

Appendix C

Field Test Questionnaires

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June 2016
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SCHOOL QUESTIONNAIRE FOR PISA 2018

FIELD TRIAL VERSION

CY7_201604_QST_FT_SCQ_CBA_NoNotes

PISA 2018 FT - School Questionnaire

CY7_201604_QST_FT_SCQ_CBA_NoNotes

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
- School climate

This information will help 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].

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 survey is 1850-0755. The time required to complete this survey 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 survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

SC001

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

(Please select one response.)

SC001Q01TA A village, hamlet or rural area (fewer than 3 000 people) _01

SC001Q01TA A small town (3 000 to about 15 000 people) _02

SC001Q01TA A town (15 000 to about 100 000 people) _03

SC001Q01TA A city (100 000 to about 1 000 000 people) _04

SC001Q01TA A large city (with over 1 000 000 people) _05

PISA 2018 FT - School Questionnaire

CY7_201604_QST_FT_SCQ_CBA_NoNotes

SC013 **Is your school a public or a private school?**

(Please select one response.)

SC013Q01TA A public school _01

SC013Q01TA A private school _02

IF ^SC013Q01TA02 = 1 THEN GOTO ^SC016 ELSE GOTO ^SC801

SC016 **About what percentage of your total funding for a typical school year comes from the following sources?**

(Please enter a number for each response. Enter “0” (zero) if there are none.)(Note that the percentages must add up to 100.)

		%
SC016Q01TA	Government (includes departments, local, state and national)	_____01
SC016Q02TA	Student fees or school charges paid by parents	_____01
SC016Q03TA	Benefactors, donations, bequests, sponsorships, parent fundraising	_____01
SC016Q04TA	Other	_____01
	<i>Total</i>	<i>100%</i>

Consistency check/soft reminder if the sum is not 100.

SC017 **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>
SC017Q01NA	A lack of teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q03NA	A lack of assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q05NA	A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q06NA	Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q07NA	A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

SC161 **Who has the main responsibility for career guidance of students in 10th grade at your school?**

(Please select all that apply.)

SC161Q01SA Not applicable, career guidance is not available in this school. ₀₁

SC161Q02SA All teachers share the responsibility for career guidance. ₀₁

SC161Q03SA Specific teachers have the main responsibility for career guidance. ₀₁

SC161Q04SA We have one or more specific career guidance counsellors **employed** at school. ₀₁

SC161Q05SA We have one or more specific career guidance counsellors who regularly **visit** the school. ₀₁

This is a filter question:

If the answer is “Not applicable, career guidance is not available in this school” respondents proceed to SC155.

Else respondents answer SC162.

PISA 2018 FT - School Questionnaire

CY7_201604_QST_FT_SCQ_CBA_NoNotes

This is a filtered question:

Only if SC161 is something else than “Not applicable, career guidance is not available in this school”.

Else proceed to SC155.

SC162 **If career guidance is available at your school, which of the statements below best describes the situation for students in 10th grade?**

(Please select one response.)

SC162Q01SA Career guidance is sought voluntarily by students. ₀₁

SC162Q01SA Career guidance is formally scheduled into students' time at school. ₀₂

To what extent do you agree with the following statements about your schools' capacity to enhance learning and teaching using digital devices?

SC155

(Please select one response in each row.)

(Please think of different kinds of digital devices such as desktop computers, portable laptops, tablet computers or interactive whiteboards)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
SC155Q01HA	The number of digital devices connected to the Internet is sufficient.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q02HA	The school's Internet bandwidth or speed is sufficient.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q03HA	The number of digital devices for instruction is sufficient.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q04HA	Digital devices at the school are sufficiently powerful in terms of computing capacity.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q05HA	The availability of adequate software is sufficient.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q06HA	Teachers have the necessary technical and pedagogical skills to integrate digital devices into their instruction.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q07HA	Teachers have sufficient time to prepare lessons that integrate digital devices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q08HA	Effective professional resources for teachers to learn how to use digital devices are available.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q09HA	An effective online learning support platform is available.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q10HA	Teachers are provided with incentives to integrate digital devices into their teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC155Q11HA	The school has sufficient qualified technical assistant staff.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

PISA 2018 FT - School Questionnaire

CY7_201604_QST_FT_SCQ_CBA_NoNotes

SC156 **Does your school have any of the following?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC156Q01HA	Its own written statement about the use of digital devices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q02HA	Its own written statement specifically about the use of digital devices for pedagogical purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q03HA	A program to use digital devices for teaching and learning in specific subjects	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q04HA	Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q05HA	A specific program to prepare students for responsible internet behaviour	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q06HA	A specific policy about using social networks (Facebook, etc.) in teaching and learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q07HA	A specific program to promote collaboration on the use of digital devices among teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q08HA	Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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

SC011

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

SC011Q01TA There are two or more other schools in this area that compete for our students. ₀₁

SC011Q01TA There is one other school in this area that competes for our students. ₀₂

SC011Q01TA There are no other schools in this area that compete for our students. ₀₃

SC012 **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>
SC012Q01TA	Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q02TA	Recommendation of feeder schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q03TA	Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q04TA	Whether the student requires or is interested in a special program	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q05TA	Preference given to family members of current or former students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q06TA	Residence in a particular area	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q07TA	Other	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

Some schools organise instruction differently for students with different abilities.

SC042

What is your school's policy about this for students in 10th grade?

(Please select one response in each row.)

		<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subjects</i>
SC042Q01TA	Students are grouped by ability into different classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC042Q02TA	Students are grouped by ability within their classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

SC154 **In your school, are assessments of students in 10th grade used for any of the following purposes?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC154Q01HA	To guide students' learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q02WA	To inform parents about their child's progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q03WA	To make decisions about students' retention or promotion	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q04WA	To group students for instructional purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q05WA	To compare the school to district, state, or national performance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q06WA	To monitor the school's progress from year to year	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q07WA	To make judgements about teachers' effectiveness	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q08WA	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q09HA	To adapt teaching to the students' needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q10WA	To compare the school with other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q11HA	To award certificates to students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC036Q01TA	Achievement data are posted publicly (e.g., in the media)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC036Q02TA	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC036Q03NA	Achievement data are provided directly to parents	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC037

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

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

(Please select one response in each row.)

		<i>Yes, this is mandatory, e.g. based on district or state policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
SC037Q01TA	Internal evaluation/Self-evaluation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q02TA	External evaluation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q03TA	Written specification of the school’s curricular profile and educational goals	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q04TA	Written specification of student performance standards	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q06NA	Systematic recording of student test results and graduation rates	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q07TA	Seeking written feedback from students (e.g., regarding lessons, teachers or resources)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q08TA	Teacher mentoring	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q10NA	Implementation of a standardised policy for reading subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

PISA 2018 FT - School Questionnaire

CY7_201604_QST_FT_SCQ_CBA_NoNotes

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

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

SC157 **To what extent do the following statements reflect an opinion shared by your teaching staff?**

(Please select one response in each row.)

		<i>Shared among none or almost none of them</i>	<i>Shared among some of them</i>	<i>Shared among many of them</i>	<i>Shared among all or almost all of them</i>
SC157Q01HA	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools consider their cultural differences.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC157Q02HA	It is crucial for the academic success of multilingual students that schools offer courses in their heritage language.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC157Q03HA	It is best for school cohesion when schools encourage the expression of cultural differences among their students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC157Q04HA	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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC157Q05HA	It is best for school cohesion when the school encourages linguistic diversity in school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

SC165 **Do the following statements reflect practices for multicultural learning in your school?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC165Q01HA	In our school, students learn about the histories of diverse ethnic and cultural groups that live in the United States.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q02HA	In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q03HA	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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q04HA	In our school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q05HA	Our school supports activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q06HA	Our school offers an exchange program with schools in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q07HA	Our school organizes multicultural events (e.g., cultural diversity day).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q08HA	In our school, we celebrate festivities from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q09HA	In our school, students are encouraged to communicate with people from other cultures via web/internet/social media.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q10HA	Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC166

To what extent do the following statements reflect an opinion shared by your teaching staff?

(Please select one response in each row.)

		<i>Shared among none or almost none of them</i>	<i>Shared among some of them</i>	<i>Shared among many of them</i>	<i>Shared among all or almost all of them</i>
SC166Q01HA	In the classroom, it is important to be responsive to differences between cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q02HA	It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q03HA	Respecting other cultures is something that students should learn as early as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q04HA	Intercultural communication should be emphasized in teacher training.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q05HA	Schools should aim to foster and support the similarities between students from different cultural backgrounds.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q06HA	In the classroom, it is important that students of different origins recognize the similarities that exist between them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q07HA	When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q08HA	Students should learn that people of different cultural origins often have a lot in common.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

SC167

Is there any formal curriculum for the following skills in 10th grade?

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC167Q01HA	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q02HA	Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q03HA	Openness to intercultural experiences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q04HA	Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q05HA	Foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q06HA	Critical thinking skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC158

Is there any formal curriculum for the following topics in 10th grade?

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC158Q01HA	Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q02HA	Global health (e.g., epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q03HA	Population growth	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q04HA	Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q05HA	Impacts of developments in the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q06HA	Air pollution	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q07HA	International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q08HA	Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q09HA	Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q10HA	The pace of technological change in the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q11HA	The impact of aging populations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q12HA	Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q13HA	The consequences of clearing forests for other land use	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC061 **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>
SC061Q01TA	Student truancy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q02TA	Students skipping classes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q03TA	Students lacking respect for teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q04TA	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q05TA	Students intimidating or bullying other students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q11HA	Students not being attentive	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q06TA	Teachers not meeting individual students' needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q07TA	Teacher absenteeism	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q08TA	Staff resisting change	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q09TA	Teachers being too strict with students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q10TA	Teachers not being well prepared for classes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

SC002

As of February 1, 2017, what was the total school enrolment (number of students)?

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

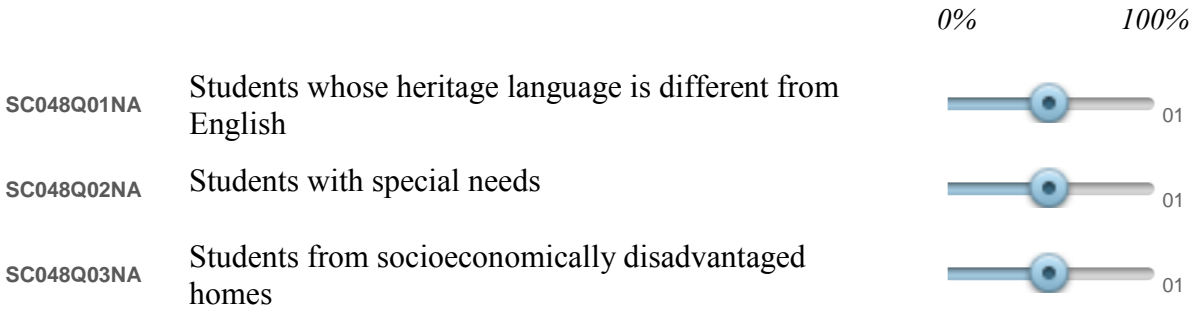
SC002Q01TA Number of boys: _____01

SC002Q02TA Number of girls: _____01

SC048 **Please estimate the percentage of students in 10th grade at your school who have the following characteristics.**

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

(Please move the slider to the appropriate percentage.)



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

SC004

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.)

		<i>Number</i>
SC004Q01TA	At your school, what is the total number of students in the 10th grade?	_____01
SC004Q02TA	Approximately, how many computers are available for these students for educational purposes?	_____01
SC004Q03TA	Approximately, how many of these computers are connected to the Internet?	_____01
SC004Q04NA	Approximately, how many of these computers are portable (e.g., laptop, tablet)?	_____01
SC004Q05NA	Approximately, how many interactive whiteboards are available in the school altogether?	_____01
SC004Q06NA	Approximately, how many data projectors are available in the school altogether?	_____01
SC004Q07NA	Approximately, how many computers with internet connection are available for teachers <u>in your school</u> ?	_____01

SC018 **How many of the following teachers are on the staff of your school?**

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

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

		<i>Full-time</i>	<i>Part-time</i>
SC018Q01TA	Teachers in TOTAL	_____01	_____02
SC018Q02TA	Teachers fully certified by the state in their main assignment field	_____01	_____02
SC018Q05NA	Teachers with a bachelor’s degree	_____01	_____02
SC018Q06NA	Teachers with a Master’s degree	_____01	_____02
SC018Q07NA	Teachers with a doctoral degree or professional degree (e.g., J.D. or M.D)	_____01	_____02

SC025

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 recognised 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).)

SC025Q01NA

All teaching staff at your school



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

SC159 **Does your school host visiting teachers from other countries?**

(Please select only one response.)

SC159Q01HA Yes

_01

SC159Q01HA No

_02

SC003

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

(Please select one response.)

- | | | | |
|------------|-----------------------|--------------------------|----|
| SC003Q01TA | 15 students or fewer | <input type="checkbox"/> | 01 |
| SC003Q01TA | 16-20 students | <input type="checkbox"/> | 02 |
| SC003Q01TA | 21-25 students | <input type="checkbox"/> | 03 |
| SC003Q01TA | 26-30 students | <input type="checkbox"/> | 04 |
| SC003Q01TA | 31-35 students | <input type="checkbox"/> | 05 |
| SC003Q01TA | 36-40 students | <input type="checkbox"/> | 06 |
| SC003Q01TA | 41-45 students | <input type="checkbox"/> | 07 |
| SC003Q01TA | 46-50 students | <input type="checkbox"/> | 08 |
| SC003Q01TA | More than 50 students | <input type="checkbox"/> | 09 |

SC053

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.)

		<i>Yes</i>	<i>No</i>
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q02TA	School play or school musical	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q04TA	Volunteering or community service activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q12IA	Book club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q13IA	Debating club or debating activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q09TA	Art club or art activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q10TA	Sports team or sports activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q14IA	Lectures and/or seminars (e.g., guest speakers such as writers or journalists)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q15IA	Collaboration with local libraries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q16IA	Collaboration with local newspapers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC150

Does your school offer any of the following options to students in 10th grade whose heritage language is not English?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC150Q011A	These students attend regular classes and receive additional periods of instruction aimed at developing English/Language arts skills (e.g., reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q021A	Before transferring to regular classes, these students attend a preparatory program aimed at developing English/Language arts skills (e.g., reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q031A	Before transferring to regular classes, these students receive some instruction in school subjects through their heritage.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q041A	These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q051A	Class size is reduced to cater to the special needs of these students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC164

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

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

(Please move the slider to the appropriate percentage. Select ""0"" (zero) if no students left without such a diploma or credential.)

