radio"/>	ST144Q08NA02 <input type="radio"/>	ST144Q08NA03 <input type="radio"/>	ST144Q08NA04 <input type="radio"/>	ST144Q08NA05 <input type="radio"/>
Power drill, cordless screwdriver	ST144Q09NA01 <input type="radio"/>	ST144Q09NA02 <input type="radio"/>	ST144Q09NA03 <input type="radio"/>	ST144Q09NA04 <input type="radio"/>	ST144Q09NA05 <input type="radio"/>
Electric kitchen tools (microwave, blender)	ST144Q10NA01 <input type="radio"/>	ST144Q10NA02 <input type="radio"/>	ST144Q10NA03 <input type="radio"/>	ST144Q10NA04 <input type="radio"/>	ST144Q10NA05 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

Electric household tools (vacuum cleaner, hairdryer,
washing machine)

ST144Q11NA01

ST144Q11NA02

ST144Q11NA03

ST144Q11NA04

ST144Q11NA05

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
When I have a new device, the first thing I do is read the entire user manual.	ST145Q01NA01 <input type="radio"/>	ST145Q01NA02 <input type="radio"/>	ST145Q01NA03 <input type="radio"/>	ST145Q01NA04 <input type="radio"/>
When I have a new device, I can immediately tell how it works.	ST145Q02NA01 <input type="radio"/>	ST145Q02NA02 <input type="radio"/>	ST145Q02NA03 <input type="radio"/>	ST145Q02NA04 <input type="radio"/>
When I have a new device, I want to try out all the different features right away.	ST145Q03NA01 <input type="radio"/>	ST145Q03NA02 <input type="radio"/>	ST145Q03NA03 <input type="radio"/>	ST145Q03NA04 <input type="radio"/>
When I have a new device, I prefer to intentionally look at those features I actually want and need.	ST145Q04NA01 <input type="radio"/>	ST145Q04NA02 <input type="radio"/>	ST145Q04NA03 <input type="radio"/>	ST145Q04NA04 <input type="radio"/>
When I have a new device, I look for someone to explain to me how it works.	ST145Q05NA01 <input type="radio"/>	ST145Q05NA02 <input type="radio"/>	ST145Q05NA03 <input type="radio"/>	ST145Q05NA04 <input type="radio"/>

Exhibit C - 7. Student Questionnaire - Booklet 4 - Continued

How often do you do these things?

(Please select one response in each row.)

	<i>Very often</i>	<i>Regularly</i>	<i>Sometimes</i>	<i>Never or hardly ever</i>
Watch TV programs about science	ST146Q01TA01 <input type="radio"/>	ST146Q01TA02 <input type="radio"/>	ST146Q01TA03 <input type="radio"/>	ST146Q01TA04 <input type="radio"/>
Borrow or buy books on science topics	ST146Q02TA01 <input type="radio"/>	ST146Q02TA02 <input type="radio"/>	ST146Q02TA03 <input type="radio"/>	ST146Q02TA04 <input type="radio"/>
Visit web sites about science topics	ST146Q03TA01 <input type="radio"/>	ST146Q03TA02 <input type="radio"/>	ST146Q03TA03 <input type="radio"/>	ST146Q03TA04 <input type="radio"/>
Read science magazines or science articles in newspapers	ST146Q04TA01 <input type="radio"/>	ST146Q04TA02 <input type="radio"/>	ST146Q04TA03 <input type="radio"/>	ST146Q04TA04 <input type="radio"/>
Attend a science club	ST146Q05TA01 <input type="radio"/>	ST146Q05TA02 <input type="radio"/>	ST146Q05TA03 <input type="radio"/>	ST146Q05TA04 <input type="radio"/>
Use computer programs or virtual lab to simulate natural phenomena	ST146Q06NA01 <input type="radio"/>	ST146Q06NA02 <input type="radio"/>	ST146Q06NA03 <input type="radio"/>	ST146Q06NA04 <input type="radio"/>
Use computer programs or virtual lab to simulate technical processes	ST146Q07NA01 <input type="radio"/>	ST146Q07NA02 <input type="radio"/>	ST146Q07NA03 <input type="radio"/>	ST146Q07NA04 <input type="radio"/>
Visit web sites of environmental organizations	ST146Q08NA01 <input type="radio"/>	ST146Q08NA02 <input type="radio"/>	ST146Q08NA03 <input type="radio"/>	ST146Q08NA04 <input type="radio"/>
Follow news of science, environmental, or ecology organizations via blogs and microblogging	ST146Q09NA01 <input type="radio"/>	ST146Q09NA02 <input type="radio"/>	ST146Q09NA03 <input type="radio"/>	ST146Q09NA04 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!

International Option - Financial Literacy Student Background Items

Have you ever learned how to manage your money in a class?

FQ001Q01

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) At school, in a subject or class specifically about managing your money | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) At school as part of another subject or class | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) In an activity outside school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

How often do you discuss money matters (e.g., talk about spending, saving, banking, investment) with these people?

FQ001Q02

(Please check one box in each row.)

- | | <i>Never or
hardly
ever</i> | <i>Once or
twice a
month</i> | <i>Once or
twice a
week</i> | <i>Almost
every day</i> |
|--------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Parents/guardians or other adults | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) Friends | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

If you don't have enough money to buy something you really want (e.g., an item of clothing, sports equipment), what are you most likely to do?

FQ001Q11

(Please check only one box.)

- | | |
|--|---------------------------------------|
| a) Buy it with money that really should be used for something else | <input type="checkbox"/> ₁ |
| b) Try to borrow money from a family member | <input type="checkbox"/> ₂ |
| c) Try to borrow money from a friend | <input type="checkbox"/> ₃ |
| d) Save up to buy it | <input type="checkbox"/> ₄ |
| e) Not buy it | <input type="checkbox"/> ₅ |

Exhibit C - 8. Financial Literacy Student Background Items - Continued**Do you get money from any of these sources?**

FQ001Q04

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) An allowance or spending money for regularly doing chores at home | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) An allowance or spending money without having to do any chores | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Working outside school hours (e.g., a seasonal job, part-time work) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Working in a family business | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Occasional informal jobs (e.g., babysitting or gardening) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) Gifts of money from friends or relatives | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) Selling things (e.g., at local markets or on eBay) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Which of these statements about saving money best applies to you?

FQ001Q10

(Please check only one box.)

- | | |
|--|---------------------------------------|
| a) I save the same amount of money each week or month | <input type="checkbox"/> ₁ |
| b) I save some money each week or month, but the amount varies | <input type="checkbox"/> ₂ |
| c) I save money only when I have some to spare | <input type="checkbox"/> ₃ |
| d) I save money only when I want to buy something | <input type="checkbox"/> ₄ |
| e) I do not save any money | <input type="checkbox"/> ₅ |
| f) I have no money so I do not save | <input type="checkbox"/> ₆ |

Do you have either of the following?

FQ001Q06

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> | <i>I don't know what it is</i> |
|------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Bank account | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| b) Pre-paid debit card | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |