

**Program for International Student
Assessment 2021 (PISA 2021) Main Study
Recruitment and Field Test**

Appendix C

PISA 2021 Field Test Questionnaires

OMB# 1850-0755 v.23

**National Center for Education Statistics (NCES)
U.S. Department of Education
Institute of Education Sciences
Washington, DC**

**August 2019
revised September 2019**

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NCES is authorized to conduct the Program for International Student Assessment (PISA) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. § 9543), and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by Westat, a U.S.-based research organization.

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form, for any other purpose except as required by law (20 U.S.C., § 9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average approximately 45 minutes per survey response, including the time to review instructions, gather the data needed, and complete and review the information collection. 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 directly to: The Program for International Student Assessment (PISA), National Center for Education Statistics, Potomac Center Plaza, 550 12th St., SW, Room 4007, Washington, DC 20202.

OMB Clearance No: 1850-0755 Expiration Date: xx/xx/xxxx

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SCIntro1

Dear Principal,

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 45 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.

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

(Please select one response.)

A village, hamlet or rural area (fewer than 3,000 people)	SC001Q01TA01 <input type="radio"/>
A small town (3,000 to about 15,000 people)	SC001Q01TA02 <input type="radio"/>
A town (15,000 to about 100,000 people)	SC001Q01TA03 <input type="radio"/>
A city (100,000 to about 1,000,000 people)	SC001Q01TA04 <input type="radio"/>
A large city (1,000,000 to about 10,000,000 people)	SC001Q01TA05 <input type="radio"/>
A megacity (with over 10,000,000 people)	SC001Q01JA06 <input type="radio"/>

Is your school a public or a private school?

(Please select one response.)

<p>A public school</p> <p><i>(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)</i></p>	<p>SC013Q01TA01</p> <p><input type="radio"/></p>
<p>A private school</p> <p><i>(This is a school managed directly or indirectly by a non-government organization; e.g. a church, trade union, business, or other private institution.)</i></p>	<p>SC013Q01TA02</p> <p><input type="radio"/></p>

What kind of organization runs your school?

(Please select one response.)

A church or other religious organization	<p style="text-align: center;">SC014Q01TA01 ○</p>
Another not-for-profit organization	<p style="text-align: center;">SC014Q01TA02 ○</p>
A for-profit organization	<p style="text-align: center;">SC014Q01TA03 ○</p>
Government (local, state, or federal)	<p style="text-align: center;">SC014Q01JA04 ○</p>

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.)

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

Consistency check rule

Rule: IF ((^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) != 100)

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

SC011

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

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

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

As of February 1, 2020, what was the total school enrollment (number of students)?

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

Number of boys:	SC002Q01TA01 <input type="text"/>
Number of girls:	SC002Q02TA01 <input type="text"/>

Approximately what percentage of students in Grade 10 in your school have the following characteristics?

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

(Please move the slider to the appropriate percentage.)


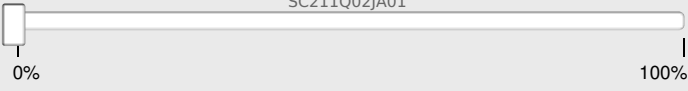



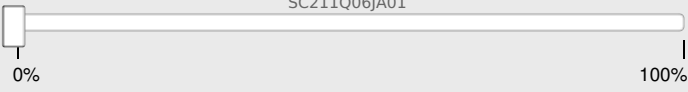

"Special learning needs" students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

"Socioeconomically disadvantaged homes" refers to homes lacking the basic necessities of life, such as adequate housing, nutrition or medical care.

"Students who are immigrants" are those who were born outside the country with a citizenship of a different country.

"Students who have parents who have immigrated" are those who have at least one parent who was born outside the country with a citizenship of a different country.

"Refugees" are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

<p>Students whose native language is different from English</p>	<p>SC211Q01JA01</p> 
<p>Students with special learning needs</p>	<p>SC211Q02JA01</p> 
<p>Students from socioeconomically disadvantaged homes</p>	<p>SC211Q03JA01</p> 
<p>Students who are immigrants (not including refugees)</p>	<p>SC211Q04JA01</p> 
<p>Students who have parents who have immigrated</p>	<p>SC211Q05JA01</p> 
<p>Students who are refugees</p>	<p>SC211Q06JA01</p> 
<p>Students who are eligible for free or reduced-price lunch through the National School Lunch Program</p>	<p>SC211C07JA01</p> 

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

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

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

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

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers fully certified by the state in their main assignment field	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a Bachelor's degree or equivalent	SC018Q08JA01 <input type="text"/>	SC018Q08JA02 <input type="text"/>
Teachers with a Master's degree or equivalent	SC018Q09JA01 <input type="text"/>	SC018Q09JA02 <input type="text"/>
Teachers with a Doctoral degree or equivalent	SC018Q10JA01 <input type="text"/>	SC018Q10JA02 <input type="text"/>

Consistency check rule

Rule: IF (^SC018Q08JA01 + ^SC018Q09JA01 + ^SC018Q10JA01) != ^SC018Q01TA01

Message: The sum of full-time qualified teachers does not equal the number of full-time teachers in TOTAL. Please check your responses before continuing.

Consistency check rule

Rule: IF (^SC018Q08JA02 + ^SC018Q09JA02 + ^SC018Q10JA02) != ^SC018Q01TA02

Message: The sum of part-time qualified teachers does not equal the number of part-time teachers in TOTAL.
Please check your responses before continuing.

How many of the following are on the mathematics teaching staff of your school?

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

Please count only those teachers who have taught or will teach mathematics during the current school year.

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

	Full-time	Part-time
Teachers of mathematics in TOTAL	SC182Q01WA01 <input type="text"/>	SC182Q01WA02 <input type="text"/>
Teachers of mathematics fully certified by a relevant teacher certification authority	SC182Q06WA01 <input type="text"/>	SC182Q06WA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree or equivalent	SC182Q07JA01 <input type="text"/>	SC182Q07JA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree or equivalent qualification in mathematics	SC182Q08JA01 <input type="text"/>	SC182Q08JA02 <input type="text"/>
Teachers of mathematics with at least a Bachelor's degree or equivalent qualification in teaching	SC182Q09JA01 <input type="text"/>	SC182Q09JA02 <input type="text"/>
Teachers of mathematics with an Associate' degree but not a Bachelor's degree or equivalent	SC182Q10JA01 <input type="text"/>	SC182Q10JA02 <input type="text"/>

For each type of position listed below, please indicate the number of non-teaching staff currently working in this school.

(Please consider that non-teaching staff may fall into multiple categories.)

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

Personnel for pedagogical support, irrespective of the grade levels/ages they support <i>Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists, and nurses</i>	SC168Q01JA01 <input type="text"/>
School administrative personnel <i>Including receptionists, secretaries, and administration assistants</i>	SC168Q02JA01 <input type="text"/>
School management personnel <i>Including principals, assistant principals, and other staff whose main activity is management</i>	SC168Q03JA01 <input type="text"/>
Other non-teaching staff	SC168Q04JA01 <input type="text"/>

Does your school host visiting teachers from other countries?

(Please select only one response.)

Yes	SC159Q01HA01 <input type="radio"/>
No	SC159Q01HA02 <input type="radio"/>

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

(Please select one response in each row.)

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

In your school, how likely is it that a student in Grade 10 would be transferred to another school for the following reasons?

(Please select one response in each row.)

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
Low academic achievement	SC185Q01WA03 <input type="radio"/>	SC185Q01WA03 <input type="radio"/>	SC185Q01WA03 <input type="radio"/>
High academic achievement	SC185Q02WA03 <input type="radio"/>	SC185Q02WA03 <input type="radio"/>	SC185Q02WA03 <input type="radio"/>
Behavioral problems	SC185Q03WA03 <input type="radio"/>	SC185Q03WA03 <input type="radio"/>	SC185Q03WA03 <input type="radio"/>
Special learning needs	SC185Q04WA03 <input type="radio"/>	SC185Q04WA03 <input type="radio"/>	SC185Q04WA03 <input type="radio"/>
Parents' or guardians' request	SC185Q05WA03 <input type="radio"/>	SC185Q05WA03 <input type="radio"/>	SC185Q05WA03 <input type="radio"/>

Approximately what percentage of students in your school repeated a grade at the following grade levels last academic year?

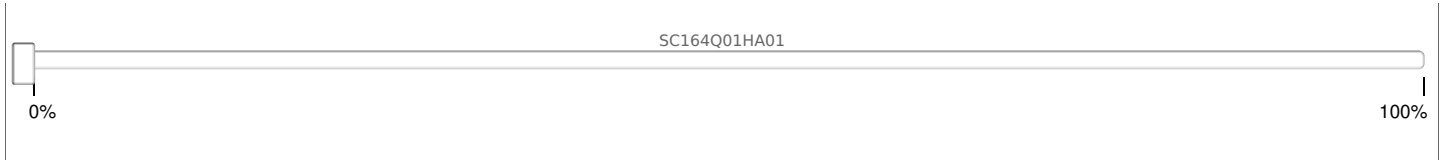
(Please enter a number for each response. Enter "0" (zero) if nobody repeated a grade. If there were no students at one of the following grade levels in your school last academic year, please leave the row blank.)

	%
Grades 7 - 9	SC179Q01JA01 <input type="text"/>
Grades 10 - 12	SC179Q02JA01 <input type="text"/>

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 certificate.)



Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

Does your school offer career guidance to students in Grade 10?

(Please select one response.)

Yes	SC169Q01JA01 <input type="radio"/>
No	SC169Q01JA02 <input type="radio"/>

Branching rule

Rule: IF (^SC169Q01JA = 01) THEN GOTO ^SC210 ELSE GOTO ^SC171

Which of the statements below best describes the situation for students in Grade 10 at your school?

(Please select one response.)

Career guidance is sought voluntarily by students.	SC210Q01JA01 <input type="radio"/>
Career guidance is formally scheduled into students' time at school.	SC210Q01JA02 <input type="radio"/>

Who has the main responsibility for career guidance of students in Grade 10 at your school?

(Please select one response.)

All teachers share the responsibility for career guidance.	SC170Q01JA01 <input type="radio"/>
Specific teachers have the main responsibility for career guidance.	SC170Q01JA02 <input type="radio"/>
One or more specific career guidance counselors employed at school have the main responsibility for career guidance.	SC170Q01JA03 <input type="radio"/>
One or more specific career guidance counselors who regularly visit the school have the main responsibility for career guidance.	SC170Q01JA04 <input type="radio"/>

Does your school provide the following types of information to students in Grade 10?

(Please select one response in each row.)

	Yes	No
Information about internships	SC171Q01JA01 <input type="radio"/>	SC171Q01JA02 <input type="radio"/>
Information about future careers	SC171Q02JA01 <input type="radio"/>	SC171Q02JA02 <input type="radio"/>
Information about future educational opportunities	SC171Q03JA01 <input type="radio"/>	SC171Q03JA02 <input type="radio"/>
Information about student financing (e.g. student loans or grants)	SC171Q04JA01 <input type="radio"/>	SC171Q04JA02 <input type="radio"/>

Who has the main responsibility for the following at your school?

(Please select one response in each row.)

	<i>Principal</i>	<i>Teachers or members of the school management team</i>	<i>School board</i>	<i>Local education authority</i>	<i>State education authority</i>	<i>National education authority</i>
Appointing or hiring teachers	SC202Q01JA01 <input type="radio"/>	SC202Q01JA02 <input type="radio"/>	SC202Q01JA03 <input type="radio"/>	SC202Q01JA04 <input type="radio"/>	SC202Q01JA05 <input type="radio"/>	SC202Q01JA06 <input type="radio"/>
Dismissing or suspending teachers from employment	SC202Q02JA01 <input type="radio"/>	SC202Q02JA02 <input type="radio"/>	SC202Q02JA03 <input type="radio"/>	SC202Q02JA04 <input type="radio"/>	SC202Q02JA05 <input type="radio"/>	SC202Q02JA06 <input type="radio"/>
Establishing teachers' starting salaries, including setting pay scales	SC202Q03JA01 <input type="radio"/>	SC202Q03JA02 <input type="radio"/>	SC202Q03JA03 <input type="radio"/>	SC202Q03JA04 <input type="radio"/>	SC202Q03JA05 <input type="radio"/>	SC202Q03JA06 <input type="radio"/>
Determining teachers' salary increases	SC202Q04JA01 <input type="radio"/>	SC202Q04JA02 <input type="radio"/>	SC202Q04JA03 <input type="radio"/>	SC202Q04JA04 <input type="radio"/>	SC202Q04JA05 <input type="radio"/>	SC202Q04JA06 <input type="radio"/>
Formulating the school budget	SC202Q05JA01 <input type="radio"/>	SC202Q05JA02 <input type="radio"/>	SC202Q05JA03 <input type="radio"/>	SC202Q05JA04 <input type="radio"/>	SC202Q05JA05 <input type="radio"/>	SC202Q05JA06 <input type="radio"/>
Deciding on budget allocations	SC202Q06JA01 <input type="radio"/>	SC202Q06JA02 <input type="radio"/>	SC202Q06JA03 <input type="radio"/>	SC202Q06JA04 <input type="radio"/>	SC202Q06JA05 <input type="radio"/>	SC202Q06JA06 <input type="radio"/>
Establishing student disciplinary policies and procedures	SC202Q07JA01 <input type="radio"/>	SC202Q07JA02 <input type="radio"/>	SC202Q07JA03 <input type="radio"/>	SC202Q07JA04 <input type="radio"/>	SC202Q07JA05 <input type="radio"/>	SC202Q07JA06 <input type="radio"/>
Establishing student assessment policies, including state or district assessments	SC202Q08JA01 <input type="radio"/>	SC202Q08JA02 <input type="radio"/>	SC202Q08JA03 <input type="radio"/>	SC202Q08JA04 <input type="radio"/>	SC202Q08JA05 <input type="radio"/>	SC202Q08JA06 <input type="radio"/>
Approving students for admission to the school	SC202Q09JA01 <input type="radio"/>	SC202Q09JA02 <input type="radio"/>	SC202Q09JA03 <input type="radio"/>	SC202Q09JA04 <input type="radio"/>	SC202Q09JA05 <input type="radio"/>	SC202Q09JA06 <input type="radio"/>
Choosing which learning materials are used	SC202Q10JA01 <input type="radio"/>	SC202Q10JA02 <input type="radio"/>	SC202Q10JA03 <input type="radio"/>	SC202Q10JA04 <input type="radio"/>	SC202Q10JA05 <input type="radio"/>	SC202Q10JA06 <input type="radio"/>
Determining course content, including state or district curricula	SC202Q11JA01 <input type="radio"/>	SC202Q11JA02 <input type="radio"/>	SC202Q11JA03 <input type="radio"/>	SC202Q11JA04 <input type="radio"/>	SC202Q11JA05 <input type="radio"/>	SC202Q11JA06 <input type="radio"/>
Deciding which courses are offered	SC202Q12JA01 <input type="radio"/>	SC202Q12JA02 <input type="radio"/>	SC202Q12JA03 <input type="radio"/>	SC202Q12JA04 <input type="radio"/>	SC202Q12JA05 <input type="radio"/>	SC202Q12JA06 <input type="radio"/>

Who has the main responsibility for the following at your school?

(Please select one response in each row.)

	<i>Principal</i>	<i>Teachers or members of the school management team</i>	<i>School board</i>	<i>Local education authority</i>	<i>State education authority</i>	<i>National education authority</i>
Choosing which learning materials are used in mathematics instruction	SC203Q01JA01 <input type="radio"/>	SC203Q01JA02 <input type="radio"/>	SC203Q01JA03 <input type="radio"/>	SC203Q01JA04 <input type="radio"/>	SC203Q01JA05 <input type="radio"/>	SC203Q01JA06 <input type="radio"/>
Determining mathematics course content, including curriculum	SC203Q02JA01 <input type="radio"/>	SC203Q02JA02 <input type="radio"/>	SC203Q02JA03 <input type="radio"/>	SC203Q02JA04 <input type="radio"/>	SC203Q02JA05 <input type="radio"/>	SC203Q02JA06 <input type="radio"/>
Deciding which mathematics courses are offered	SC203Q03JA01 <input type="radio"/>	SC203Q03JA02 <input type="radio"/>	SC203Q03JA03 <input type="radio"/>	SC203Q03JA04 <input type="radio"/>	SC203Q03JA05 <input type="radio"/>	SC203Q03JA06 <input type="radio"/>

During the last 12 months, how often did you or other members of the school management team engage in the following activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
Collaborating with teachers to solve classroom discipline problems	SC201Q01JA01 <input type="radio"/>	SC201Q01JA02 <input type="radio"/>	SC201Q01JA03 <input type="radio"/>	SC201Q01JA04 <input type="radio"/>	SC201Q01JA05 <input type="radio"/>
Observing instruction in the classroom	SC201Q02JA01 <input type="radio"/>	SC201Q02JA02 <input type="radio"/>	SC201Q02JA03 <input type="radio"/>	SC201Q02JA04 <input type="radio"/>	SC201Q02JA05 <input type="radio"/>
Providing feedback to teachers based on observations of instruction in the classroom	SC201Q03JA01 <input type="radio"/>	SC201Q03JA02 <input type="radio"/>	SC201Q03JA03 <input type="radio"/>	SC201Q03JA04 <input type="radio"/>	SC201Q03JA05 <input type="radio"/>
Taking actions to support cooperation among teachers to develop new teaching practices	SC201Q04JA01 <input type="radio"/>	SC201Q04JA02 <input type="radio"/>	SC201Q04JA03 <input type="radio"/>	SC201Q04JA04 <input type="radio"/>	SC201Q04JA05 <input type="radio"/>
Taking actions to ensure that teachers take responsibility for improving their teaching skills	SC201Q05JA01 <input type="radio"/>	SC201Q05JA02 <input type="radio"/>	SC201Q05JA03 <input type="radio"/>	SC201Q05JA04 <input type="radio"/>	SC201Q05JA05 <input type="radio"/>
Taking actions to ensure that teachers feel responsible for their students' learning outcomes	SC201Q06JA01 <input type="radio"/>	SC201Q06JA02 <input type="radio"/>	SC201Q06JA03 <input type="radio"/>	SC201Q06JA04 <input type="radio"/>	SC201Q06JA05 <input type="radio"/>
Providing parents or guardians with information on the school and student performance	SC201Q07JA01 <input type="radio"/>	SC201Q07JA02 <input type="radio"/>	SC201Q07JA03 <input type="radio"/>	SC201Q07JA04 <input type="radio"/>	SC201Q07JA05 <input type="radio"/>
Reviewing school administrative procedures and reports	SC201Q08JA01 <input type="radio"/>	SC201Q08JA02 <input type="radio"/>	SC201Q08JA03 <input type="radio"/>	SC201Q08JA04 <input type="radio"/>	SC201Q08JA05 <input type="radio"/>
Resolving problems with the lesson timetable in this school	SC201Q09JA01 <input type="radio"/>	SC201Q09JA02 <input type="radio"/>	SC201Q09JA03 <input type="radio"/>	SC201Q09JA04 <input type="radio"/>	SC201Q09JA05 <input type="radio"/>
Collaborating with principals from other schools on difficult work tasks	SC201Q10JA01 <input type="radio"/>	SC201Q10JA02 <input type="radio"/>	SC201Q10JA03 <input type="radio"/>	SC201Q10JA04 <input type="radio"/>	SC201Q10JA05 <input type="radio"/>
Working on a professional development plan for this school	SC201Q11JA01 <input type="radio"/>	SC201Q11JA02 <input type="radio"/>	SC201Q11JA03 <input type="radio"/>	SC201Q11JA04 <input type="radio"/>	SC201Q11JA05 <input type="radio"/>

Is there state or district legislation on including students' parents or guardians in school activities?

(Please select one response.)

Yes	SC191Q01JA01 <input type="radio"/>
No	SC191Q01JA02 <input type="radio"/>

During the 2018-2019 school year, what proportion of students' parents or guardians participated in the following school-related activities?

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

Discussed their child's behavior with a teacher on the parents' or guardians' own initiative	 <p>SC064Q05WA01</p> <p>0% 100%</p>
Discussed their child's behavior on the initiative of one of their child's teachers	 <p>SC064Q06WA01</p> <p>0% 100%</p>
Discussed their child's progress with a teacher on the parents' or guardians' own initiative	 <p>SC064Q01TA01</p> <p>0% 100%</p>
Discussed their child's progress on the initiative of one of their child's teachers	 <p>SC064Q02TA01</p> <p>0% 100%</p>
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	 <p>SC064Q04NA01</p> <p>0% 100%</p>
Participated in local school government, (e.g. parent council or school management committee)	 <p>SC064Q03TA01</p> <p>0% 100%</p>
Assisted in fundraising for the school	 <p>SC064Q07WA01</p> <p>0% 100%</p>

During the 2018-2019 school year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(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>
Invited parents or guardians to volunteer for school activities	SC192Q01JA01 <input type="radio"/>	SC192Q01JA02 <input type="radio"/>	SC192Q01JA03 <input type="radio"/>	SC192Q01JA04 <input type="radio"/>
Initiated communications with parents or guardians about school programmes	SC192Q02JA01 <input type="radio"/>	SC192Q02JA02 <input type="radio"/>	SC192Q02JA03 <input type="radio"/>	SC192Q02JA04 <input type="radio"/>
Initiated communications with parents or guardians about their child's progress	SC192Q03JA01 <input type="radio"/>	SC192Q03JA02 <input type="radio"/>	SC192Q03JA03 <input type="radio"/>	SC192Q03JA04 <input type="radio"/>
Included parents or guardians in making school decisions	SC192Q04JA01 <input type="radio"/>	SC192Q04JA02 <input type="radio"/>	SC192Q04JA03 <input type="radio"/>	SC192Q04JA04 <input type="radio"/>
Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	SC192Q05JA01 <input type="radio"/>	SC192Q05JA02 <input type="radio"/>	SC192Q05JA03 <input type="radio"/>	SC192Q05JA04 <input type="radio"/>
Provided information to parents or guardians about how to help students improve their skills in mathematics	SC192Q06JA01 <input type="radio"/>	SC192Q06JA02 <input type="radio"/>	SC192Q06JA03 <input type="radio"/>	SC192Q06JA04 <input type="radio"/>

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

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

	Number
At your school, what is the total number of students in Grade 10?	SC004Q01TA01 <input type="text"/>
Approximately, how many desktop or laptop computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately, how many of these desktop or laptop computers are connected to the Internet?	SC004Q03TA01 <input type="text"/>
Approximately, how many tablet devices (e.g. iPad, Galaxy Book, Amazon Fire) or e-book readers (i.e. portable device for reading books on screen, e.g. Amazon Kindle) are available for these students for educational purposes?	SC004Q08JA01 <input type="text"/>
Approximately, how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately, how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately, how many desktop or laptop computers with internet connection are available for teachers in your school?	SC004Q07NA01 <input type="text"/>

Do the following statements apply to your school?

(Please select one response in each row.)

	Yes	No
The school has a written statement about the general use of digital devices on the school premises.	SC190Q01JA01 <input type="radio"/>	SC190Q01JA02 <input type="radio"/>
The use of cell phones is not allowed on the school premises.	SC190Q02JA01 <input type="radio"/>	SC190Q02JA02 <input type="radio"/>
Students' cell phones are collected when entering the school or before the start of class.	SC190Q03JA01 <input type="radio"/>	SC190Q03JA02 <input type="radio"/>
The school has a written statement specifically about the use of digital devices for pedagogical purposes.	SC190Q04JA01 <input type="radio"/>	SC190Q04JA02 <input type="radio"/>
The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	SC190Q05JA01 <input type="radio"/>	SC190Q05JA02 <input type="radio"/>
Teachers establish rules for when students may use digital devices during lessons.	SC190Q06JA01 <input type="radio"/>	SC190Q06JA02 <input type="radio"/>
Teachers establish rules in collaboration with students about their use of digital resources (e.g., computers, tablets, software applications, educational learning tools, websites) at school or in class.	SC190Q07JA01 <input type="radio"/>	SC190Q07JA02 <input type="radio"/>
The school has a specific program to prepare students for responsible internet behavior.	SC190Q08JA01 <input type="radio"/>	SC190Q08JA02 <input type="radio"/>
The school has a specific policy about using social networks (e.g. Facebook) in teaching and learning.	SC190Q09JA01 <input type="radio"/>	SC190Q09JA02 <input type="radio"/>
The school has a specific program to promote collaboration on the use of digital devices among teachers.	SC190Q10JA01 <input type="radio"/>	SC190Q10JA02 <input type="radio"/>
The school has a scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices.	SC190Q11JA01 <input type="radio"/>	SC190Q11JA02 <input type="radio"/>

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

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

(Please select one response in each row.)

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

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

	Yes, this is mandatory, e.g. based on district or ministry policies	Yes, based on school initiative	No
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardized policy for mathematics subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q11JA01 <input type="radio"/>	SC037Q11JA02 <input type="radio"/>	SC037Q11JA03 <input type="radio"/>

Thinking about the last internal evaluation/self-evaluation in your school: Did the following occur?

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

(Please select one response in each row.)

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

	Yes	No	Not applicable
The results of internal evaluations/self-evaluations led to changes in school policies.	SC199Q01JA01 <input type="radio"/>	SC199Q01JA02 <input type="radio"/>	SC199Q01JA03 <input type="radio"/>
We used the data to plan specific action for school development.	SC199Q02JA01 <input type="radio"/>	SC199Q02JA02 <input type="radio"/>	SC199Q02JA03 <input type="radio"/>
We used the data to plan specific action for the improvement of teaching.	SC199Q03JA01 <input type="radio"/>	SC199Q03JA02 <input type="radio"/>	SC199Q03JA03 <input type="radio"/>
We put measures derived from the results of internal evaluations/self-evaluations into practice.	SC199Q04JA01 <input type="radio"/>	SC199Q04JA02 <input type="radio"/>	SC199Q04JA03 <input type="radio"/>

Thinking about the last external evaluation in your school: Did the following occur?

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

(Please select one response in each row.)

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

	Yes	No	Not applicable
The results of external evaluation led to changes in school policies.	SC200Q01JA01 <input type="radio"/>	SC200Q01JA02 <input type="radio"/>	SC200Q01JA03 <input type="radio"/>
We used the data to plan specific action for school development.	SC200Q02JA01 <input type="radio"/>	SC200Q02JA02 <input type="radio"/>	SC200Q02JA03 <input type="radio"/>
We used the data to plan specific action for the improvement of teaching.	SC200Q03JA01 <input type="radio"/>	SC200Q03JA02 <input type="radio"/>	SC200Q03JA03 <input type="radio"/>
We put measures derived from the results of external evaluations into practice.	SC200Q04JA01 <input type="radio"/>	SC200Q04JA02 <input type="radio"/>	SC200Q04JA03 <input type="radio"/>

During the 2018-2019 school year, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

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

What impact did appraisals of teachers at your school have on any of the following?

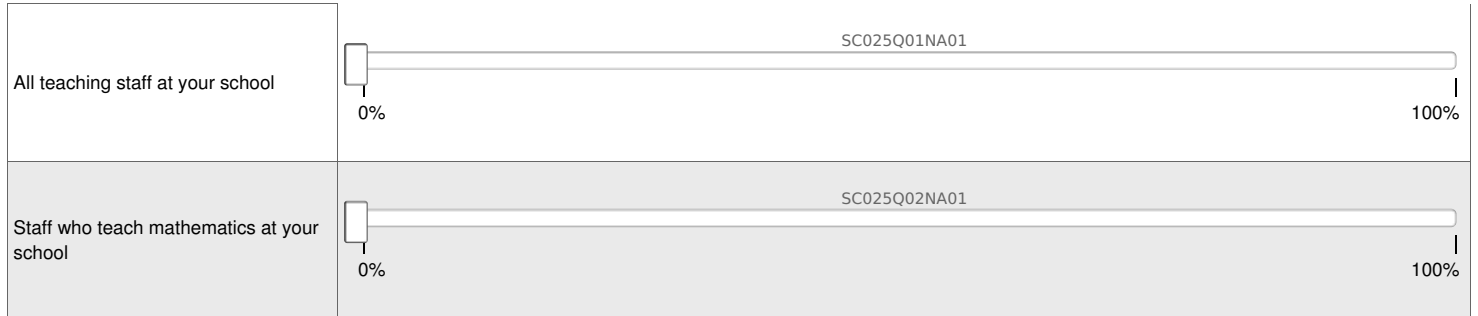
(Please select one response in each row.)

	No impact	Small impact	Moderate impact	Large impact
A change in salary	SC193Q01WA0 <input type="radio"/>	SC193Q01WA0 <input type="radio"/>	SC193Q01WA0 <input type="radio"/>	SC193Q01WA0 <input type="radio"/>
A financial bonus or another kind of monetary reward	SC193Q02WA0 <input type="radio"/>	SC193Q02WA0 <input type="radio"/>	SC193Q02WA0 <input type="radio"/>	SC193Q02WA0 <input type="radio"/>
Opportunities for professional development activities	SC193Q03WA0 <input type="radio"/>	SC193Q03WA0 <input type="radio"/>	SC193Q03WA0 <input type="radio"/>	SC193Q03WA0 <input type="radio"/>
A change in the likelihood of career advancement	SC193Q04WA0 <input type="radio"/>	SC193Q04WA0 <input type="radio"/>	SC193Q04WA0 <input type="radio"/>	SC193Q04WA0 <input type="radio"/>
Public recognition from you	SC193Q05WA0 <input type="radio"/>	SC193Q05WA0 <input type="radio"/>	SC193Q05WA0 <input type="radio"/>	SC193Q05WA0 <input type="radio"/>
Changes in work responsibilities that make the job more attractive	SC193Q06WA0 <input type="radio"/>	SC193Q06WA0 <input type="radio"/>	SC193Q06WA0 <input type="radio"/>	SC193Q06WA0 <input type="radio"/>
A role in school development initiatives (e.g. curriculum development group, development of school objectives)	SC193Q07WA0 <input type="radio"/>	SC193Q07WA0 <input type="radio"/>	SC193Q07WA0 <input type="radio"/>	SC193Q07WA0 <input type="radio"/>

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

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

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



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

(Please select one response in each row.)

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

Which of the following types of in-house professional development exist for staff who teach mathematics at your school?

(Please select one response in each row.)

	Yes	No
The mathematics teachers in our school cooperate by exchanging ideas or materials when teaching specific units or series of lessons.	SC183Q01JA01 <input type="radio"/>	SC183Q01JA02 <input type="radio"/>
Our school invites specialists to conduct in-service training for mathematics teachers.	SC183Q02JA01 <input type="radio"/>	SC183Q02JA02 <input type="radio"/>
Our school organizes in-service workshops, which deal with specific issues that our mathematics teachers face.	SC183Q03JA01 <input type="radio"/>	SC183Q03JA02 <input type="radio"/>
Our school organizes in-service workshops for specific mathematics teachers (e.g. newly appointed teachers).	SC183Q04JA01 <input type="radio"/>	SC183Q04JA02 <input type="radio"/>

Does your school offer professional development to mathematics teachers in any of the following?

(Please select one response in each row.)

	Yes	No
Mathematics content	SC184Q01JA01 <input type="radio"/>	SC184Q01JA02 <input type="radio"/>
Mathematics pedagogy/instruction	SC184Q02JA01 <input type="radio"/>	SC184Q02JA02 <input type="radio"/>
Mathematics curriculum	SC184Q03JA01 <input type="radio"/>	SC184Q03JA02 <input type="radio"/>
Integrating digital resources into mathematics instruction	SC184Q04JA01 <input type="radio"/>	SC184Q04JA02 <input type="radio"/>
Improving students' critical thinking or problem solving skills	SC184Q05JA01 <input type="radio"/>	SC184Q05JA02 <input type="radio"/>
Mathematics assessment	SC184Q06JA01 <input type="radio"/>	SC184Q06JA02 <input type="radio"/>
Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	SC184Q07JA01 <input type="radio"/>	SC184Q07JA02 <input type="radio"/>

During the 2018-2019 school year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
They helped students of different backgrounds to recognize the similarities that exist between them.	SC173Q01JA01 <input type="radio"/>	SC173Q01JA02 <input type="radio"/>	SC173Q01JA03 <input type="radio"/>	SC173Q01JA04 <input type="radio"/>	SC173Q01JA05 <input type="radio"/>
They encouraged students of different backgrounds to resolve disagreements by finding common ground.	SC173Q02JA01 <input type="radio"/>	SC173Q02JA02 <input type="radio"/>	SC173Q02JA03 <input type="radio"/>	SC173Q02JA04 <input type="radio"/>	SC173Q02JA05 <input type="radio"/>
They supported activities or organizations that encourage students' expression of diverse identities.	SC173Q03JA01 <input type="radio"/>	SC173Q03JA02 <input type="radio"/>	SC173Q03JA03 <input type="radio"/>	SC173Q03JA04 <input type="radio"/>	SC173Q03JA05 <input type="radio"/>
They taught students how to respond to discrimination.	SC173Q04JA01 <input type="radio"/>	SC173Q04JA02 <input type="radio"/>	SC173Q04JA03 <input type="radio"/>	SC173Q04JA04 <input type="radio"/>	SC173Q04JA05 <input type="radio"/>
They taught students to be inclusive of others with different backgrounds.	SC173Q05JA01 <input type="radio"/>	SC173Q05JA02 <input type="radio"/>	SC173Q05JA03 <input type="radio"/>	SC173Q05JA04 <input type="radio"/>	SC173Q05JA05 <input type="radio"/>
They provided additional support for students from disadvantaged backgrounds.	SC173Q06JA01 <input type="radio"/>	SC173Q06JA02 <input type="radio"/>	SC173Q06JA03 <input type="radio"/>	SC173Q06JA04 <input type="radio"/>	SC173Q06JA05 <input type="radio"/>

To what extent is each of the following behaviors a problem in your school?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Small extent</i>	<i>Moderate extent</i>	<i>Large extent</i>
Cheating	SC172Q01JA01 <input type="radio"/>	SC172Q01JA02 <input type="radio"/>	SC172Q01JA03 <input type="radio"/>	SC172Q01JA04 <input type="radio"/>
Profanity	SC172Q02JA01 <input type="radio"/>	SC172Q02JA02 <input type="radio"/>	SC172Q02JA03 <input type="radio"/>	SC172Q02JA04 <input type="radio"/>
Vandalism	SC172Q03JA01 <input type="radio"/>	SC172Q03JA02 <input type="radio"/>	SC172Q03JA03 <input type="radio"/>	SC172Q03JA04 <input type="radio"/>
Theft	SC172Q04JA01 <input type="radio"/>	SC172Q04JA02 <input type="radio"/>	SC172Q04JA03 <input type="radio"/>	SC172Q04JA04 <input type="radio"/>
Intimidation or verbal abuse among students (including texting, emailing, etc.)	SC172Q05JA01 <input type="radio"/>	SC172Q05JA02 <input type="radio"/>	SC172Q05JA03 <input type="radio"/>	SC172Q05JA04 <input type="radio"/>
Physical injury caused by students to other students	SC172Q06JA01 <input type="radio"/>	SC172Q06JA02 <input type="radio"/>	SC172Q06JA03 <input type="radio"/>	SC172Q06JA04 <input type="radio"/>
Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	SC172Q07JA01 <input type="radio"/>	SC172Q07JA02 <input type="radio"/>	SC172Q07JA03 <input type="radio"/>	SC172Q07JA04 <input type="radio"/>
Physical injury caused by students to teachers or non-teaching staff	SC172Q08JA01 <input type="radio"/>	SC172Q08JA02 <input type="radio"/>	SC172Q08JA03 <input type="radio"/>	SC172Q08JA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of assisting staff.	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff.	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>
A lack of digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q09JA01 <input type="radio"/>	SC017Q09JA02 <input type="radio"/>	SC017Q09JA03 <input type="radio"/>	SC017Q09JA04 <input type="radio"/>
Inadequate or poor quality digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q10JA01 <input type="radio"/>	SC017Q10JA02 <input type="radio"/>	SC017Q10JA03 <input type="radio"/>	SC017Q10JA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Student truancy	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Students not being attentive	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

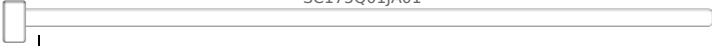
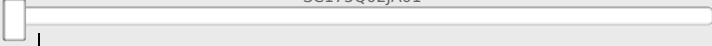
Are the following subjects required or optional for students in Grade 10?