SC164Q01HA

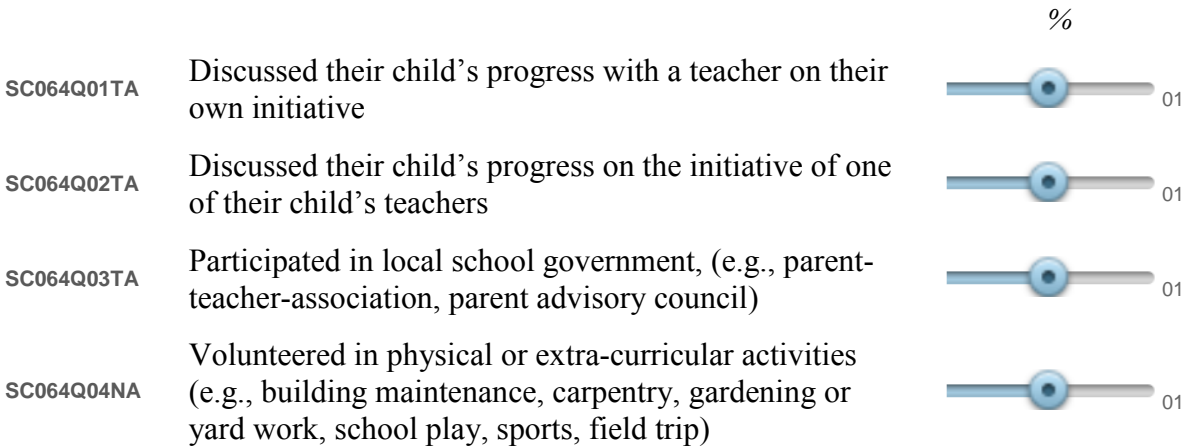


Slider bar: parking position, 0-100%; step=1.
Consistency check/soft reminder for all values > 50%.

SC064

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

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



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

SC152

Does your school offer additional English/Language arts lessons apart from English/Language arts lessons offered during the usual school hours?

(Please select one response.)

SC152Q01HA Yes

 01

SC152Q01HA No

 02

Filter: If the response is “yes” continue with question SC160, else continue with SC052.

SC160

What is the purpose of these additional English/Language arts lessons?

(Please select one response.)

SC160Q01WA Enrichment English only ₀₁

SC160Q01WA Remedial English only ₀₂

SC160Q01WA Both enrichment and remedial ₀₃

SC160Q01WA Without differentiation depending on the prior achievement level of the students ₀₄

SC052

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC052Q01NA	Room(s) where the students can do their homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC052Q02NA	Staff help with homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC052Q03HA	Peer-to-peer tutoring	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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

School Questionnaire - U.S. National Question(s)

PISA 2012 USA_SC53A01

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 write a number on the line. Write 0 (zero) if there are none.)

Percentage of students eligible _____ %

PISA 2018

**ENGLISH/LANGUAGE ARTS
TEACHER QUESTIONNAIRE**

(INTERNATIONAL OPTION)

FIELD TRIAL VERSION

CY7_201604_QST_FT_TCQ-TL_NoNotes

PISA 2018 Teacher Questionnaire - Test Language

CY7_201604_QST_FT_TCQ-TL_NoNotes

Test Language Teacher Questionnaire

Dear teacher of English/Language arts

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 survey is 1850-0755. The time required to complete this survey 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 survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

TC001

Are you female or male?

(Please select one response.)

TC001Q01NA

Female

 01

TC001Q01NA

Male

 02

TC002

How old are you?

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

TC002Q01NA



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

TC005

What is your current employment status as a teacher?

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

(Please select one response in each row.)

	<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>
TC005Q01NA My employment status at this school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC005Q02NA All my teaching employments together	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC007

How many years of work experience do you have?

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

TC007Q01NA Year(s) working as a teacher at this school

A horizontal slider bar with a blue track and a grey end cap. A blue circular knob is positioned at the far left end of the track. The number '01' is printed at the right end of the track.

TC007Q02NA Year(s) working as a teacher in total

A horizontal slider bar with a blue track and a grey end cap. A blue circular knob is positioned at the far left end of the track. The number '01' is printed at the right end of the track.

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

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

TC014

Did you complete a teacher education or training program?

(Please select one response.)

TC014Q01HA Yes, a program of 1 year or less ₀₁

TC014Q01HA Yes, a program longer than 1 year ₀₂

TC014Q01NA No ₀₂

TC015

How did you receive your initial teaching qualifications?

(Please select one response.)

- | | | |
|------------|---|------------------------------|
| TC015Q01NA | I attended a standard teacher education or training program at a college or university. | <input type="checkbox"/> _01 |
| TC015Q01NA | I attended an in-service teacher education or training program. | <input type="checkbox"/> _02 |
| TC015Q01NA | I attended a work-based teacher education or training program. | <input type="checkbox"/> _03 |
| TC015Q01NA | I attended training in another pedagogical profession. | <input type="checkbox"/> _04 |
| TC015Q01NA | Other | <input type="checkbox"/> _05 |

TC018

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.)

		<i>Included in my teacher education or training program or other professional qualification</i>	<i>I teach it to the 10th grade in the current school year</i>
		NA	NB
TC018Q01	Reading, writing and literature	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q02	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q03	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q04	Technology	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q05	Social studies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q06	Modern foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q07	Ancient languages (e.g., Latin)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q08	Arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q09	Physical education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q10	Religion and/or ethics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q11	Practical and vocational skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

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

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

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

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

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

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g., Latin)

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

Physical education: physical education, gymnastics, dance, health

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

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

Consistency check/soft reminder if any button remains unmarked.

TC203

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 English/Language arts.)

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

TC203Q01HA	English/Language arts: knowledge and skills related to English/Language arts domain	_____ % 01
TC203Q02HA	Pedagogy of English/Language arts: knowledge and methodology of English/Language arts, instructional skills (teaching reading comprehension strategies, structure of texts or literature)	_____ % 01
TC203Q03HA	General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ % 01

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

TC150

As part of your formal education and/or training, to what extent did you study the following areas?

(Please select one response in each row.)

		<i>Not at all</i>	<i>Overview or introduction to topic</i>	<i>It was an area of emphasis</i>
TC150Q01HA	English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q02HA	Pedagogy/teaching English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q03HA	Educational psychology	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q04HA	Remedial English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q05HA	Theoretical models and processes of reading	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q06HA	Special education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q07HA	Pedagogy/teaching English/Language arts as a second or foreign language	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
TC150Q08HA	Assessment methods in reading comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

TC204

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 English/Language arts.)

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

TC204Q01HA

English/Language arts: knowledge and skills related to English/Language arts domain

_____ % 01

TC204Q02HA

Pedagogy of English/Language arts: knowledge and methodology of English/Language arts, instructional skills (teaching reading comprehension strategies, structure of texts or literature)

_____ % 01

TC204Q03HA

General pedagogical knowledge: e.g. teacher-student interaction, classroom management, school evaluation, special education

_____ % 01

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

TC198

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>
TC198Q01HA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q02HA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q03HA	I would like to change to another school if that were possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q04HA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q05HA	I enjoy working at this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q06HA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q07HA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q08HA	I think that the teaching profession is valued in society.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q09HA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q10HA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC031

To what extent do you agree with the following statements about regular cooperation among your fellow teachers of English/Language arts and yourself?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC031Q04NA	We discuss the achievement requirements for English/Language arts when setting tests.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q07NA	It is natural for us to cooperate on what homework to give to our students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q11NA	We discuss the criteria we use to grade written tests.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q13NA	We exchange tasks for lessons and homework that cover a range of different levels of difficulty.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q14NA	I prepare a selection of teaching units with my fellow teachers of English/Language arts.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q15NA	We discuss ways to teach learning strategies and techniques to our students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q18NA	My fellow teachers of English/Language arts benefit from my specific skills and interests.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC031Q20NA	We discuss ways to better identify students' individual strengths and weaknesses.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC033

To what extent can 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>
TC033Q05NA	Assign tailored tasks to the weakest as well as to the best students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC033Q06NA	Use a variety of assessment strategies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC033Q08NA	Facilitate a discussion among students on how to interpret texts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC045

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>
		A	B
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q06N	Student behavior and classroom management	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q07N	School management and administration	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q08N	Approaches to individualized learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q11N	Teaching cross-curricular skills (e.g., problem solving, learning-to-learn)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q12N	Student career guidance and counseling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q13N	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q15N	Teacher-parent cooperation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

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TC045Q16H	Second language teaching	<input type="checkbox"/> _01	<input type="checkbox"/> _01
TC045Q17H	Communicating with people from different cultures or countries	<input type="checkbox"/> _01	<input type="checkbox"/> _01
TC045Q18H	Teaching about equity and diversity	<input type="checkbox"/> _01	<input type="checkbox"/> _01

TC152 How much do you 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>
TC152Q01HA	Every teacher should be trained to teach reading comprehension.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q02HA	Every teacher has a responsibility to improve students' reading comprehension skills.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q03HA	I know how to diagnose the students' reading comprehension problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q04HA	I am very confident in my capability to teach reading comprehension strategies.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC155

How often do you teach the following aspects of reading comprehension in your lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC155Q01HA	Terminology of my subject	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q02HA	Summarizing strategies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q03HA	Connecting texts with prior content knowledge	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q04HA	Monitoring comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q05HA	Adapting the mode of reading depending on reading purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q06HA	Assessing credibility of information available on the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q07HA	Searching and selecting relevant information on the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC156

In your English/Language arts lessons, how often does the following occur?

(Please select one response in each row.)

		<i>Never or hardly ever</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In all lessons</i>
TC156Q01IA	I ask students to explain the meaning of a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q02IA	I ask questions that challenge students to get a better understanding of a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q03IA	I give students enough time to think about their answers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q04IA	I recommend a book or author to read.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q05IA	I encourage students to express their opinion about a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q06IA	I help students relate the stories they read to their lives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q07IA	I show students how the information in text builds on what they already know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC156Q08IA	I pose questions that motivate students to participate actively.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC157

How often do you ask the students to do the following things to develop their reading comprehension skills or strategies?

(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>Every day or almost every day</i>
TC157Q01 HA	Locate information within the text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q02 HA	Identify the main ideas of what they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q03 HA	Explain or support their understanding of what they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q04 HA	Compare what they have read with their experience	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q05 HA	Compare what they have read with other things they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q06 HA	Make predictions about what will happen next in the text they are reading	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q07 HA	Draw inferences based on what they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q08 HA	Describe the style or structure of the text they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC157Q09 HA	Determine the author’s perspective or purpose	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC158

During the last month, how often did you ask your students to read the following types of texts (in the classroom or for homework)?

(Please select one response in each row.)

		<i>Many times</i>	<i>Two or three times</i>	<i>Once</i>	<i>Not at all</i>
TC158Q01IA	Texts that include diagrams or maps	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC158Q02IA	Fiction (e.g., novels, short stories)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC158Q03IA	Texts that include tables or graphs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC158Q04HA	Digital texts including links	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC159

During the last month, how often did you ask your students to do the following kinds of tasks (in the classroom or for homework)?

(Please select one response in each row.)

		<i>Many times</i>	<i>Two or three times</i>	<i>Once</i>	<i>Not at all</i>
TC159Q01IA	Find information from a graph, diagram or table	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC159Q02IA	Explain the cause of events in a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC159Q03IA	Explain the way characters behave in a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC159Q04IA	Explain the purpose of a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC159Q05HA	Compare different texts on a similar topic and explain their differences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC194

During this academic year, how many full books did you assign to your students in the 10th grade (including fiction and non-fiction)?

TC194Q01HA

(Please enter the number of books.)

_____01

[This is a filter question. If the answer is “0”, proceed to TC163.]

TC195

If at least one book was assigned, which choices did the students have?

(Please select all that apply.)

- | | | |
|------------|--|------------------------------|
| TC195Q01HA | All the students had to read the same book(s). | <input type="checkbox"/> _01 |
| TC195Q02HA | The students were allowed to choose a number of books from a list provided by you. | <input type="checkbox"/> _01 |
| TC195Q03HA | The students could freely choose the book(s) they read. | <input type="checkbox"/> _01 |
| TC195Q04HA | The students could choose books on a list provided by you or on their own, but the choice had to be approved by you. | <input type="checkbox"/> _01 |

[This is a question depending on a filter (TC194). Respondents that answered “0” in TC194 will skip this question.]

TC163

How important do you consider teaching the following skills in your lessons?

(Please select one response in each row.)

		<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>
TC163Q01HA	Skills related to reading comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC163Q02HA	Skills related to writing	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC163Q03HA	Skills related to listening comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC163Q04HA	Skills related to oral communication	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC164

During this academic year, how many pages was the longest piece of text your 10th grade students had to read for your lessons?

(Please select one response.)

- | | | | |
|------------|---------------------------|--------------------------|----|
| TC164Q01HA | One page or less | <input type="checkbox"/> | 01 |
| TC164Q01HA | Between 2 and 10 pages | <input type="checkbox"/> | 02 |
| TC164Q01HA | Between 11 and 50 pages | <input type="checkbox"/> | 03 |
| TC164Q01HA | Between 51 and 100 pages | <input type="checkbox"/> | 04 |
| TC164Q01HA | Between 101 and 500 pages | <input type="checkbox"/> | 05 |
| TC164Q01HA | More than 500 pages | <input type="checkbox"/> | 06 |

TC165

When you give your students in the 10th grade a book or a chapter to read, which tasks do you usually ask them to do?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC165Q01HA	Write a summary of the book or the chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q02HA	List and write a short description of the main characters	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q03HA	Discuss in small groups with other students who read the same book or chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q04HA	Give their personal thoughts about the book or the chapter (e.g., did you like it and if so, why?)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q05HA	Answer questions about the book or the chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q06HA	Compare the content of the book or the chapter with their own experience	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q07HA	Evaluate the writing style of the author	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q08HA	Compare the book with other books or texts on a similar topic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q09HA	Select a passage they liked or disliked and explain why	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC165Q10HA	Write a text related to what they have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC166

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
TC166Q01HA How to use keywords when using a search engine such as Google©, Yahoo©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q02HA How to decide whether to trust information from the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q03HA How to compare different web pages and decide what information is more relevant for the students' school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q04HA To understand the consequences of making information publicly available online on Facebook©, Instagram©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q05HA How to use the short description below the links in the list of results of a search	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q06HA How to detect whether the information is subjective or biased	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q07HA How to detect phishing or spam emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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TC167

Within the last month, have digital devices (such as a tablet, computer, smartphone, e-reader or interactive whiteboard) been used in your teaching of English/Language arts?

(Please select one response.)

TC167Q01HA Yes

 01

TC167Q01HA No

 02

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TC168

During the last month, did you ask your English/Language arts students to use digital devices for any of the following purposes?

(Please select one response in each row.)

		Yes	No
TC168Q01HA	Searching for subject-related information online	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q02HA	Working on extended projects (i.e. over several weeks)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q03HA	Working on short assignments (i.e. within a week)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q04HA	Working at their individual pace	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q05HA	Working on individualized material	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q06HA	Planning a sequence of learning activities for themselves	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q07HA	Submitting homework or classwork	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q08HA	Practicing or drilling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q09HA	Coordinating schoolwork with other students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q10HA	Following up on missed lessons or material	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q11HA	Reading texts electronically instead of paper versions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC168Q12HA	Writing a text such as a blog or a wiki	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC170

How often do these things happen in your English/Language arts lessons?

(Please select one response in each row.)

		<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or hardly ever</i>
TC170Q01HA	Many students don't listen to what I say.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q02HA	There is noise and disorder.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q03HA	I have to wait a long time for students to quiet down.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q04HA	Students cannot work well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC170Q05HA	Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC171 **How often do the following things happen in your English/Language arts lessons?**

(Please select one response in each row.)

		<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or hardly ever</i>
TC171Q01HA	I set clear goals for the students' learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC171Q02HA	I ask questions to check whether students have understood what was taught.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC171Q03HA	At the beginning of a lesson, I present a short summary of the previous lesson.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC171Q04HA	I tell students what they have to learn.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC172

Which of the following statements best describes how you read books (on any topic)?

(Please select one response.)

- | | | |
|------------|--|------------------------------|
| TC172Q01HA | I rarely or never read books. | <input type="checkbox"/> _01 |
| TC172Q01HA | I read books more often in paper format. | <input type="checkbox"/> _02 |
| TC172Q01HA | I read books more often on digital devices (e.g., e-reader, tablet, smartphone, computer). | <input type="checkbox"/> _03 |
| TC172Q01HA | I read books equally often in paper format <u>and</u> on digital devices. | <input type="checkbox"/> _04 |

TC173

Which of the following statements best describes how you read the news (e.g., politics, culture, sport, local news)?

(Please select one response.)

- | | | |
|------------|---|------------------------------|
| TC173Q01HA | I do not follow the news at all. | <input type="checkbox"/> _01 |
| TC173Q01HA | I only watch or listen to the news (e.g., radio, television, podcasts). | <input type="checkbox"/> _02 |
| TC173Q01HA | I read the news more often on digital devices (e.g., tablet, smartphone, computer). | <input type="checkbox"/> _03 |
| TC173Q01HA | I read the news more often on paper (e.g., newspapers, magazines). | <input type="checkbox"/> _04 |
| TC173Q01HA | I read the news equally often in paper format <u>and</u> on digital devices. | <input type="checkbox"/> _05 |

TC175

About how much time per week do you spend reading for your work (e.g., articles, magazines, books, manuals and websites) out of your classes?

(Please select one response.)

- | | | |
|------------|--------------------------|------------------------------|
| TC175Q01HA | Less than 1 hour a week | <input type="checkbox"/> _01 |
| TC175Q01HA | 1-3 hours a week | <input type="checkbox"/> _02 |
| TC175Q01HA | 4-6 hours a week | <input type="checkbox"/> _03 |
| TC175Q01HA | More than 6 hours a week | <input type="checkbox"/> _04 |

TC176

How often are you involved in the following reading activities?

(Please select one response in each row. If you don't know what the activity is, select "I don't know what it is.")

		<i>I don't know what it is</i>	<i>Never or almost never</i>	<i>Several times a month</i>	<i>Several times a week</i>	<i>Several times a day</i>
TC176Q01HA	Reading emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q02HA	Chat online (e.g., Whatsapp®, Messenger®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q03HA	Reading online news	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q04HA	Using an online dictionary or encyclopedia (e.g., Wikipedia®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q05HA	Searching information online to learn about a particular topic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q06HA	Taking part in online group discussions or forums	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q07HA	Searching for practical information online (e.g., schedules, events, tips, recipes)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q08HA	Participating in social networks (e.g., Facebook, Instagram)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC177

In your lessons, do you include opportunities to promote the following skills?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC177Q01HA	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC177Q02HA	Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC177Q03HA	Openness to intercultural experiences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC177Q04HA	Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC177Q05HA	Foreign language skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC178

In your lessons, do you include the following global challenges and trends?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC178Q01HA	Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q02HA	Global health (e.g., epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q03HA	Population growth	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q04HA	Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q05HA	Impacts of developments in the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q06HA	Air pollution	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q07HA	International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q08HA	Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q09HA	Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q10HA	The pace of technological change in the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q11HA	The impact of ageing populations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q12HA	Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q13HA	The consequences of clearing forests for other land use	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC181

How often do you read in a language other than English?

(Please select one response.)

- | | | | |
|------------|-----------------------|--------------------------|----|
| TC181Q01HA | Never or almost never | <input type="checkbox"/> | 01 |
| TC181Q01HA | A few times a year | <input type="checkbox"/> | 02 |
| TC181Q01HA | About once a month | <input type="checkbox"/> | 03 |
| TC181Q01HA | Several times a month | <input type="checkbox"/> | 04 |
| TC181Q01HA | Several times a week | <input type="checkbox"/> | 05 |

TC039

Is there any formal curriculum for English/Language arts in 10th grade?

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

(Please select one response.)

TC039Q01NA Yes

_01

TC039Q01NA No

_02

TC043

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

(Please select one response.)

TC043Q01NA

Yes

_01

TC043Q01NA

No

_02

TC182

Does your school have special programs for students who have the following characteristics?

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC182Q01HA	Students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC182Q02HA	Students whose heritage language is different from English	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC182Q03HA	Students who struggle with reading	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC184

Does your school have a policy concerning the use of digital devices for teaching?

(Please select one response.)

TC184Q01HA Yes

_01

TC184Q01HA No

_02

TC202

How often do these situations occur in your English/Language arts lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC202Q01HA	I tailor my teaching to meet the needs of my students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q02HA	I provide individual help when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q03HA	I change the structure of my lesson on a topic that most students find difficult to understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q04HA	I provide individual support for advanced students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q05HA	I tell students how they are performing in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q06HA	I give students feedback on their strengths in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q07HA	I tell students in which areas they can still improve.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q08HA	I tell students how they can improve their performance.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC202Q09HA	I advise students on how to reach their learning goals.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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

TEACHER QUESTIONNAIRE FOR PISA 2018

(INTERNATIONAL OPTION)

FIELD TRIAL VERSION

CY7_201604_QST_FT_TCQ-G_NoNotes

GENERAL TEACHER QUESTIONNAIRE

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 survey is 1850-0755. The time required to complete this survey 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 survey. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

TC001

Are you female or male?

(Please select one response.)

TC001Q01NA

Female

_01

TC001Q01NA

Male

_02

TC002

How old are you?

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

TC002Q01NA



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

This question will filter the experiment of TC028 and TC197. Respondents with uneven or missing numbers for age should be filtered to TC028; respondents with an even number for age will be routed to TC197.

TC005

What is your current employment status as a teacher?

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

(Please select one response in each row.)

		<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>
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC007

How many years of work experience do you have?

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

TC007Q01NA Year(s) working as a teacher at this school

A horizontal slider bar with a blue circular handle positioned approximately one-third of the way from the left. The number '01' is displayed at the right end of the bar.

TC007Q02NA Year(s) working as a teacher in total

A horizontal slider bar with a blue circular handle positioned approximately one-third of the way from the left. The number '01' is displayed at the right end of the bar.

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

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

TC014

Did you complete a teacher education or training program?

(Please select one response.)

TC014Q01HA Yes, a program of 1 year or less _01

TC014Q01HA Yes, a program longer than 1 year _02

TC014Q01NA No _02

TC015

How did you receive your initial teaching qualifications?

(Please select one response.)

- | | | |
|------------|---|------------------------------|
| TC015Q01NA | I attended a standard teacher education or training program at a college or university. | <input type="checkbox"/> _01 |
| TC015Q01NA | I attended an in-service teacher education or training program. | <input type="checkbox"/> _02 |
| TC015Q01NA | I attended a work-based teacher education or training program. | <input type="checkbox"/> _03 |
| TC015Q01NA | I attended training in another pedagogical profession. | <input type="checkbox"/> _04 |
| TC015Q01NA | Other | <input type="checkbox"/> _05 |

TC018

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.)

		<i>Included in my teacher education or training program or other professional qualification</i>	<i>I teach it to 10th grade students in the current school year</i>
		A	B
TC018Q01N	Reading, writing and literature	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q02N	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q03N	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q04N	Technology	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q05N	Social studies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q06N	Modern foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q07N	Ancient languages (e.g., Latin)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q08N	Arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q09N	Physical education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q10N	Religion and/or ethics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC018Q11N	Practical and vocational skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

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

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

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

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

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

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g., Latin)

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

Physical education: physical education, gymnastics, dance, health

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

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

Consistency check/soft reminder if any button remains unmarked.

TC045

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>
		A	B
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q06N	Student behavior and classroom management	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q07N	School management and administration	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q08N	Approaches to individualized learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q11N	Teaching cross-curricular skills (e.g., problem solving, learning-to-learn)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q12N	Student career guidance and counseling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q13N	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

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TC045Q15N	Teacher-parent cooperation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q16H	Second language teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q17H	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
TC045Q18H	Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁

TC206 **Do the following statements reflect your education and training as a teacher?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC206Q01HA	Have you received training on intercultural communication?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC206Q02HA	Have you received training on conflict resolution strategies?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC206Q03HA	Have you received training on the role education can play in confronting discrimination in all its forms?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC206Q04HA	Have you studied culturally-responsive teaching approaches and techniques?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC206Q05HA	Have you received training on issues related to teaching in multicultural classrooms?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC193

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC193Q01HA	Courses/workshops (e.g., on subject matter or methods and/or other education-related topics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC193Q02HA	Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational issues)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC193Q03HA	Observation visits to other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC193Q04HA	Observation visits to business premises, public organisations, non-governmental organisations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC193Q05HA	In-service training courses in business premises, public organisations, non-governmental organizations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC020

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC020Q01NA	Degree program	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q05NA	Reading professional literature (e.g., journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC021

Are you required to take part in professional development activities?

(Please select one response.)

TC021Q01NA

Yes

_01

TC021Q01NA

No

_02

TC185

For each of the areas listed below, please indicate the degree to which you currently need professional development.

(Please select one response in each row.)

		<i>No need at present</i>	<i>Low level of need</i>	<i>Moderate level of need</i>	<i>High level of need</i>
TC185Q01HA	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q02HA	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q03HA	Knowledge of the curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q04HA	Student assessment practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q05HA	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q06HA	Student behavior and classroom management	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q07HA	School management and administration	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q08HA	Approaches to individualized learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q09HA	Teaching students with special needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q10HA	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q11HA	Teaching cross-curricular skills (e.g., problem solving, learning-to-learn)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q12HA	Student career guidance and counselling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q13HA	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q14HA	Use of evaluation results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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TC185Q15HA	Teacher-parent cooperation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q16HA	Second language teaching	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q17HA	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC185Q18HA	Teaching about equity and diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC198

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>
TC198Q01HA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q02HA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q03HA	I would like to change to another school if that were possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q04HA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q05HA	I enjoy working at this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q06HA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q07HA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q08HA	I think that the teaching profession is valued in society.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q09HA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC198Q10HA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC046

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>
TC046Q01NA	Teach jointly as a team in the same class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q02NA	Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q03NA	Engage in joint activities across different classes and age groups (e.g., projects)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q04NA	Exchange teaching materials with colleagues	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q05NA	Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q06NA	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q07NA	Attend team conferences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
TC046Q08NA	Take part in collaborative professional learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

TC199

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>
TC199Q01HA	Get students to believe they can do well in school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q02HA	Help my students value learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q03HA	Craft good questions for my students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q04HA	Control disruptive behavior in the classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q05HA	Motivate students who show low interest in school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q06HA	Make my expectations about student behavior clear	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q07HA	Help students think critically	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q08HA	Get students to follow classroom rules	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q09HA	Calm a student who is disruptive or noisy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q10HA	Use a variety of assessment strategies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q11HA	Provide an alternative explanation (e.g., when students are confused)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC199Q12HA	Implement alternative instructional strategies in my classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC152 How much do you 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>
TC152Q01HA	Every teacher should be trained to teach reading comprehension.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q02HA	Every teacher has a responsibility to improve students' reading comprehension skills.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q03HA	I know how to diagnose the students' reading comprehension problems.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC152Q04HA	I am very confident in my capability to teach reading comprehension strategies.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC155

How often do you teach the following aspects of reading comprehension in your lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC155Q01HA	Terminology of my subject	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q02HA	Summarizing strategies	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q03HA	Connecting texts with prior content knowledge	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q04HA	Monitoring comprehension	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q05HA	Adapting the mode of reading depending on reading purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q06HA	Assessing credibility of information available on the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC155Q07HA	Searching and selecting relevant information on the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC166

In your lessons, have you ever taught any of the following things?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC166Q01HA	How to use keywords when using a search engine such as Google©, Yahoo©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q02HA	How to decide whether to trust information from the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q03HA	How to compare different web pages and decide what information is more relevant for the students' school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q04HA	To understand the consequences of making information publicly available online on Facebook©, Instagram©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q05HA	How to use the short description below the links in the list of results of a search	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q06HA	How to detect whether the information is subjective or biased	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC166Q07HA	How to detect phishing or spam emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC164

During this academic year, how many pages was the longest piece of text your 10th-grade students had to read for your lessons?

(Please select one response.)

- | | | | |
|------------|---------------------------|--------------------------|----|
| TC164Q01HA | One page or less | <input type="checkbox"/> | 01 |
| TC164Q01HA | Between 2 and 10 pages | <input type="checkbox"/> | 02 |
| TC164Q01HA | Between 11 and 50 pages | <input type="checkbox"/> | 03 |
| TC164Q01HA | Between 51 and 100 pages | <input type="checkbox"/> | 04 |
| TC164Q01HA | Between 101 and 500 pages | <input type="checkbox"/> | 05 |
| TC164Q01HA | More than 500 pages | <input type="checkbox"/> | 06 |

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TC194

During this academic year, how many full books did you assign to your students in 10th grade (including fiction and non-fiction)?

TC194Q01HA

(Please enter the number of books.)

_____01

[This is a filter question. If the answer is "0", proceed to TC176.]

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TC195 **If at least one book was assigned, which choices did the students have?**

(Please select all that apply.)

- | | | |
|------------|--|------------------------------|
| TC195Q01HA | All the students had to read the same book(s). | <input type="checkbox"/> _01 |
| TC195Q02HA | The students were allowed to choose a number of books from a list provided by you. | <input type="checkbox"/> _01 |
| TC195Q03HA | The students could freely choose the book(s) they read. | <input type="checkbox"/> _01 |
| TC195Q04HA | The students could choose books on a list provided by you or on their own, but the choice had to be approved by you. | <input type="checkbox"/> _01 |

[This is a question depending on a filter (TC194). Respondents that answered "0" in TC194 will skip this question.]

TC176

How often are you involved in the following reading activities?

(Please select one response in each row. If you don't know what the activity is, select "I don't know what it is.")

		<i>I don't know what it is</i>	<i>Never or almost never</i>	<i>Several times a month</i>	<i>Several times a week</i>	<i>Several times a day</i>
TC176Q01HA	Reading emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q02HA	Chat online (e.g., Whatsapp® , Messenger®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q03HA	Reading online news	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q04HA	Using an online dictionary or encyclopaedia (e.g., Wikipedia®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q05HA	Searching information online to learn about a particular topic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q06HA	Taking part in online group discussions or forums	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q07HA	Searching for practical information online (e.g., schedules, events, tips, recipes)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
TC176Q08HA	Participating in social networks (e.g., Facebook®, Instagram®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

TC175

About how much time per week do you spend reading for your work (e.g., articles, magazines, books, manuals and websites) out of your classes?

(Please select one response.)

- | | | | |
|------------|--------------------------|--------------------------|----|
| TC175Q01HA | Less than 1 hour a week | <input type="checkbox"/> | 01 |
| TC175Q01HA | 1-3 hours a week | <input type="checkbox"/> | 02 |
| TC175Q01HA | 4-6 hours a week | <input type="checkbox"/> | 03 |
| TC175Q01HA | More than 6 hours a week | <input type="checkbox"/> | 04 |

TC172

Which of the following statements best describes how you read books (on any topic)?

(Please select one response.)

- | | | |
|------------|--|------------------------------|
| TC172Q01HA | I rarely or never read books. | <input type="checkbox"/> _01 |
| TC172Q01HA | I read books more often in paper format. | <input type="checkbox"/> _02 |
| TC172Q01HA | I read books more often on digital devices (e.g., e-reader, tablet, smartphone, computer). | <input type="checkbox"/> _03 |
| TC172Q01HA | I read books equally often in paper format <u>and</u> on digital devices. | <input type="checkbox"/> _04 |

TC173

Which of the following statements best describes how you read the news (e.g., politics, culture, sport, local news)?