(Please select one response in each row.)

	<i>Required</i>	<i>Optional</i>	<i>Courses in this subject are not available</i>
Mathematics	SC186Q01JA01 <input type="radio"/>	SC186Q01JA02 <input type="radio"/>	SC186Q01JA03 <input type="radio"/>
English/Language Arts	SC186Q02JA01 <input type="radio"/>	SC186Q02JA02 <input type="radio"/>	SC186Q02JA03 <input type="radio"/>
Science	SC186Q03JA01 <input type="radio"/>	SC186Q03JA02 <input type="radio"/>	SC186Q03JA03 <input type="radio"/>

How many minutes, on average, are there in a class period for grade 10 students taking the following subjects?

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

<p>Mathematics</p>	<p>SC175Q01JA01</p>  <p>0 120 or more</p>
<p>Average minutes in a class period across all subjects, including Mathematics</p>	<p>SC175Q02JA01</p>  <p>0 120 or more</p>

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

(Please select one response.)

15 students or fewer	SC176Q01JA01 <input type="radio"/>
16-20 students	SC176Q01JA02 <input type="radio"/>
21-25 students	SC176Q01JA03 <input type="radio"/>
26-30 students	SC176Q01JA04 <input type="radio"/>
31-35 students	SC176Q01JA05 <input type="radio"/>
36-40 students	SC176Q01JA06 <input type="radio"/>
41-45 students	SC176Q01JA07 <input type="radio"/>
46-50 students	SC176Q01JA08 <input type="radio"/>
More than 50 students	SC176Q01JA09 <input type="radio"/>

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

(Please select one response.)

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

How many foreign languages are being taught at your school this academic year?

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

Number of foreign languages	SC174Q01JA01 <input type="text"/>
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Generally, in your school, how often are students in grade 10 assessed using the following methods?

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

(Please select one response in each row.)

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

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

Branching rule

```
Rule:      IF ((^SC034Q01NA =02) OR (^SC034Q01NA=03) OR (^SC034Q01NA=04) OR (^SC034Q01NA=05) OR
(^SC034Q02NA=02) OR (^SC034Q02NA=03) OR (^SC034Q02NA=04) OR (^SC034Q02NA=05) OR
(^SC034Q03TA=02) OR (^SC034Q03TA=03) OR (^SC034Q03TA=04) OR (^SC034Q03TA=05)) THEN GOTO ^SC035
ELSE GOTO ^SC212
```

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

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

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

The term standardized tests includes 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.

	Standardized tests	Teacher-developed tests
To guide students' learning	SC035Q01NA Select... ▼	SC035Q01NB Select... ▼
<ul style="list-style-type: none"> To guide students' learning (SC035Q01NB) Select... Yes No 		
<ul style="list-style-type: none"> To guide students' learning (SC035Q01NA) Select... Yes No 		
To inform parents or guardians about their child's progress	SC035Q02TA Select... ▼	SC035Q02TB Select... ▼
<ul style="list-style-type: none"> To inform parents or guardians about their child's progress (SC035Q02TB) Select... Yes No 		
<ul style="list-style-type: none"> To inform parents or guardians about their child's progress (SC035Q02TA) Select... Yes No 		
To make decisions about students' retention or promotion	SC035Q03TA Select... ▼	SC035Q03TB Select... ▼
<ul style="list-style-type: none"> To make decisions about students' retention or promotion (SC035Q03TB) Select... Yes No 		
<ul style="list-style-type: none"> To make decisions about students' retention or promotion (SC035Q03TA) Select... Yes No 		
To group students for instructional purposes	SC035Q04TA Select... ▼	SC035Q04TB Select... ▼
<ul style="list-style-type: none"> To group students for instructional purposes (SC035Q04TB) Select... Yes No 		
<ul style="list-style-type: none"> To group students for instructional purposes (SC035Q04TA) Select... Yes No 		
To compare the school to district, state, or national performance	SC035Q05TA Select... ▼	SC035Q05TB Select... ▼
<ul style="list-style-type: none"> To compare the school to district, state, or national performance (SC035Q05TB) Select... Yes No 		

	Standardized tests	Teacher-developed tests
<ul style="list-style-type: none"> To compare the school to district, state, or national performance (SC035Q05TA) Select... Yes No		
To monitor the school's progress from year to year	SC035Q06TA Select...	SC035Q06TB Select...
<ul style="list-style-type: none"> To monitor the school's progress from year to year (SC035Q06TB) Select... Yes No		
<ul style="list-style-type: none"> To monitor the school's progress from year to year (SC035Q06TA) Select... Yes No		
To make judgements about teachers' effectiveness	SC035Q07TA Select...	SC035Q07TB Select...
<ul style="list-style-type: none"> To make judgements about teachers' effectiveness (SC035Q07TB) Select... Yes No		
<ul style="list-style-type: none"> To make judgements about teachers' effectiveness (SC035Q07TA) Select... Yes No		
To identify aspects of instruction or the curriculum that could be improved	SC035Q08TA Select...	SC035Q08TB Select...
<ul style="list-style-type: none"> To identify aspects of instruction or the curriculum that could be improved (SC035Q08TB) Select... Yes No		
<ul style="list-style-type: none"> To identify aspects of instruction or the curriculum that could be improved (SC035Q08TA) Select... Yes No		
To adapt teaching to the students' needs	SC035Q09NA Select...	SC035Q09NB Select...
<ul style="list-style-type: none"> To adapt teaching to the students' needs (SC035Q09NB) Select... Yes No		
<ul style="list-style-type: none"> To adapt teaching to the students' needs (SC035Q09NA) Select... Yes No		
To compare the school with other schools	SC035Q10TA Select...	SC035Q10TB Select...
<ul style="list-style-type: none"> To compare the school with other schools (SC035Q10TB) Select... Yes No		
<ul style="list-style-type: none"> To compare the school with other schools (SC035Q10TA) Select... Yes No		
To award certificates to students	SC035Q11NA Select...	SC035Q11NB Select...

- To award certificates to students (SC035Q11NB)
Select...
Yes
No

- To award certificates to students (SC035Q11NA)
Select...
Yes
No

For students in grade 10, does your school provide the following study help?

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC212Q01JA01 <input type="radio"/>	SC212Q01JA02 <input type="radio"/>
Staff help with homework	SC212Q02JA01 <input type="radio"/>	SC212Q02JA02 <input type="radio"/>
Peer-to-peer tutoring	SC212Q03JA01 <input type="radio"/>	SC212Q03JA02 <input type="radio"/>

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.)

	Yes	No
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).	SC150Q01IA01 <input type="radio"/>	SC150Q01IA02 <input type="radio"/>
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).	SC150Q02IA01 <input type="radio"/>	SC150Q02IA02 <input type="radio"/>
Before transferring to regular classes, these students receive some instruction in school subjects through their heritage language.	SC150Q03IA01 <input type="radio"/>	SC150Q03IA02 <input type="radio"/>
These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.	SC150Q04IA01 <input type="radio"/>	SC150Q04IA02 <input type="radio"/>
Class size is reduced to cater to the special needs of these students.	SC150Q05IA01 <input type="radio"/>	SC150Q05IA02 <input type="radio"/>

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

(Please select one response in each row.)

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

SC042

Some schools organize instruction differently for students with different abilities.