(Please select one response.)

TC173Q01HA

I do not follow the news at all.

 01

TC173Q01HA

I only watch or listen to the news (e.g, radio, television, podcasts).

 02

TC173Q01HA

I read the news more often on digital devices (e.g., tablet, smartphone, computer).

 03

TC173Q01HA

I read the news more often on paper (e.g., newspapers, magazines).

 04

TC173Q01HA

I read the news equally often in paper format and on digital devices.

 05

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TC186

In what country were you born?

(Please select one response.)

TC186Q01HA

United States*

_01

TC186Q01HA

Other country

_06

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

TC187

Have you ever taught in a country other than the United States?

(Please select one response.)

- | | | |
|------------|---------------------------------|------------------------------|
| TC187Q01HA | No | <input type="checkbox"/> _01 |
| TC187Q01HA | Yes, for less than three months | <input type="checkbox"/> _02 |
| TC187Q01HA | Yes, for three to twelve months | <input type="checkbox"/> _03 |
| TC187Q01HA | Yes, for more than a year | <input type="checkbox"/> _04 |

TC188

Have you studied in a country other than the United States

(Please select one response.)

- | | | | |
|------------|---------------------------------|--------------------------|----|
| TC188Q01HA | No | <input type="checkbox"/> | 01 |
| TC188Q01HA | Yes, for less than three months | <input type="checkbox"/> | 02 |
| TC188Q01HA | Yes, for three to twelve months | <input type="checkbox"/> | 03 |
| TC188Q01HA | Yes, for more than a year | <input type="checkbox"/> | 04 |

PISA 2018 Teacher Questionnaire - General

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TC189

Do you hold a university degree from a country other than the United States?

(Please select one response.)

TC189Q01HA Yes

 01

TC189Q01HA No

 02

TC200

To what extent do the following statements reflect an opinion shared by the teachers of your school?

(Please select one response in each row.)

<i>Shared among none or almost none of the teachers</i>	<i>Shared among some of the teachers</i>	<i>Shared among many of the teachers</i>	<i>Shared among all or almost all of the teachers</i>
---	--	--	---

TC200Q01HA	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools consider their cultural differences.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC200Q02HA	It is crucial for the academic success of multilingual students that schools offer courses in their heritage language.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC200Q03HA	It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC200Q04HA	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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC200Q05HA	It is best for school cohesion when the school encourages linguistic diversity in school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC201

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC201Q01HA	In my school, students learn about the histories of diverse ethnic and cultural groups that live in the United States.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q02HA	In my school, students learn about the histories of diverse ethnic and cultural groups that live in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q03HA	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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q04HA	In my school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q05HA	My school supports activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g., artistic groups).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q06HA	My school offers an exchange program with schools in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q07HA	My school organizes multicultural events (e.g., cultural diversity day).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q08HA	In my school, we celebrate festivities from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC201Q09HA	My school offers students the chance to communicate with people from other cultures via web/internet/social media.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC208

To what extent do the following statements reflect an opinion shared by the teachers of your school?

(Please select one response in each row.)

		<i>Shared among none or almost none of the teachers</i>	<i>Shared among some of the teachers</i>	<i>Shared among many of the teachers</i>	<i>Shared among all or almost all of the teachers</i>
TC208Q01HA	In the classroom, it is important to be responsive to differences in students' cultural background.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q02HA	It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q03HA	Respecting other cultures is something that students should learn as early as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q04HA	In communicating with parents who have a different cultural background than I do, I try to be considerate of cultural aspects.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q05HA	When meeting with parents of different cultural backgrounds, I spend time trying to understand and empathize with their perspective.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q06HA	Intercultural communication should be emphasized in teacher training.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q07HA	When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC208Q08HA	Students should learn that people of different cultural origins often have a lot in common.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC207

In your lessons, do you include opportunities to promote the following skills?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC207Q01HA	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC207Q02HA	Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC207Q03HA	Openness to intercultural experiences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC207Q04HA	Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC207Q05HA	Foreign language skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC207Q06HA	Critical thinking skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC178

In your lessons, do you include the following global challenges and trends?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
TC178Q01HA	Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q02HA	Global health (e.g., epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q03HA	Population growth	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q04HA	Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q05HA	Impacts of developments in the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q06HA	Air pollution	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q07HA	International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q08HA	Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q09HA	Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q10HA	The pace of technological change in the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q11HA	The impact of aging populations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q12HA	Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
TC178Q13HA	The consequences of clearing forests for other land use	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

TC196

**People are increasingly moving from one country to another.
How much do you agree with the following statements
about immigrants?**

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC196Q01HA	Immigrants should be encouraged to continue speaking their own language.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q02HA	Immigrant children should have the same opportunities for education that other children in the United States have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q03HA	Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q04HA	Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q05HA	Immigrants should have all the same rights that everyone else in the United States has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC196Q06HA	When there are not many jobs available, immigration should be restricted.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC209

How do you judge your own competence to teach in a class with a high degree of cultural and ethnic diversity?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
TC209Q01HA	I can cope with the challenges of a multicultural classroom.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q02HA	I can adapt my teaching to the cultural diversity of students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q03HA	I can adequately respond to students with different abilities and cultural preconditions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q04HA	I can foster better relationships between students with and without a migration background.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q05HA	I can help students with and without migrant background work together.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q06HA	I can raise awareness for cultural differences amongst the students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q07HA	I can contribute to greater mutual understanding between students from different cultural groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q08HA	I can deal with problems which result from cultural difference.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC209Q09HA	I can contribute to reducing ethnic stereotypes between the students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC181

How often do you read in a language other than English?

(Please select one response.)

- | | | | |
|------------|-----------------------|--------------------------|----|
| TC181Q01HA | Never or almost never | <input type="checkbox"/> | 01 |
| TC181Q01HA | A few times a year | <input type="checkbox"/> | 02 |
| TC181Q01HA | About once a month | <input type="checkbox"/> | 03 |
| TC181Q01HA | Several times a month | <input type="checkbox"/> | 04 |
| TC181Q01HA | Several times a week | <input type="checkbox"/> | 05 |

TC169

How often did you use the following tools in your teaching this school year?

(Please select one response in each row.)

		<i>Never</i>	<i>In some lessons</i>	<i>In most lessons</i>	<i>In every or almost every lesson</i>
TC169Q01HA	Tutorial software or practice program	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q02HA	Digital learning games	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q03HA	Word-processors or presentation software (e.g., Microsoft Word ®, Microsoft PowerPoint ®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q04HA	Spreadsheets (e.g., Microsoft Excel®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q05HA	Multimedia production tools (e.g., media capture and editing, web production)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q06HA	Concept mapping software (e.g., Inspiration ®, Webspiration ®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q07HA	Data logging and monitoring tools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q08HA	Simulations and modelling software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q09HA	Social media (e.g., Facebook, Twitter)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q10HA	Communication software (e.g., email, blogs)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q11HA	Computer-based information resources (e.g., websites, wikis, encyclopedia)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q12HA	Interactive digital learning resources (e.g., learning objects)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q13HA	Graphing or drawing software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC169Q14HA	E-portfolios	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC184

Does your school have a policy concerning the use of digital devices for teaching?

(Please select one response.)

TC184Q01HA Yes

_01

TC184Q01HA No

_02

TC028

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>
TC028Q01NA	A lack of teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q03NA	A lack of assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q05NA	A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q06NA	Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q07NA	A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC197

Is your school’s capacity to provide instruction sufficient with regard to the following aspects?

(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>
TC197Q01HA	Number of teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q02HA	Adequacy or qualification of teaching staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q03HA	Number of assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q04HA	Adequacy or qualification of assisting staff	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q05HA	Availability of educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q06HA	Adequacy and quality of educational material (e.g., textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q07HA	Availability of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC197Q08HA	Adequacy or quality of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

TC054

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.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC054Q01NA	I develop and administer my own assessment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q02NA	I administer a standardized test.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q03NA	I have individual students answer questions in front of the class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q04NA	I provide written feedback on student work in addition to a grade.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q05NA	I let students judge their own progress.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q06NA	I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC054Q07NA	I collect data from classroom assignments or home work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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

TC055

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

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

(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>
TC055Q01NA	I consider students’ individual improvement of performance since the beginning of the semester.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q02NA	I consider students’ problem solving ability.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q03NA	I consider students’ critical thinking ability.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q04NA	I consider students’ performance in collaborative problem solving activities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q05NA	I recognize students’ effort even if performance does not improve.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q06NA	I compare student performance in the current course to that of students from the previous course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q07NA	I compare a student’s performance to that of other students in the course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q08NA	I compare students’ performance to written national or state performance standards.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q11NA	I consider the degree to which the student participates in the class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q13NA	I base grades on standardized tests mandated by national, state or district authorities, e.g., the test in your state.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC055Q14NA	I base grades on non-mandatory, publicly or commercially available standardized tests (e.g., PSAT, SAT)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

PISA 2018 Teacher Questionnaire - General

CY7_201604_QST_FT_TCQ-G_NoNotes

Help button

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

TC192

How often do these things happen in your lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
TC192Q01HA	I tell students how they are performing in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC192Q02HA	I give students feedback on their strengths in my course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC192Q03HA	I tell students in which areas they can still improve.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC192Q04HA	I tell students how they can improve their performance.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
TC192Q05HA	I advise students on how to reach their learning goals.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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

STUDENT QUESTIONNAIRE FOR PISA 2018

FIELD TRIAL VERSION

CY7_201604_QST_FT_STQ_CBA_NoNotes

PISA 2018 FT - Student Questionnaire - Core

CY7_201604_QST_FT_STQ_CBA_NoNotes

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

- You, your family, and your home
- How you think about your life
- Your school
- Your school schedule and learning time
- Language learning in school
- Your view on reading

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

Please note that there are different answering formats throughout this questionnaire.

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 reading.

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 survey is 1850-0755. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

ST001

What grade are you in?

ST001Q01TA

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

Select ... ▾

Option A

Option B

Option C

Option ...

01

ST003 **When were you born?**

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

ST003Q01TA	month	<input type="text" value="Select ..."/> Option A Option B Option C Option ... _____01	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> <tr><td>6</td></tr> <tr><td>7</td></tr> <tr><td>8</td></tr> <tr><td>10</td></tr> <tr><td>...</td></tr> </table>	1	2	3	4	5	6	7	8	10	...		
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ST003Q02TA	day	<input type="text" value="Select ..."/> Option A Option B Option C Option ... _____01	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>January</td></tr> <tr><td>February</td></tr> <tr><td>March</td></tr> <tr><td>April</td></tr> <tr><td>May</td></tr> <tr><td>June</td></tr> <tr><td>July</td></tr> <tr><td>August</td></tr> <tr><td>September</td></tr> <tr><td>October</td></tr> <tr><td>November</td></tr> <tr><td>December</td></tr> </table>	January	February	March	April	May	June	July	August	September	October	November	December
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ST003Q03TA	Year	<input type="text" value="Select ..."/> Option A Option B Option C Option ... _____01	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1998</td></tr> <tr><td>1999</td></tr> <tr><td>2000</td></tr> <tr><td>2001</td></tr> </table>	1998	1999	2000	2001								
1998															
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Consistency check/soft reminder if day, month, or year is missing: “Please enter your complete birth date”.

ST004

Are you female or male?

(Please select one response.)

Female

Male

ST004Q01TA

_01_02

ST005 **What is the highest level of schooling (not including college) completed by your mother?**

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

(Please select one response.)

ST005Q01TA She completed grade 12 (high school diploma or GED). _01

ST005Q01TA She completed grade 9. _02

ST005Q01TA She completed grade 6. _03

ST005Q01TA She did not complete grade 6. _05

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

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST006Q01TA	Master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q02TA	Bachelor's degree (4-year college degree)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q03TA	Associate's degree (2-year degree from a community college)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q04TA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST007 **What is the highest level of schooling (not including college) completed by your father?**

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

(Please select one response.)

ST007Q01TA He completed grade 12 (high school diploma or GED). ₀₁

ST007Q01TA He completed grade 9. ₀₂

ST007Q01TA He completed grade 6. ₀₃

ST007Q01TA He did not complete grade 6. ₀₅

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

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST008Q01TA	Master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q02TA	Bachelor's degree (4-year college degree)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q03TA	Associate's degree (2-year degree from a community college)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q04TA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST011Q01TA	A desk to study at	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q02TA	A room of your own	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q03TA	A quiet place to study	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q04TA	A computer you can use for school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q05TA	Educational software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q06TA	A link to the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q07TA	Classic literature (e.g., Shakespeare)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q08TA	Books of poetry	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q09TA	Works of art (e.g., paintings)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q10TA	Books to help with your school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q11TA	Technical reference books	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q12TA	A dictionary	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q16NA	Books on art, music, or design	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q17TA	A guest room	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q18TA	A musical instrument	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST012

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>
ST012Q01TA	Televisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q02TA	Cars	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q03TA	Rooms with a bath or shower	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q05NA	Cell phones with Internet access (e.g., smartphones)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q06NA	Computers (desktop computer, portable laptop, or notebook)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q07NA	Tablet computers (e.g., iPad [®] , Samsung Galaxy [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q08NA	E-book readers (e.g., Kindle [™] , Nook [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q09NA	Musical instruments (e.g., guitar, piano)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST013

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.)

- | | | | |
|------------|---------------------|--------------------------|----|
| ST013Q01TA | 0-10 books | <input type="checkbox"/> | 01 |
| ST013Q01TA | 11-25 books | <input type="checkbox"/> | 02 |
| ST013Q01TA | 26-100 books | <input type="checkbox"/> | 03 |
| ST013Q01TA | 101-200 books | <input type="checkbox"/> | 04 |
| ST013Q01TA | 201-500 books | <input type="checkbox"/> | 05 |
| ST013Q01TA | More than 500 books | <input type="checkbox"/> | 06 |

ST014 **The following two questions concern your mother’s job:**

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

ST014Q01TA What is your mother’s main job?
(e.g., school teacher, cook, sales manager)

Please type in the job title. _____ 01

ST014Q02TA 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.*

_____ 01

ST015 **The following two questions concern your father’s job:**

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

ST015Q01TA What is your father’s main job?
(e.g., school teacher, cook, sales manager)

Please type in the job title. _____ 01

ST015Q02TA 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.*

_____ 01

ST019

In what country were you and your parents born?

(Please select one response in each column.)

	<i>You</i> ST019AQ01T	<i>Mother</i> ST019BQ01T	<i>Father</i> ST019CQ01T
United States*	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
Other country	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆

* NOTE: The “United States” refers to the 50 states, District of Columbia, and U.S. military bases abroad.
[This is a filter question routing to ST021 for students not born in the United States.]

ST021

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).)

ST021Q01TA

Select ...

Option A

Option B

Option C

Option ...

01

- | | | |
|---------|--------------------------|----|
| age 0-1 | <input type="checkbox"/> | 1 |
| age 1 | <input type="checkbox"/> | 2 |
| age 2 | <input type="checkbox"/> | 3 |
| age 3 | <input type="checkbox"/> | 4 |
| age 4 | <input type="checkbox"/> | 5 |
| age 5 | <input type="checkbox"/> | 6 |
| age 6 | <input type="checkbox"/> | 7 |
| age 7 | <input type="checkbox"/> | 8 |
| age 8 | <input type="checkbox"/> | 9 |
| age 9 | <input type="checkbox"/> | 10 |
| age 10 | <input type="checkbox"/> | 11 |
| age 11 | <input type="checkbox"/> | 12 |
| age 12 | <input type="checkbox"/> | 13 |
| age 13 | <input type="checkbox"/> | 14 |
| age 14 | <input type="checkbox"/> | 15 |
| age 15 | <input type="checkbox"/> | 16 |
| age 16 | <input type="checkbox"/> | 17 |

[This is a question depending on a filter (ST019). Only students not being born in the United States will be administered this question.]

ST022 **What language do you speak at home most of the time?**

(Please select one response.)

- | | | |
|------------|----------------|--|
| ST022Q01TA | English | <input type="checkbox"/> ₀₁ |
| ST022Q01TA | Spanish | <input type="checkbox"/> ₀₂ |
| ST022Q01TA | Other language | <input type="checkbox"/> ₀₅ |

STUDENT QUESTIONNAIRE BOOKLET 1

ST179 **In how many languages do you regularly read?**

(Please select one response.)

- | | | |
|------------|--------------------------------------|--|
| ST179Q01HA | In one language | <input type="checkbox"/> ₀₁ |
| ST179Q01HA | In two different languages | <input type="checkbox"/> ₀₂ |
| ST179Q01HA | In more than two different languages | <input type="checkbox"/> ₀₃ |

ST023

Which language do you usually speak with the following people?

(Please select one response in each row.)

(If English is your heritage language please select "Not applicable.")

		<i>Mostly my heritage language</i>	<i>About equally often my heritage language and English</i>	<i>Mostly English</i>	<i>Not applicable</i>
ST023Q01TA	My mother	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST023Q02TA	My father	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST023Q03TA	My brother(s) and/or sister(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST023Q04TA	My best friend	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST023Q05TA	My schoolmates	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST178

In how many languages are you able to do the following things?

(Please enter a number in each row.)

ST178Q01HA	Saying hello to another person	01
ST178Q02HA	Asking where the restrooms are located	01
ST178Q03HA	Ordering a meal in a restaurant	01
ST178Q04HA	Making conversation for several minutes	01
ST178Q05HA	Expressing my emotions	01

ST189

How many foreign languages are you learning at your school this school year?

(Please enter a number. Enter “0” (zero) if you do not have any foreign language courses this school year.)

ST189Q01HA Number of foreign languages _____01

ST214

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>Somew hat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
ST214Q01HA	I want to learn how people live in different countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST214Q02HA	I want to learn more about the religions of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST214Q03HA	I am interested in how people from various cultures see the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST214Q04HA	Even if something in another culture seems strange to me, I try not to be quick to judge.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST214Q05HA	I like the idea of living someday in another country.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST192ST214 Q06HA	I am interested in finding out about the traditions of other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

ST215

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>Somew hat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
ST215Q01HA	I try to look at everybody's side of a disagreement before I make a decision.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST215Q02HA	I believe that there are two sides to every question and try to look at them both.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST215Q03HA	I sometimes try to understand my friends better by imagining how things look from their perspective.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST215Q04HA	Before criticizing somebody, I try to imagine how I would feel if I were in their place.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST215Q05HA	When I'm upset at someone, I try to take the perspective of that person for a while.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

ST216

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>Somew hat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
ST216Q01HA	I can deal with unusual situations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST216Q02HA	I can change me behavior to meet the needs of new situations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST216Q03HA	I can adapt to new situations even when under stress or pressure.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST216Q04HA	I can adapt easily to a new culture.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST216Q05HA	When encountering difficult situations with other people, I can think of a way to resolve the situation.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST216Q06HA	I am capable of overcoming my difficulties in interacting with people from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

ST217

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>Somew hat like me</i>	<i>Not much like me</i>	<i>Not at all like me</i>
ST217Q01HA	I respect people from other cultures as equal human beings.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST217Q02HA	I treat all people with respect regardless of their cultural background.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST217Q03HA	I give space to people from other cultures to express themselves.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST217Q04HA	I respect the values of people from different cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST217Q05HA	I value the opinions of people from different cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

ST218 *Imagine you are talking to people whose native language is different from yours.*

To what extent do you 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>
ST218Q01HA	I carefully observe their reactions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q02HA	I frequently check that we are understanding each other correctly.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q03HA	I listen carefully to what they say.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q04HA	I choose my words carefully.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q05HA	I give concrete examples to explain my ideas.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q06HA	I explain things very carefully.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST218Q07HA	If there is a problem with communication, I find ways around it (e.g., by using gestures, re-explaining, writing, etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST219

To what extent do you 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>
ST2194Q01H A	I think of myself as a citizen of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST219Q02HA	When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST219Q03HA	I think my behavior can impact people in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST219Q04HA	It is right to boycott companies that are known to provide poor workplace conditions for their employees.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST219Q05HA	I can do something about the problems of the world.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST219Q06HA	Looking after the global environment is important to me	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST196

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 couldn't do this</i>	<i>I would struggle to do this on my own</i>	<i>I could do this with a bit of effort</i>	<i>I could do this easily</i>
ST196Q01HA	Predict how changes to an environment will affect the survival of certain species	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q02HA	Explain how carbon-dioxide emissions affect global climate change	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q03HA	Establish a connection between prices of textiles and working conditions in the countries where they are produced	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q04HA	Discuss the different reasons why people become refugees	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q05HA	Explain why some countries suffer more from global climate change than others	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q06HA	Explain how economic crises in specific countries affect the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q07HA	Discuss the consequences of economic development on the environment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST197

How informed are you about the following topics?

(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>
ST197Q01HA	Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q02HA	Global health (e.g., epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q03HA	Population growth	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q04HA	Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q05HA	Impacts of developments in the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q06HA	Air pollution	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q07HA	International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q08HA	Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q09HA	Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q10HA	The pace of technological change in the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q11HA	The impact of aging populations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q12HA	Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST197Q13HA	The consequences of clearing forests for other land use	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST198

How important is each of the following for who you are?

(Please select one response in each row.)

		<i>Not important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>
ST198Q01HA	The locality or town where I live	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q02HA	The region of country where I live	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q03HA	The country where I live	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q04HA	The continent where I live	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q05HA	The world as a whole	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q06HA	My religious group	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q07HA	The country my family comes from	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q08HA	My ethnic or cultural group	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST199

Do you have contact with people from other cultures?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST199Q01HA	In your family	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST199Q02HA	At school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST199Q03HA	In your neighborhood	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST199Q04HA	In your circle of friends	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST200

How many of your close friends come from a country different from yours?

(Please enter a number. Enter “0” (zero) if you have none.)

ST200Q01HA _____01

ST201

Are you involved in the following activities?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST201Q01HA	I reduce the energy I use at home (e.g., by turning the heating or air conditioning down or by turning off the lights when leaving a room) to protect the environment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q02HA	I am a member of an environmental group or organization.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q03HA	I choose certain products for political, ethical or environmental reasons, even if they are a bit more expensive.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q04HA	I sign environmental or social petitions online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q05HA	I keep myself informed about different events instantly via Twitter or Facebook.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q06HA	I boycott products or companies for political, ethical or environmental reasons.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q07HA	I donate to international charity organizations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q08HA	I participate in activities promoting equality between men and women.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q09HA	I participate in activities in favour of environmental protection.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST201Q10HA	I regularly read websites on international social issues.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST223

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

(Please select one response in each row.)

		<i>To no teachers or almost no teachers</i>	<i>To some teache rs</i>	<i>To most teachers</i>	<i>To all or almost all teachers</i>
ST223Q01HA	They talk in a respectful way about people from all cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q02HA	They have misconceptions about the history of some cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q03HA	They are open to personal contact with people of all cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q04HA	They say negative things about people of some cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q05HA	They blame people of some cultural or ethnic groups for problems faced by the United States.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q06HA	They show comprehension of the diversity of mentalities within different cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q07HA	They treat students of all cultural or ethnic groups equally.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q08HA	They have lower academic expectations for students of some cultural or ethnic groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q09HA	They apply the same criteria to grade students, irrespective of their cultural or ethnic group.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST223Q10HA	They apply the same criteria to discipline misbehavior of students, irrespective of their cultural origin or ethnic group.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST203

Thinking about your teachers: to what extent do you 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>
ST203Q01HA	For my teachers, every student is valued equally, irrespective of his/her native language.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST203Q02HA	For my teachers, every student is valued equally, irrespective of his/her cultural origin.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST203Q03HA	For my teachers, every student is valued equally, irrespective of his/her religious background.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST203Q04HA	For my teachers, every student is valued equally, no matter which country he or she comes from.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST204

**People are increasingly moving from one country to another.
How much do you agree with the following statements about
immigrants?**

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST204Q01HA	Immigrants should be encouraged to continue speaking their own language.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST204Q02HA	Immigrant children should have the same opportunities for education that other children in the United States have.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST204Q03HA	Immigrants who live in a country for several years should have the opportunity to vote in elections.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST204Q04HA	Immigrants should have the opportunity to continue their own customs and lifestyle.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST204Q05HA	Immigrants should have all the same rights that everyone else in the United States has.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST204Q06HA	When there are not many jobs available, immigration should be restricted.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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’.

ST016

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

ST016Q01NA

(Please move the slider to the appropriate number.)



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

ST036

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>
ST036Q05TA	Trying hard at school will help me get a good job.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST036Q06TA	Trying hard at school will help me get into a good college or university	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST036Q07TA	I enjoy receiving good grades.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST036Q08TA	Trying hard at school is important.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST181 **How much do you 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>
ST181Q01HA	I think that succeeding both at work and when playing games is important.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST181Q02HA	I enjoy working in situations involving competition with others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST181Q03HA	It is important for me to perform better than other people on a task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST181Q04HA	I try harder when I'm in competition with other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST181Q05HA	It annoys me when other people do better than me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST182 **How much do you 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>
ST182Q01HA	I am satisfied when I do a job well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST182Q02HA	I attempt tasks that I am not sure I can do more often than tasks that I believe I can do.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST182Q03HA	I find satisfaction in working as hard as I can.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST182Q04HA	Once I start a task, I persist until it is finished.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST182Q05HA	Part of the enjoyment I get from doing things is when I improve on my past performance.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST182Q06HA	If I am not good at something, I would rather keep struggling to master it than move on to something I may be good at.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST183

How much do you 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>
ST183Q01HA	When I am failing, I worry about what others think of me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST183Q02HA	When I am failing, I am afraid that I might not have enough talent.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST183Q03HA	When I am failing, this makes me doubt my plans for the future.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST183Q04HA	When I am failing, people are less interested in me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST183Q05HA	When I am failing, it matters to me that others who are important to me are disappointed.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST184

How much do you agree with the following statement?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST184Q01HA Your intelligence is something about you that you can't change very much.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST185

How much do you 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>
ST185Q01HA	My life has clear meaning or purpose.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST185Q02HA	I have discovered a satisfactory meaning in life.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST185Q03HA	I have a clear sense of what gives meaning to my life.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST186

**Thinking about yourself and how you normally feel,
how often do you feel ...**

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
ST186Q01HA Joyful?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q02HA Afraid?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q03HA Cheerful?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q04HA Mad?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q05HA Happy?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q06HA Scared?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q07HA Lively?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q08HA Sad?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q09HA Proud?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST186Q10HA Miserable?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST187

Think about your goals in school: how true are the following statements for you?

(Please select one response in each row.)

		<i>Not at all true</i>	<i>Slightly true</i>	<i>Very true</i>	<i>Extremely true</i>
ST187Q01HA	My goal is to learn as much as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST187Q02HA	My goal is to completely master the material presented in my classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST187Q03HA	My goal is to avoid performing worse than other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST187Q04HA	My goal is to understand the content of my classes as thoroughly as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST188

How much do you 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>
ST188Q01HA	I usually manage one way or another.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q02HA	I feel proud that I have accomplished things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q03HA	I feel that I can handle many things at a time.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q04HA	I can get through difficult times because I've experienced difficulty before.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q05HA	I can usually find something to laugh about.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q06HA	My belief in myself gets me through hard times.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST188Q07HA	When I'm in a difficult situation, I can usually find my way out of it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST125 **How old were you when you started pre-school?**

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

ST125Q01NA Years

Select ... ▾
Option A
Option B
Option C
Option ...
_____01

Drop-down menu, offering answers “1 year or younger”, “2 years”, “3 years”, “4 years”, “5 years”, “6 years or older”, “I did not attend Pre-school”, “I do not remember”.

ST126 **How old were you when you started first grade?**

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

ST126Q01TA Years

Select ... ▾
Option A
Option B
Option C
Option ...
_____01

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

ST127

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>
ST127Q01TA	In kindergarten	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST127Q02TA	In grades 1-6	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST127Q03TA	In grades 10-12	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

ST111 **Which of the following do you expect to complete?**

(Please select one response.)

- | | | | |
|------------|---|--------------------------|----|
| ST111Q01TA | Less than high school | <input type="checkbox"/> | 01 |
| ST111Q01TA | High school (high school diploma or GED) | <input type="checkbox"/> | 02 |
| ST111Q01TA | Vocational or technical certificate (such as cosmetology or auto mechanics) | <input type="checkbox"/> | 03 |
| ST111Q01TA | Associate's degree (2-year degree from a community college) | <input type="checkbox"/> | 04 |
| ST111Q01TA | Bachelor's degree (4-year college degree) | <input type="checkbox"/> | 05 |
| ST111Q01TA | Master's degree or doctoral or professional degree such as medicine or law | <input type="checkbox"/> | 06 |

ST114

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

ST114Q01TA

(Please type in the job title.) _____ 01

ST123

Thinking about this academic 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>
ST123Q01NA	My parents are interested in my school activities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST123Q02NA	My parents support my educational efforts and achievements.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST123Q03NA	My parents support me when I am facing difficulties at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST123Q04NA	My parents encourage me to be confident.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST205

Think about your school: how true are the following statements?

(Please select one response in each row.)

		<i>Not at all true</i>	<i>Slightly true</i>	<i>Very true</i>	<i>Extremely true</i>
ST205Q01HA	Students seem to value competition.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST205Q02HA	It seems that students are competing with each other.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST205Q03HA	Students seem to share the feeling that competing with each other is important.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST205Q04HA	Students feel that they are being compared with others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST206

Think about your school: how true are the following statements?

(Please select one response in each row.)

		<i>Not at all true</i>	<i>Slightly true</i>	<i>Very true</i>	<i>Extremely true</i>
ST206Q01HA	Students seem to value cooperation.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST206Q02HA	It seems that students are cooperating with each other.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST206Q03HA	Students seem to share the feeling that cooperating with each other is important.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST206Q04HA	Students feel that they are encouraged to cooperate with others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST209 **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>
ST209Q01HA	I got called names by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q02HA	Teachers called on me less often than they called on other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q03HA	Other students left me out of things on purpose.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q04HA	Teachers gave me the impression that they think I am less smart than I really am.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q05HA	I was threatened by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q06HA	Teachers ridiculed me in front of others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST209Q07HA	I got hit or pushed around by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST210 **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>
ST210Q01HA	I got picked on by other students.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q02HA	Teachers graded me harder than they graded other students.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q03HA	Other students made fun of me.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q04HA	Teachers disciplined me more harshly than other students.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q05HA	Other students took away or destroyed things that belonged to me.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q06HA	Teachers said something insulting to me in front of others.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST210Q07HA	Other students spread nasty rumors about me.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04

STUDENT QUESTIONNAIRE BOOKLET 2

ST177

How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?