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

(Please select one response in each row.)

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

Schools sometimes organize instruction differently for students with different abilities and interests in mathematics.

Which of the following options describe what your school does for grade 10 students in mathematics classes?

(Please select one response in each row.)

	For all classes	For some classes	Not for any classes
Mathematics classes study similar content, but at different levels of difficulty.	SC187Q01WA03 <input type="radio"/>	SC187Q01WA02 <input type="radio"/>	SC187Q01WA01 <input type="radio"/>
Different classes study different content or sets of mathematics topics that have different levels of difficulty.	SC187Q02WA03 <input type="radio"/>	SC187Q02WA02 <input type="radio"/>	SC187Q02WA01 <input type="radio"/>
Students are grouped by ability within their mathematics classes.	SC187Q03WA03 <input type="radio"/>	SC187Q03WA02 <input type="radio"/>	SC187Q03WA01 <input type="radio"/>
In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	SC187Q04WA03 <input type="radio"/>	SC187Q04WA02 <input type="radio"/>	SC187Q04WA01 <input type="radio"/>

Who has the main responsibility for the following decisions at your school?

(Please select one response in each row.)

	<i>Student</i>	<i>Parent(s) or Guardian(s)</i>	<i>School staff</i>	<i>Not applicable</i>
Choosing a student's mathematics course(s)	SC177Q01JA01 <input type="radio"/>	SC177Q01JA02 <input type="radio"/>	SC177Q01JA03 <input type="radio"/>	SC177Q01JA04 <input type="radio"/>
Choosing the level of difficulty of a student's mathematics course(s)	SC177Q02JA01 <input type="radio"/>	SC177Q02JA02 <input type="radio"/>	SC177Q02JA03 <input type="radio"/>	SC177Q02JA04 <input type="radio"/>
Choosing the number of mathematics courses that a student takes	SC177Q03JA01 <input type="radio"/>	SC177Q03JA02 <input type="radio"/>	SC177Q03JA03 <input type="radio"/>	SC177Q03JA04 <input type="radio"/>

Do the following statements apply in your school?

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

(Please select one response in each row.)

	Yes	No
The school has a policy on how to use digital devices in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs).	SC189Q02WA0 <input type="radio"/>	1SC189Q02WA02 <input type="radio"/>
All grade 10 mathematics classes in the school use the same textbook.	SC189Q03WA0 <input type="radio"/>	1SC189Q03WA02 <input type="radio"/>
Mathematics teachers in the school follow a standardized curriculum that specifies content at least on a monthly basis.	SC189Q04WA0 <input type="radio"/>	1SC189Q04WA02 <input type="radio"/>

To what extent is your school's mathematics program structured according to the following resources?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Small extent</i>	<i>Moderate extent</i>	<i>Large extent</i>
District curriculum standards or curriculum guides	SC188Q01JA01 <input type="radio"/>	SC188Q01JA02 <input type="radio"/>	SC188Q01JA03 <input type="radio"/>	SC188Q01JA04 <input type="radio"/>
State curriculum standards or curriculum guides	SC188Q02JA01 <input type="radio"/>	SC188Q02JA02 <input type="radio"/>	SC188Q02JA03 <input type="radio"/>	SC188Q02JA04 <input type="radio"/>
National curriculum standards or frameworks	SC188Q03JA01 <input type="radio"/>	SC188Q03JA02 <input type="radio"/>	SC188Q03JA03 <input type="radio"/>	SC188Q03JA04 <input type="radio"/>
In-school curriculum frameworks and standards for learning	SC188Q04JA01 <input type="radio"/>	SC188Q04JA02 <input type="radio"/>	SC188Q04JA03 <input type="radio"/>	SC188Q04JA04 <input type="radio"/>
Results from district assessments	SC188Q05JA01 <input type="radio"/>	SC188Q05JA02 <input type="radio"/>	SC188Q05JA03 <input type="radio"/>	SC188Q05JA04 <input type="radio"/>
Results from state assessments	SC188Q06JA01 <input type="radio"/>	SC188Q06JA02 <input type="radio"/>	SC188Q06JA03 <input type="radio"/>	SC188Q06JA04 <input type="radio"/>
Results from national assessments	SC188Q07JA01 <input type="radio"/>	SC188Q07JA02 <input type="radio"/>	SC188Q07JA03 <input type="radio"/>	SC188Q07JA04 <input type="radio"/>
Recommendations from school mathematics department	SC188Q08JA01 <input type="radio"/>	SC188Q08JA02 <input type="radio"/>	SC188Q08JA03 <input type="radio"/>	SC188Q08JA04 <input type="radio"/>
Discretion of individual teachers	SC188Q09JA01 <input type="radio"/>	SC188Q09JA02 <input type="radio"/>	SC188Q09JA03 <input type="radio"/>	SC188Q09JA04 <input type="radio"/>
Results from school assessments (e.g. quizzes or tests created by teachers)	SC188Q10JA01 <input type="radio"/>	SC188Q10JA02 <input type="radio"/>	SC188Q10JA03 <input type="radio"/>	SC188Q10JA04 <input type="radio"/>
Commercially designed program	SC188Q11JA01 <input type="radio"/>	SC188Q11JA02 <input type="radio"/>	SC188Q11JA03 <input type="radio"/>	SC188Q11JA04 <input type="radio"/>

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

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

(Please select one response in each row.)

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

	Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
Mandatory standardized tests in mathematics	SC195Q01JA01 <input type="radio"/>	SC195Q01JA02 <input type="radio"/>	SC195Q01JA03 <input type="radio"/>	SC195Q01JA04 <input type="radio"/>	SC195Q01JA05 <input type="radio"/>
Non-mandatory standardized tests in mathematics	SC195Q02JA01 <input type="radio"/>	SC195Q02JA02 <input type="radio"/>	SC195Q02JA03 <input type="radio"/>	SC195Q02JA04 <input type="radio"/>	SC195Q02JA05 <input type="radio"/>
Teacher-developed mathematics tests	SC195Q03JA01 <input type="radio"/>	SC195Q03JA02 <input type="radio"/>	SC195Q03JA03 <input type="radio"/>	SC195Q03JA04 <input type="radio"/>	SC195Q03JA05 <input type="radio"/>
Teachers' judgmental ratings in mathematics	SC195Q04JA01 <input type="radio"/>	SC195Q04JA02 <input type="radio"/>	SC195Q04JA03 <input type="radio"/>	SC195Q04JA04 <input type="radio"/>	SC195Q04JA05 <input type="radio"/>

Branching rule

Rule: IF ((^SC195Q01JA=02) OR (^SC195Q01JA=03) OR (^SC195Q01JA=04) OR (^SC195Q01JA=05) OR (^SC195Q02JA=02) OR (^SC195Q02JA=03) OR (^SC195Q02JA=04) OR (^SC195Q02JA=05) OR (^SC195Q03JA=02) OR (^SC195Q03JA=03) OR (^SC195Q03JA=04) OR (^SC195Q03JA=05)) THEN GOTO ^SC196 ELSE GOTO ^SC178

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

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

(Please select one response in each row.)

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.