(Please select one response in each row.)

		<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four or more</i>
ST177Q01HA	You	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST177Q02HA	Your mother	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST177Q03HA	Your father	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST097

How often do these things happen in your English/Language arts 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>
ST097Q01TA	Students don't listen to what the teacher says.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q02TA	There is noise and disorder.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q03TA	The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q04TA	Students cannot work well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q05TA	Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST100

How often do these things happen in your English/Language arts 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>
ST100Q01TA	The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q02TA	The teacher gives extra help when students need it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q03TA	The teacher helps students with their learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q04TA	The teacher continues teaching until the students understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q05TA	The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST102 **How often do these things happen in your English/Language arts 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>
ST102Q01TA	The teacher sets clear goals for our learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST102Q02TA	The teacher asks questions to check whether we have understood what was taught.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST102Q03TA	At the beginning of a lesson, the teacher presents a short summary of the previous lesson.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST102Q04TA	The teacher tells us what we have to learn.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST211

**Thinking of your past two English/Language arts classes:
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>
ST211Q01HA	The teacher made me feel confident in my ability to do well in the course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST211Q02HA	The teacher listened to my view on how to do things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST211Q03HA	I felt that my teacher understood me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST211Q04HA	I felt confident in my ability to learn this material.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST212

How often do these things happen in your English/Language arts 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>
ST212Q01HA	The teacher adapts the lesson to my class's needs and knowledge.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST212Q02HA	The teacher provides individual help when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST212Q03HA	The teacher changes the structure of the lesson on a topic that most students find difficult to understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST104

How often do these things happen in your English/Language arts 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>
ST104Q01NA	The teacher tells me how I am performing in this course.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST104Q02NA	The teacher gives me feedback on my strengths in this subject.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST104Q03NA	The teacher tells me in which areas I can still improve.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST104Q04NA	The teacher tells me how I can improve my performance.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04
ST104Q05NA	The teacher advises me on how to reach my learning goals.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04

ST213

**Thinking of your past two English/Language arts classes:
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>
ST213Q01HA	It was clear to me that the teacher liked teaching us.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST213Q02HA	The enthusiasm of the teacher inspired me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST213Q03HA	It was clear that the teacher liked to deal with the topic of the lesson.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST213Q04HA	The teacher showed enjoyment in teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST150

During the last month, how often did you have to read the following types of texts for school (in the classroom or for homework)?

(Please select one response in each row.)

		<i>Many times</i>	<i>Two or three times</i>	<i>Once</i>	<i>Not at all</i>
ST150Q01IA	Texts that include diagrams or maps	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST150Q02IA	Fiction (e.g., novels, short stories)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST150Q03IA	Texts that include tables or graphs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST150Q04HA	Digital texts including links	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST151

During the last month, how often did you have to do the following kinds of tasks for school (in the classroom or for homework)?

(Please select one response in each row.)

		<i>Many times</i>	<i>Two or three times</i>	<i>Once</i>	<i>Not at all</i>
ST151Q01IA	Find information from a graph, diagram or table	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST151Q02IA	Explain the cause of events in a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST151Q03IA	Explain the way characters behave in a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST151Q04IA	Explain the purpose of a text	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST151Q05IA	Compare different texts on a similar topic and explain their differences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST152 In your English/Language arts classes, how often does the following occur?

(Please select one response in each row.)

		<i>Never or hardly ever</i>	<i>In some classes</i>	<i>In most classes</i>	<i>In all classes</i>
ST152Q01IA	The teacher asks students to explain the meaning of a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q02IA	The teacher asks questions that challenge students to get a better understanding of a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q03IA	The teacher gives students enough time to think about their answers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q04IA	The teacher recommends a book or author to read.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q05IA	The teacher encourages students to express their opinion about a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q06IA	The teacher helps students relate the stories they read to their lives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q07IA	The teacher shows students how the information in texts builds on what they already know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST152Q08IA	The teacher poses questions that motivate students to participate actively.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST154 **During this academic year, how many pages was the longest piece of text you had to read for your English/Language arts classes?**

(Please select one response.)

- | | | |
|------------|---------------------------|------------------------------|
| ST154Q01HA | One page or less | <input type="checkbox"/> _01 |
| ST154Q01HA | Between 2 and 10 pages | <input type="checkbox"/> _02 |
| ST154Q01HA | Between 11 and 50 pages | <input type="checkbox"/> _03 |
| ST154Q01HA | Between 51 and 100 pages | <input type="checkbox"/> _04 |
| ST154Q01HA | Between 101 and 500 pages | <input type="checkbox"/> _05 |
| ST154Q01HA | More than 500 pages | <input type="checkbox"/> _06 |

ST155

During this academic year, how many full books did your English/Language arts teacher assign (include fiction and non-fiction books)?

(Please enter the number of books.)

ST155Q01HA

_____01

[This is a filter question. If the answer is “0” proceed to ST153.]

ST157 **If at least one book was assigned, which choices did you have?**

(Please select all that apply.)

- | | | |
|------------|--|--|
| ST157Q01HA | All the students had to read the same book(s). | <input type="checkbox"/> ₀₁ |
| ST157Q02HA | The students were allowed to choose a number of books from a list provided by the teacher. | <input type="checkbox"/> ₀₁ |
| ST157Q03HA | The students could freely choose the book(s) they read. | <input type="checkbox"/> ₀₁ |
| ST157Q04HA | The students could choose books on a list provided by the teacher or on their own, but the choice had to be approved by the teacher. | <input type="checkbox"/> ₀₁ |

[This is a question depending on a filter (ST155). Students that answered “0” in ST155 will skip this question.]

ST153

During this academic year, when you have to read a book or a chapter from a book for your English/Language arts classes, does the teacher usually ask you to do the following tasks in the classroom or for homework?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST153Q01HA	Write a summary of the book or the chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q02HA	List and write a short description of the main characters	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q03HA	Discuss in small groups with other students who read the same book or chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q04HA	Give your personal thoughts about the book or the chapter (e.g., did you like it and if so, why?)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q05HA	Answer questions about the book or the chapter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q06HA	Compare the content of the book or the chapter with your own experience	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q07HA	Evaluate the writing style of the author	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q08HA	Compare the book with other books or texts on a similar topic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q09HA	Select a passage you liked or disliked and explain why	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST153Q10HA	Write a text related to what you have read	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST158

This question refers to your entire school experience, between when you started first grade and today.

At school, have you ever been taught the following things?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST158Q01HA	How to use keywords when using a search engine such as Google©, Yahoo©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q02HA	How to decide whether to trust information from the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q03HA	How to compare different web pages and decide what information is more relevant for your school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q04HA	To understand the consequences of making information publicly available online on Facebook©, Instagram©, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q05HA	How to use the short description below the links in the list of results of a search	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q06HA	How to detect whether the information is subjective or biased	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST158Q07HA	How to detect phishing or spam emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST160

How much do you agree or disagree with these statements about reading?

(Please take into account diverse kinds of reading material, such as books, magazines, newspapers, websites, blogs, emails...)

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
ST160Q01IA	I read only if I have to.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q02IA	Reading is one of my favorite hobbies.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q03IA	I like talking about books with other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q04IA	For me, reading is a waste of time.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q05IA	I read only to get information that I need.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q06HA	When I read something I really like, I forget about time.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST161 **How much do you 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>
ST161Q01HA	I am a good reader.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q02HA	I am able to understand difficult texts.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q03HA	I read fluently.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q04HA	I am able to identify the main ideas in an informational or documentary text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q05HA	After having read a story, I am able to tell what the story was about.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q06HA	I have always had difficulty with reading.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q07HA	I have to read a text several times before completely understanding it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST161Q08HA	I find it difficult to answer questions about a text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST163

In the PISA assessment you took before the break, you had to read several texts and answer reading comprehension questions.

How do you feel about these reading tasks?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST163Q01HA	I understood most of the texts well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST163Q02HA	There were many words I could not understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST163Q03HA	Many texts were too difficult for me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST163Q04HA	I was lost when I had to navigate between different pages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST163Q05HA	I could answer most of the <u>reading comprehension</u> questions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST167

How often do you read these materials because you want to?

(Please take into account reading on paper and on digital devices.)

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>A few times a year</i>	<i>About once a month</i>	<i>Several times a month</i>	<i>Several times a week</i>
ST167Q01IA	Magazines	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST167Q02IA	Comic books	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST167Q03IA	Fiction (novels, narratives, stories)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST167Q04IA	Non-fiction books (informational, documentary)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST167Q05IA	Newspapers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

ST168

Which of the following statements best describes how you read books (on any topic)?

(Please select one response.)

- | | | |
|------------|--|--|
| ST168Q01HA | I rarely or never read books. | <input type="checkbox"/> ₀₁ |
| ST168Q01HA | I read books more often in paper format. | <input type="checkbox"/> ₀₂ |
| ST168Q01HA | I read books more often on digital devices (e.g., e-reader, tablet, smartphone, computer). | <input type="checkbox"/> ₀₃ |
| ST168Q01HA | I read books equally often in paper format <u>and</u> on digital devices. | <input type="checkbox"/> ₀₄ |

ST169 **Which of the following statements best describes how you read the news (e.g., politics, culture, sport, local news)?**

(Please select one response.)

- ST169Q01HA I do not follow the news at all. ₀₁
- ST169Q01HA I only watch or listen to the news (e.g., radio, television, podcasts). ₀₂
- ST169Q01HA I read the news more often on digital devices (e.g., tablet, smartphone, computer). ₀₃
- ST169Q01HA I read the news more often on paper (e.g., newspapers, magazines). ₀₄
- ST169Q01HA I read the news equally often in paper format and on digital devices. ₀₅

Do you read in the following situations?

ST170 *(Please take into account diverse kinds of reading, such as books, magazines, newspapers, websites, blogs, emails...)*

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST170Q01HA	In the evening before falling asleep	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST170Q02HA	While traveling (e.g., car, public transportation)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST170Q03HA	While waiting for the dentist, doctor, hairdresser, or while in a line	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST170Q04HA	At night in order to finish a captivating book	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST172

In which languages do you read?

(Please select all that apply.)

- | | | |
|------------|---------|--|
| ST172Q01HA | English | <input type="checkbox"/> ₀₁ |
| ST172Q02HA | Spanish | <input type="checkbox"/> ₀₁ |
| ST172Q04HA | Others | <input type="checkbox"/> ₀₁ |

Filter question: if ST172Q01HA01 = 1 and ST172Q02HA = 0 and ST172Q04HA = 0 go to ST175. Else proceed with ST173.

ST173

How often do you read in a language other than English outside of school?

(Please select one response.)

- | | | |
|------------|-----------------------|------------------------------|
| ST173Q01HA | Never or almost never | <input type="checkbox"/> _01 |
| ST173Q01HA | A few times a year | <input type="checkbox"/> _02 |
| ST173Q01HA | About once a month | <input type="checkbox"/> _03 |
| ST173Q01HA | Several times a month | <input type="checkbox"/> _04 |
| ST173Q01HA | Several times a week | <input type="checkbox"/> _05 |

This question will only be displayed to those student who tick ST172Q02HA AND /OR ST172Q03HA AND /OR ST172Q04HA. In addition, they can tick ST172Q01HA or not.

ST175 **About how much time do you usually spend reading for enjoyment?**

(Please take into account diverse kinds of reading, such as books, magazines, newspapers, websites, blogs, emails...)

(Please select one response.)

- | | | |
|------------|--|--|
| ST175Q01IA | I do not read for enjoyment | <input type="checkbox"/> ₀₁ |
| ST175Q01IA | 30 minutes or less a day | <input type="checkbox"/> ₀₂ |
| ST175Q01IA | More than 30 minutes to less than 60 minutes a day | <input type="checkbox"/> ₀₃ |
| ST175Q01IA | 1 to 2 hours a day | <input type="checkbox"/> ₀₄ |
| ST175Q01IA | More than 2 hours a day | <input type="checkbox"/> ₀₅ |

ST176 **How often are you involved in the following reading activities?**

(Please select one response in each row. If you don't know what the activity is, please select "I don't know what it is.")

		<i>I don't know what it is</i>	<i>Never or almost never</i>	<i>Several times a month</i>	<i>Several times a week</i>	<i>Several times a day</i>
ST176Q01IA	Reading emails	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q02IA	Chat online (e.g., Whatsapp®, Messenger®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q03IA	Reading online news	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q04IA	Using an online dictionary or encyclopedia (e.g., Wikipedia®)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q05IA	Searching information online to learn about a particular topic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q06IA	Taking part in online group discussions or forums	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q07IA	Searching for practical information online (e.g., schedules, events, tips, recipes)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST176Q08HA	Participating in social networks (e.g., Facebook, Instagram)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Introduction for reading metacognition

YOUR STRATEGIES IN READING AND UNDERSTANDING TEXTS

There are several strategies to read texts. Some of them are more useful or appropriate than others, depending on the kind of reading task. The next questions present three different reading tasks, followed by a list of “strategies”. We want to know your opinion about the usefulness of these strategies for the different reading tasks.

Think about the usefulness of each of the strategies in relation to the given reading task only. Some strategies may be useful for one reading task but not for another.

Give a score between 1 and 6 to every strategy. A score of 1 means you think it is not a useful strategy at all for this reading task. A score of 6 means you think it is a very useful strategy for this reading task.

You can use the same score more than once if you think two or more strategies are similarly useful, but please select only one response in each row.

Reading task: You have to understand and remember the information in a text.

ST164

How do you rate the usefulness of the following strategies for understanding and memorizing the text?

(Please select one response in each row.)

		<i>Not useful at all</i>				<i>Very useful</i>	
		<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>
ST164Q01IA	I concentrate on the parts of the text that are easy to understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST164Q02IA	I quickly read through the text twice.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST164Q03IA	After reading the text, I discuss its content with other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST164Q04IA	I underline important parts of the text.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST164Q05IA	I summarize the text in my own words.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST164Q06IA	I read the text aloud to another person.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

Reading task: You have just read a long and rather difficult two-page text about fluctuations in the water level of a lake in Africa. You have to write a summary.

ST165

How do you rate the usefulness of the following strategies for writing a summary of this two-page text?

(Please select one response in each row.)

		<i>Not useful at all</i>				<i>Very useful</i>	
		<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>
ST165Q011A	I write a summary. Then I check that each paragraph is covered in the summary, because the content of each paragraph should be included.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST165Q021A	I try to copy out accurately as many sentences as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST165Q031A	Before writing the summary, I read the text as many times as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST165Q041A	I carefully check whether the most important facts in the text are represented in the summary.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST165Q051A	I read through the text, underlining the most important sentences. Then I write them in my own words as a summary.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

Reading Task: *You have received a message in your inbox from a well-known mobile phone operator telling you that you are one of the winners of a smartphone. The sender asks you to click on the link to fill out a form with your data so they can send you the smartphone.*

In your opinion, how appropriate are the following strategies in reaction to this email?

ST166

(Please select one response in each row.)

		<i>Not appropriate at all</i>			<i>Very appropriate</i>		
		<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>
ST166Q01HA	Answer the email and ask for more information about the smartphone	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST166Q02HA	Check the sender's email address	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST166Q03HA	Click on the link to fill out the form as soon as possible	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST166Q04HA	Delete the email without clicking on the link	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST166Q05HA	Check the website of the mobile phone operator to see whether the smartphone offer is mentioned	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

ST059 **How many class periods per week are you typically
required to attend for the following subjects?**

(Please enter a number in each row. Enter “0” (zero) if you have none.)

ST059Q01TA Number of class periods per week in English/Language arts _____
(e.g., literature, writing) _____01

ST059Q02TA Number of class periods per week in mathematics _____
_____01

ST059Q03TA Number of class periods per week in science _____
_____01

ST059Q04HA Number of class periods per week in foreign language _____
_____01

ST060

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.)

ST060Q01NA Number of ALL class periods



Slider bar: "0" - "80 or more", step = 1.

ST061

How many minutes, on average, are there in a class period?

(Please move the slider to the number of minutes per class period.)

ST061Q01NA Average minutes in a class period



Slider bar: “0” – “120 or more”, step = 5.

ST070

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).

(Please select all that apply.)






- | | | |
|------------|-----------------------|-----------------------------|
| ST070Q01NA | Science | <input type="checkbox"/> 01 |
| ST070Q02NA | Mathematics | <input type="checkbox"/> 01 |
| ST070Q03NA | English/Language arts | <input type="checkbox"/> 01 |
| ST070Q04NA | Other | <input type="checkbox"/> 01 |

ST071

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

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

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

ST071Q01NA	Science		01
ST071Q02NA	Mathematics		01
ST071Q03NA	English/Language arts		01
ST071Q04NA	Foreign language		01
ST071Q05NA	Other		01

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

ST062

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

(Please select one response in each row.)

		<i>Never</i>	<i>One or two times</i>	<i>Three or four times</i>	<i>Five or more times</i>
ST062Q01TA	I skipped a whole school day.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST062Q02TA	I skipped some classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST062Q03TA	I arrived late for school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST034

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>
ST034Q01TA	I feel like an outsider (or left out of things) at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST034Q02TA	I make friends easily at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST034Q03TA	I feel like I belong at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST034Q04TA	I feel awkward and out of place in my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST034Q05TA	Other students seem to like me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST034Q06TA	I feel lonely at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST039 **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>
ST039Q01NA	Teachers called on me less often than they called on other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST039Q02NA	Teachers graded me harder than they graded other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST039Q03NA	Teachers gave me the impression that they think I am less smart than I really am.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST039Q04NA	Teachers disciplined me more harshly than other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST039Q05NA	Teachers ridiculed me in front of others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST039Q06NA	Teachers said something insulting to me in front of others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST038

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

(Some experiences can also happen in social media.)

(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>
ST038Q01NA	I got called names by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q02NA	I got picked on by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q03NA	Other students left me out of things on purpose.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q04NA	Other students made fun of me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q05NA	I was threatened by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q06NA	Other students took away or destroyed things that belonged to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q07NA	I got hit or pushed around by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q08NA	Other students spread nasty rumours about me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST207

To what extent do you 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>
ST207Q01HA	It irritates me when nobody defends bullied students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST207Q02HA	It is a good thing to help students who can't defend themselves.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST207Q03HA	It is a wrong thing to join in bullying.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST207Q04HA	I feel bad seeing other students bullied.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST207Q05HA	I like it when someone stands up for other students who are being bullied.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST208

Think about your goals in school: how true are the following statements for you?

(Please select one response in each row.)

		<i>Not at all true e</i>	<i>Slightly true</i>	<i>Moderat ely true</i>	<i>Very true</i>	<i>Extremely true</i>
ST208Q01HA	My goal is to learn as much as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST208Q02HA	My goal is to completely master the material presented in my classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST208Q03HA	My goal is to avoid performing worse than other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST208Q04HA	My goal is to understand the content of my classes as thoroughly as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

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

Student Questionnaire U.S. National Questions

Which best describes you?

(Please select only one response.)

I am Hispanic or Latino.

 ₁

I am not Hispanic or Latino. _2

Which of these categories best describes your race?

(Please one or more responses.)

White _1

Black or African American _1

Asian _1

American Indian or Alaska Native _1

Native Hawaiian or Other Pacific Islander _1

STUDENT QUESTIONNAIRE FOR PISA 2018

UNE HEURE (UH) BOOKLET

FIELD TRIAL VERSION

CY7_201604_QST_FT_STQ_UH_CBA_NoNotes

PISA 2018 FT - Student Questionnaire - UH

CY7_201604_QST_FT_STQ_UH_CBA_NoNotes

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

- You, your family, and your home
- Your school
- Language learning in school
- Your view on reading

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

Please note that there are different answering formats throughout this questionnaire.

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 reading.

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 survey is 1850-0755. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

ST001

What grade are you in?

ST001Q01TA

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

Select ...

Option A

Option B

Option C

Option ...

_____01

ST003

When were you born?

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

ST003Q01TA

Month

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

January
February
March
April
May
June
July
August
September
October
November
December

ST003Q02TA

Day

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

1
2
3
4
5
6
7
8
10
...

ST003Q03TA

Year

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

1998
1999
2000
2001

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

ST004

Are you female or male?

(Please select one response.)

Female

Male

ST004Q01TA

 01 02

ST005 **What is the highest level of schooling(not including college) completed by your mother?**

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

(Please select one response.)

ST005Q01TA She completed grade 12 (high school diploma or GED). _01

ST005Q01TA She completed grade 9. _02

ST005Q01TA She completed grade 6. _03

ST005Q01TA She did not complete grade 6. _05

ST006

Does your mother have any of the following qualifications?

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

(Please select one response in each row.)

		Yes	No
ST006Q01TA	Master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q02TA	Bachelor's degree (4-year college degree)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q03TA	Associate's degree (2-year degree from a community college)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q04TA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST007

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

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

(Please select one response.)

- | | | |
|------------|---|------------------------------|
| ST007Q01TA | He completed grade 12 (high school diploma or GED). | <input type="checkbox"/> _01 |
| ST007Q01TA | He completed grade 9. | <input type="checkbox"/> _02 |
| ST007Q01TA | He completed grade 6. | <input type="checkbox"/> _03 |
| ST007Q01TA | He did not complete grade 6. | <input type="checkbox"/> _05 |

ST011

Which of the following are in your home?

ST008

Does your father have any of the following qualifications?

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST008Q01TA	Master's, doctoral, or professional degree such as medicine or law	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q02TA	Bachelor's degree (4-year college degree)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q03TA	Associate's degree (2-year degree from a community college)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q04TA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

PISA 2018 FT - Student Questionnaire - UH

CY7_201604_QST_FT_STQ_UH_CBA_NoNotes

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST011Q01TA	A desk to study at	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q02TA	A room of your own	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q03TA	A quiet place to study	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q04TA	A computer you can use for school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q05TA	Educational software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q06TA	A link to the Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q07TA	Classic literature (e.g., Shakespeare)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q08TA	Books of poetry	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q09TA	Works of art (e.g., paintings)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q10TA	Books to help with your school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q11TA	Technical reference books	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q12TA	A dictionary	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q16NA	Books on art, music, or design	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q17TA	A guest room	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST011Q18TA	A musical instrument	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST012

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>
ST012Q01TA	Televisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q02TA	Cars	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q03TA	Rooms with a bath or shower	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q05NA	Cell phones with Internet access (e.g., smartphones)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q06NA	Computers (desktop computer, portable laptop, or notebook)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q07NA	Tablet computers (e.g., iPad [®] , Samsung [®] Galaxy [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q08NA	E-book readers (e.g., Kindle [™] , Nook)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST012Q09NA	Musical instruments (e.g., guitar, piano)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST013

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.)

- | | | |
|------------|---------------------|------------------------------|
| ST013Q01TA | 0-10 books | <input type="checkbox"/> _01 |
| ST013Q01TA | 11-25 books | <input type="checkbox"/> _02 |
| ST013Q01TA | 26-100 books | <input type="checkbox"/> _03 |
| ST013Q01TA | 101-200 books | <input type="checkbox"/> _04 |
| ST013Q01TA | 201-500 books | <input type="checkbox"/> _05 |
| ST013Q01TA | More than 500 books | <input type="checkbox"/> _06 |

ST014

The following two questions concern your mother's job:

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

ST014Q01TA

What is your mother's main job?

(e.g., school teacher, cook, sales manager)

Please type in the job title. _____ 01

ST014Q02TA

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.

_____ 01

ST015

The following two questions concern your father's job:

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

ST015Q01TA

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

Please type in the job title. _____ 01

ST015Q02TA

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.*

_____ 01

ST019

In what country were you and your parents born?

(Please select one response in each column.)

	<i>You</i> ST019AQ01T	<i>Mother</i> ST019BQ01T	<i>Father</i> ST019CQ01T
United States*	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
Other country	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆

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

[This is a filter question routing to ST021 for students not born in the United States]

ST021

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).)

ST021Q01TA

Select ...

Option A

Option B

Option C

Option ...

01

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

[This is a question depending on a filter (ST019). Only students not born in the United States will be administered this question.]

ST022

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

(Please select one response.)

ST022Q01TA

English

 01

ST022Q01TA

Spanish

 02

ST022Q01TA

Other language

 05

ST125

How old were you when you started pre-school?

ST125Q01NA

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

Years

Select ... ▾
Option A
Option B
Option C
Option ...
_____01

Drop-down menu, offering answers “1 year or younger”, “2 years”, “3 years”, “4 years”, “5 years”, “6 years or older”, “I did not attend pre-school”, “I do not remember”.

ST126

How old were you when you started first grade?

ST126Q01TA

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

Years

Select ... ▾
Option A
Option B
Option C
Option ...
_____01

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

ST097

How often do these things happen in your English/language arts 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>
ST097Q01TA	Students don't listen to what the teacher says.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q02TA	There is noise and disorder.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q03TA	The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q04TA	Students cannot work well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST097Q05TA	Students don't start working for a long time after the lesson begins.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST100

How often do these things happen in your English/language arts 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>
ST100Q01TA	The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q02TA	The teacher gives extra help when students need it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q03TA	The teacher helps students with their learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q04TA	The teacher continues teaching until the students understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q05TA	The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST160

How much do you agree or disagree with these statements about reading?

(Please take into account diverse kinds of reading material, such as books, magazines, newspapers, websites, blogs, emails...)

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST160Q01IA	I read only if I have to.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q02IA	Reading is one of my favourite hobbies.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q03IA	I like talking about books with other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q04IA	For me, reading is a waste of time.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q05IA	I read only to get information that I need.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST160Q06HA	When I read something I really like, I forget about time.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST175

About how much time do you usually spend reading for enjoyment?

(Please take into account diverse kinds of reading, such as books, magazines, newspapers, websites, blogs, emails...)

(Please select one response.)

ST175Q01IA I do not read for enjoyment

_01

ST175Q01IA 30 minutes or less a day

_02

ST175Q01IA More than 30 minutes to less than 60 minutes a day

_03

ST175Q01IA 1 to 2 hours a day

_04

ST175Q01IA More than 2 hours a day

_05

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

FINANCIAL LITERACY QUESTIONNAIRE FOR PISA 2018

(INTERNATIONAL OPTION)

FIELD TRIAL VERSION

CY7_201604_QST_FT_FLQ_NoNotes

PISA 2018 FT - Fin. Lit. Student Background Items

CY7_201604_QST_FT_FLQ_NoNotes

In this questionnaire you are being asked questions about your experience with money matters in school and outside of school. When you answer the questions, please think about all of your experiences during the last 12 months (that is, since this time last year), even if you have changed school in this time.

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.

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 survey is 1850-0755. The time required to complete this survey is estimated to average 30 minutes per response, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

FL150 Have you ever learned how to manage your money in a class?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
FL150Q01TA At school, in a subject or class specifically about managing your money	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL150Q02TA At school as part of another subject or class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL150Q03TA In an activity outside school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

FL151

**Thinking about the school text books that you have used
in the last 12 months:**

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>	<i>I don't know</i>
FL151Q01HA Have you used a specific text book on money matters?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL151Q02HA Have you used a text book on some other subject that discusses money matters?	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

FL164

Thinking about school classes in the last 12 months, have you heard of, or learned about, the following terms?

You may have heard about these terms from someone else, such as your parents/guardians or friends, but please only think about what you have heard or learned in school.

(Please select one response in each row.)

		<i>Never heard of it</i>	<i>Heard of it, but I don't recall the meaning</i>	<i>Learnt about it, and I know what it means</i>
FL164Q01HA	Interest payment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q02HA	Compound interest	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q03HA	Exchange rate	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q04HA	Depreciation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q05HA	Shares/stocks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q06HA	Return on investment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q07HA	Dividend	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q08HA	Diversification	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q09HA	Debit card	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q10HA	Bank loan	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q11HA	Pension plan	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q12HA	Budget	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q13HA	Wage	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

PISA 2018 FT - Fin. Lit. Student Background Items

CY7_201604_QST_FT_FLQ_NoNotes

FL164Q14HA	Entrepreneur	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q15HA	Central bank	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q16HA	Income tax	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q17HA	Credit default swap	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL164Q18HA	Call option	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

Introduction

The next question is about your experience with different kinds of problems you may have encountered at school in the last 12 months. Please only read these problems, do not answer them.

Problem no. 1:

Ann is on holiday in a country called Farway, but she normally lives in Zedland. The unit of currency in Zedland is the ZED. The unit of currency in Farway is the FAD. At the time of the holiday the exchange rate was 1 ZED = 25 FAD.

Ann needs 200 FAD to buy some food. If she exchanges some of her ZEDs, the exchange bureau will apply a 3% commission. If she withdraws FADs from an ATM in Farway her bank will charge her a fixed 2 ZEDs fee.

Should Ann exchange her ZEDs or withdraw FADs from an ATM?

Problem no. 2:

Tom is talking with his grandmother and they are comparing the price of ice-creams now and when his grandmother was his age. They noted that the purchasing power of money is usually decreasing over time, meaning that, all else being equal, inflation decreases the amount of goods or services that you can purchase over time. Discuss some examples of how inflation affects you or your family.

FL165

We want to know about your experience with the following types of problems about money matters at school. Have you encountered these types of problems during the following classes or activities?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>	<i>I don't have this class</i>
FL165Q01HA During your mathematics class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL165Q02HA During another class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL165Q03HA During a one-off lesson or activity in school from an outside visitor (not one of your teachers)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL165Q04HA During extra-curricular activity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

outside of school hours

FL166

How often have you encountered the following types of tasks or activities in a school lesson in the last 12 months?

(Please select one response in each row.)

		<i>Never</i>	<i>Sometimes</i>	<i>Often</i>
FL166Q01HA	Describing the purpose and uses of money	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q02HA	Exploring the difference between spending money on needs and wants	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q03HA	Exploring ways of planning to pay an expense	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q04HA	Making calculations such as the following: <i>if you put \$100 in a savings account for three years at the annual interest rate of 1%, at the end of the third year – without withdrawing or adding any money – how much money will there be?</i>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q05HA	Discussing the rights of consumers when dealing with financial institutions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q06HA	Discussing the ways in which money invested in the stock market changes value over time	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL166Q07HA	Analyzing advertisements to understand how they encourage people to buy things	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

FL153

Where do you get the information you need about money matters (such as spending, saving, banking, investment)?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
FL153Q01HA	Parents/guardians or other adult relatives	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL153Q02HA	Friends	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL153Q03HA	Television or radio	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL153Q04HA	The Internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL153Q05HA	Magazines	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL153Q06HA	Teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

FL152

How often do you discuss money matters (e.g., talk about spending, saving, banking, investment) with the following people?

(Please select one response 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>
FL152Q01TA Parents/guardians or other relatives	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL152Q02TA Friends	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL167 **How often do you discuss the following matters with your parents (or guardians or relatives)?**

(Please select one response 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>
FL167Q01HA	Your spending decisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL167Q02HA	Your savings decisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL167Q03HA	The family budget	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL167Q04HA	Money for things you want to buy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL167Q05HA	News related to economics or finance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL156 Do you get money from any of these sources?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
FL156Q01TA An allowance or spending money for regularly doing chores at home	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q02TA An allowance or spending money, without having to do any chores	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q03TA Working outside school hours (e.g., a summer job, part-time work)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q04TA Working in a family business	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q05TA Occasional informal jobs (e.g., babysitting or gardening)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q06TA Gifts from friends or relatives	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL156Q07HA Selling things (e.g., at local markets or on eBay)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

FL159

How much do you agree with the following statements about the way you handle your money?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
FL159Q01HA	I can decide independently what to spend my money on.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL159Q02HA	I can spend small amounts of my money independently, but for larger amounts I need to ask my parents or guardians for permission.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL159Q03HA	I need to ask my parents or guardians for permission before I spend any money on my own.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL159Q04HA	I am responsible for my own money matters (e.g., for preventing theft).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL160

When you think about buying a new product from your allowance, how often do you do any of the following?

(Please select one response in each row.)

		<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>
FL160Q01HA	Compare prices in different shops	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL160Q02HA	Compare prices between a shop and an online shop	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL160Q03HA	Buy the product without comparing prices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL160Q04HA	Wait until the product gets less expensive before buying it	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL161

Do you have any of the following things?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>	<i>I don't know what it is</i>
FL161Q01HA An account with a bank or credit union	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL161Q02HA A debit card	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
FL161Q03HA A mobile app to access your account	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

FL162

How confident would you feel about doing the following things?

(Please select one response in each row.)

		<i>Not at all confident</i>	<i>Not very confident</i>	<i>Confident</i>	<i>Very confident</i>
FL162Q01HA	Making a money transfer (e.g., paying a bill)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL162Q02HA	Filling in forms at the bank	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL162Q03HA	Understanding bank statements	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL162Q04HA	Understanding a sales contract	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL162Q05HA	Keeping track of my account balance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL162Q06HA	Planning my spending with consideration of my current financial situation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL163

When using digital or electronic devices outside of the bank (e.g., at home or in shops), how confident would you feel about doing the following things?

(Please select one response in each row.)

		<i>Not at all confident</i>	<i>Not very confident</i>	<i>Confident</i>	<i>Very confident</i>
FL163Q01HA	Transferring money	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL163Q02HA	Keeping track of my balance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL163Q03HA	Paying with a debit card instead of using cash	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL163Q04HA	Paying with a mobile device (e.g., mobile phone or tablet) instead of using cash	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL163Q05HA	Ensuring the safety of sensitive information when making an electronic payment or using online banking	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

FL168

In the last 12 months, have you done the following things?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
FL168Q01HA	Checked that you were given the right change when you bought something	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q02HA	Talked to someone about the job you would like to do when you finish your education	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q03HA	Complained that you did not have enough money for something you wanted to buy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q04HA	Bought something online (alone or with a family member)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q05HA	Did volunteer work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q06HA	Made a payment using a mobile phone	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q07HA	Bought something that cost more money than you intended to spend	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
FL168Q08HA	Checked how much money you have	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

To what extent do you agree with the following statements?

FL169

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
FL169Q01HA	I enjoy talking about money matters.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL169Q02HA	Young people should make their own decisions about how to spend their money.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL169Q03HA	Money matters are not relevant for me right now.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
FL169Q04HA	I would like to run my own business in the future.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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

ICT FAMILIARITY QUESTIONNAIRE FOR PISA 2018

(INTERNATIONAL OPTION)

FIELD TRIAL VERSION

CY7_201604_QST_FT_ICQ_NoNotes

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

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

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 survey is 1850-0755. The time required to complete this survey is estimated to average 15 minutes per response, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write to: Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Washington, DC 20202.

OMB No. 1850-0755, Approval Expires 09/30/2019.

IC001

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

(Please select one response in each row.)

		<i>Yes, and I use it</i>	<i>Yes, but I don't use it</i>	<i>No</i>
IC001Q01TA	Desktop computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q02TA	Portable laptop, or notebook	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q03TA	Tablet computer (e.g., iPad [®] , Samsung Galaxy [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q04TA	Internet connection	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q05TA	Video games console, e.g. Sony [®] PlayStation [®]	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q06TA	Cell phone (without Internet access)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q07TA	Cell phone (with Internet access, i.e. smartphone)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q08TA	Portable music player (Mp3/Mp4 player, iPod [®] or similar)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q09TA	Printer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q10TA	USB (memory) stick	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC001Q11TA	ebook reader (e.g., Amazon [®] Kindle [™] or Nook)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

IC009

Are any of these devices available for you to use at school?*(Please select one response in each row.)*

		<i>Yes, and I use it</i>	<i>Yes, but I don't use it</i>	<i>No</i>
IC009Q01TA	Desktop computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q02TA	Portable laptop or notebook	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q03TA	Tablet computer (e.g., iPad [®] , Samsung Galaxy [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q05NA	Internet connected school computers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q06NA	Internet connection via wireless network	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q07NA	Storage space for school-related data, e.g. a folder for own documents	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q08TA	USB (memory) stick	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q09TA	ebook reader (e.g., Amazon [®] Kindle [™] or Nook)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q10NA	Data projector (e.g., for slide presentations)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
IC009Q11NA	Interactive whiteboard (e.g., SmartBoard [®])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

IC002

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

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

(Please select one response.)

- | | | |
|--------------|--|--|
| IC002Q01HA06 | 3 years old or younger | <input type="checkbox"/> ₀₁ |
| IC002Q01HA07 | 4-6 years old | <input type="checkbox"/> ₀₂ |
| IC002Q01NA02 | 7-9 years old | <input type="checkbox"/> ₀₃ |
| IC002Q01NA03 | 10-12 years old | <input type="checkbox"/> ₀₄ |
| IC002Q01NA04 | 13 years old or older | <input type="checkbox"/> ₀₅ |
| IC002Q01NA05 | I have never used a digital device until today | <input type="checkbox"/> ₀₆ |

→ If the student selects “I have never used a digital device until today”, the questionnaire will only be directed to IC152 because the other questions will not be relevant to the student.

IC004

How old were you when you first accessed the Internet?

(Please select one response.)

- | | | |
|--------------|------------------------------------|------------------------------|
| IC004Q01HA06 | 3 years old or younger | <input type="checkbox"/> _01 |
| IC004Q01HA07 | 4-6 years old | <input type="checkbox"/> _02 |
| IC004Q01TA02 | 7-9 years old | <input type="checkbox"/> _03 |
| IC004Q01TA03 | 10-12 years old | <input type="checkbox"/> _04 |
| IC004Q01TA04 | 13 years old or older | <input type="checkbox"/> _05 |
| IC004Q01TA05 | I have never accessed the Internet | <input type="checkbox"/> _06 |

This is a filter question. If a student responds “6”, I have never accessed the Internet, IC005, IC006, IC007 are not applicable and students will proceed with IC150.

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

Only if students answered “1”-“5” in IC004

IC005

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

(Please select one response.)

- | | | | |
|--------------|-------------------------------------|--------------------------|----|
| IC005Q01TA01 | No time | <input type="checkbox"/> | 01 |
| IC005Q01TA02 | 1-30 minutes per day | <input type="checkbox"/> | 02 |
| IC005Q01TA03 | 31-60 minutes per day | <input type="checkbox"/> | 03 |
| IC005Q01TA04 | Between 1 hour and 2 hours per day | <input type="checkbox"/> | 04 |
| IC005Q01TA05 | Between 2 hours and 4 hours per day | <input type="checkbox"/> | 05 |
| IC005Q01TA06 | Between 4 hours and 6 hours per day | <input type="checkbox"/> | 06 |
| IC005Q01TA07 | More than 6 hours per day | <input type="checkbox"/> | 07 |

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

Only if students answered “1”-“5” in IC004

IC006

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

(Please select one response.)

- | | | |
|--------------|-------------------------------------|--|
| IC006Q01TA01 | No time | <input type="checkbox"/> ₀₁ |
| IC006Q01TA02 | 1-30 minutes per day | <input type="checkbox"/> ₀₂ |
| IC006Q01TA03 | 31-60 minutes per day | <input type="checkbox"/> ₀₃ |
| IC006Q01TA04 | Between 1 hour and 2 hours per day | <input type="checkbox"/> ₀₄ |
| IC006Q01TA05 | Between 2 hours and 4 hours per day | <input type="checkbox"/> ₀₅ |
| IC006Q01TA06 | Between 4 hours and 6 hours per day | <input type="checkbox"/> ₀₆ |
| IC006Q01TA07 | More than 6 hours per day | <input type="checkbox"/> ₀₇ |

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

Only if students answered “1”-“5” in IC004

IC007

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

(Please select one response.)

- | | | |
|--------------|-------------------------------------|------------------------------|
| IC007Q01TA01 | No time | <input type="checkbox"/> _01 |
| IC007Q01TA02 | 1-30 minutes per day | <input type="checkbox"/> _02 |
| IC007Q01TA03 | 31-60 minutes per day | <input type="checkbox"/> _03 |
| IC007Q01TA04 | Between 1 hour and 2 hours per day | <input type="checkbox"/> _04 |
| IC007Q01TA05 | Between 2 hours and 4 hours per day | <input type="checkbox"/> _05 |
| IC007Q01TA06 | Between 4 hours and 6 hours per day | <input type="checkbox"/> _06 |
| IC007Q01TA07 | More than 6 hours per day | <input type="checkbox"/> _07 |

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

IC150

In a typical school week, how much time do you spend using digital devices during classroom lessons?

(Please select one response in each row.)

		<i>No time</i>	<i>1 – 30 minutes a week</i>	<i>31 – 60 minutes a week</i>	<i>More than 60 minutes a week</i>	<i>I do not study this subject</i>
IC150Q01HA	English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q02HA	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q03HA	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q04HA	Foreign language	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q05HA	Social sciences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q06HA	Music	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q07HA	Sports	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q08HA	Performing arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC150Q09HA	Visual arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

IC151

In a typical school week, how much time do you spend using digital devices outside of classroom lessons (regardless whether at home or in school) for the following subjects?

(Please select one response in each row.)

		<i>No time</i>	<i>1 – 30 minutes a week</i>	<i>31 – 60 minutes a week</i>	<i>More than 60 minutes a week</i>	<i>I do not study this subject</i>
IC151Q01HA	English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q02HA	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q03HA	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q04HA	Foreign language	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q05HA	Social sciences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q06HA	Music	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q07HA	Sports	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q08HA	Performing arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC151Q09HA	Visual arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

PISA 2018 FT - ICT Familiarity Questionnaire

CY7_201604_QST_FT_ICQ_NoNotes

IC152

Within the last month, has a digital device been used for learning or teaching during lessons in the following subjects?

(Please select one response in each row.)

		<i>Yes, both the teacher and students used it</i>	<i>Yes, but only students used it</i>	<i>Yes, but only the teacher used it</i>	<i>No</i>	<i>I do not study this subject</i>
IC152Q01HA	English/Language arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q02HA	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q03HA	Science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q04HA	Foreign language	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q05HA	Social sciences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q06HA	Music	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q07HA	Sports	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q08HA	Performing arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC152Q09HA	Visual arts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

IC008

How often do you use digital devices for the following activities outside of school?

(Please select one response 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>	<i>Every day</i>
IC008Q01TA	Playing one-player games	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q02TA	Playing collaborative online games	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q03TA	Using email	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q04TA	Chatting online (e.g., MSN [®])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q05TA	Participating in social networks (e.g., Facebook, Twitter)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q07NA	Playing online games via social networks (e.g., Farmville [®] , The Sims Social)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q08TA	Browsing the Internet for fun (such as watching videos, e.g. YouTube [™])	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q09TA	Reading news on the Internet (e.g., current affairs)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q10TA	Obtaining practical information from the Internet (e.g., locations, dates of events)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q11TA	Downloading music, films, games or software from the internet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q12TA	Uploading your own created contents for sharing (e.g., music, poetry, videos, computer programs)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC008Q13NA	Downloading new apps on a mobile device	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

IC010

How often do you use digital devices for the following activities outside of school?

(Please select one response 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>	<i>Every day</i>
IC010Q01TA	Browsing the Internet for schoolwork (e.g., for preparing an essay or presentation)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q02NA	Using the internet to find more information about things you learned in class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q03TA	Emailing with other students about schoolwork	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q04TA	Emailing with teachers and submitting homework or other schoolwork	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q05NA	Using social networks to communicate with other students about schoolwork (e.g., Facebook, Twitter)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q06NA	Using social networks to communicate with teachers (e.g., Facebook, Twitter)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q07TA	Downloading, uploading, or browsing material from my school's website	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q08TA	Checking the school's website for announcements (e.g., school closures, teacher absences)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q09NA	Doing homework on a computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q10NA	Doing homework on a mobile device	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q11HA	Using learning apps or learning websites on a computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC010Q12HA	Using learning apps or learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

websites on a mobile device

IC011

How often do you use digital devices for the following activities at school?

(Please select one response 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>	<i>Every day</i>
IC011Q01TA	Chatting online at school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q02TA	Using email at school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q03TA	Browsing the Internet for schoolwork	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q04TA	Downloading, uploading or browsing material from the school's website	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q05TA	Posting my work on the school's website	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q06TA	Playing simulations at school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q07TA	Practicing and drilling, such as for mathematics or learning a foreign language	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q08TA	Doing homework on a school computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q09TA	Using school computers for group work and communication with other students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC011Q010HA	Using learning apps or learning websites	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

IC013

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

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC013Q01NA	I forget about time when I'm using digital devices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q04NA	The Internet is a great resource for obtaining information I am interested in (e.g., news, sports, dictionary).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q05NA	It is very useful to have social networks on the Internet.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q11NA	I am really excited to discover new digital devices or applications.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q12NA	I really feel bad if no Internet connection is available.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q13NA	I like using digital devices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

IC014

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

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC014Q03NA	I feel comfortable using digital devices that I am less familiar with.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC014Q04NA	If my friends and relatives want to buy new digital devices or applications, I can give them advice.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC014Q06NA	I feel comfortable using my digital devices at home.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC014Q08NA	When I come across problems with digital devices, I think I can solve them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC014Q09NA	If my friends and relatives have a problem with digital devices, I can help them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

IC015

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC015Q02NA	If I need new software, I install it by myself.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC015Q03NA	I read information about digital devices so I do not have to rely on others for help.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC015Q05NA	I use digital devices how and when I want to use them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC015Q07NA	If I have a problem with digital devices I start to solve it on my own.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC015Q09NA	If I need a new application, I choose it by myself.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

IC016

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC016Q01NA	To learn something new about digital devices, I like to talk about them with my friends.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q02NA	I like to exchange solutions to problems with digital devices with others on the Internet.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q04NA	I like to play computer and video games when I meet with friends.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q05NA	I like to share information about digital devices with my friends.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q07NA	I learn a lot about digital media by talking with my friends and relatives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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