	Standardized tests in mathematics	Teacher-developed tests in mathematics
To guide students' learning in mathematics	SC196Q01JA Select... ▼	SC196Q01JB Select... ▼
<ul style="list-style-type: none"> To guide students' learning in mathematics (SC196Q01JB) Select... Yes No 		
<ul style="list-style-type: none"> To guide students' learning in mathematics (SC196Q01JA) Select... Yes No 		
To inform parents or guardians about their child's progress in mathematics	SC196Q02JA Select... ▼	SC196Q02JB Select... ▼
<ul style="list-style-type: none"> To inform parents or guardians about their child's progress in mathematics (SC196Q02JB) Select... Yes No 		
<ul style="list-style-type: none"> To inform parents or guardians about their child's progress in mathematics (SC196Q02JA) Select... Yes No 		
To make decisions about students' retention or promotion	SC196Q03JA Select... ▼	SC196Q03JB Select... ▼
<ul style="list-style-type: none"> To make decisions about students' retention or promotion (SC196Q03JB) Select... Yes No 		
<ul style="list-style-type: none"> To make decisions about students' retention or promotion (SC196Q03JA) Select... Yes No 		
To group students for mathematics instructional purposes	SC196Q04JA Select... ▼	SC196Q04JB Select... ▼
<ul style="list-style-type: none"> To group students for mathematics instructional purposes (SC196Q04JB) Select... Yes No 		
<ul style="list-style-type: none"> To group students for mathematics instructional purposes (SC196Q04JA) Select... Yes No 		
To compare the school to district or national performance in mathematics	SC196Q05JA Select... ▼	SC196Q05JB Select... ▼
<ul style="list-style-type: none"> To compare the school to district or national performance in mathematics (SC196Q05JB) Select... Yes No 		

	Standardized tests in mathematics	Teacher-developed tests in mathematics
<ul style="list-style-type: none"> To compare the school to district or national performance in mathematics (SC196Q05JA) Select... Yes No		
To monitor the school's progress in mathematics from year to year	SC196Q06JA Select...	SC196Q06JB Select...
<ul style="list-style-type: none"> To monitor the school's progress in mathematics from year to year (SC196Q06JB) Select... Yes No		
<ul style="list-style-type: none"> To monitor the school's progress in mathematics from year to year (SC196Q06JA) Select... Yes No		
To make judgements about teachers' effectiveness in mathematics instruction	SC196Q07JA Select...	SC196Q07JB Select...
<ul style="list-style-type: none"> To make judgements about teachers' effectiveness in mathematics instruction (SC196Q07JB) Select... Yes No		
<ul style="list-style-type: none"> To make judgements about teachers' effectiveness in mathematics instruction (SC196Q07JA) Select... Yes No		
To identify aspects of mathematics instruction or the curriculum that could be improved	SC196Q08JA Select...	SC196Q08JB Select...
<ul style="list-style-type: none"> To identify aspects of mathematics instruction or the curriculum that could be improved (SC196Q08JB) Select... Yes No		
<ul style="list-style-type: none"> To identify aspects of mathematics instruction or the curriculum that could be improved (SC196Q08JA) Select... Yes No		
To adapt mathematics teaching to the students' needs	SC196Q09JA Select...	SC196Q09JB Select...
<ul style="list-style-type: none"> To adapt mathematics teaching to the students' needs (SC196Q09JB) Select... Yes No		
<ul style="list-style-type: none"> To adapt mathematics teaching to the students' needs (SC196Q09JA) Select... Yes No		
To compare the school with other schools	SC196Q10JA Select...	SC196Q10JB Select...
<ul style="list-style-type: none"> To compare the school with other schools (SC196Q10JB) Select... Yes No		
<ul style="list-style-type: none"> To compare the school with other schools (SC196Q10JA) Select... Yes No		
To award certificates to students	SC196Q11JA Select...	SC196Q11JB Select...

- To award certificates to students (SC196Q11JB)
Select...
Yes
No

- To award certificates to students (SC196Q11JA)
Select...
Yes
No

Thinking about students' last school report cards: Approximately what percentage of the students in grade 10 received the following types of grades in Mathematics?

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

	%
Grade C or above	SC178Q01JA01 <input type="text"/>
Below grade C	SC178Q02JA01 <input type="text"/>

Consistency check rule

Rule: IF ((^SC178Q01JA01 + ^SC178Q02JA01) != 100)

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

In your school, are mathematics achievement data used in the following ways?

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

(Please select one response in each row.)

	Yes	No
Mathematics achievement data are posted publicly (e.g. in the media)	SC198Q01JA01 <input type="radio"/>	SC198Q01JA02 <input type="radio"/>
Mathematics achievement data are tracked over time by an administrative authority	SC198Q02JA01 <input type="radio"/>	SC198Q02JA02 <input type="radio"/>
Mathematics achievement data are provided directly to parents or guardians	SC198Q03JA01 <input type="radio"/>	SC198Q03JA02 <input type="radio"/>

Does your school offer additional mathematics lessons apart from mathematics lessons offered during the usual school hours?

(Please select one response.)

Yes	SC180Q01JA01 <input type="radio"/>
No	SC180Q01JA02 <input type="radio"/>

Branching rule

Rule: IF (^SC180Q01JA=02) THEN GOTO ^SC209 ELSE GOTO ^SC181

What types of additional mathematics lessons are offered?

(Please select one response in each row.)

	Yes	No
Enrichment lessons	SC181Q01JA01 <input type="radio"/>	SC181Q01JA02 <input type="radio"/>
Remedial lessons	SC181Q02JA01 <input type="radio"/>	SC181Q02JA02 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC181Q03JA01 <input type="radio"/>	SC181Q03JA02 <input type="radio"/>

With respect to the PISA test in your school, have you done any of the following?

(Please select one response in each row.)

	Yes	No
I have shared information about the PISA test administration with the staff at my school.	SC209Q01JA01 <input type="radio"/>	SC209Q01JA02 <input type="radio"/>
I have shared information about the PISA test administration with the students at my school.	SC209Q02JA01 <input type="radio"/>	SC209Q02JA02 <input type="radio"/>
I have shared information about the PISA test administration with the parents or guardians of students at my school.	SC209Q03JA01 <input type="radio"/>	SC209Q03JA02 <input type="radio"/>
I have spoken to teachers at my school about the importance of the PISA test.	SC209Q04JA01 <input type="radio"/>	SC209Q04JA02 <input type="radio"/>
I have spoken to parents or guardians about the importance of the PISA test.	SC209Q05JA01 <input type="radio"/>	SC209Q05JA02 <input type="radio"/>
I have encouraged the students at my school to do their best during the PISA test.	SC209Q06JA01 <input type="radio"/>	SC209Q06JA02 <input type="radio"/>

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

PISA 2021 Field Test
Student Questionnaire

Choose your session

Please wait until you are told which session to start.

Session 1	The PISA Assessments
Session 2	The PISA Questionnaires

Click on your choice.

Your answers will be combined with answers from other students to calculate totals and averages. The National Center for Education Statistics (NCES) is authorized to conduct the Program for International Student Assessment (PISA) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average up to 180 minutes per student, including the time to review instructions. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: The Program for International Student Assessment (PISA) 2021, National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Room 4007, Washington, DC 20202. OMB No. 1850-0755, Approval Expires xx/xx/2022

Your answers will be combined with answers from other students to calculate totals and averages. The National Center for Education Statistics (NCES) is authorized to conduct the Program for International Student Assessment (PISA) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543), and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average up to 180 minutes per student, including the time to review instructions. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: The Program for International Student Assessment (PISA) 2021, National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th Street, SW, Room 4007, Washington, DC 20202. Approval Expires xx/xx/2022

This is a screenshot of the first, Student Delivery System (SDS) screen students will see when beginning the PISA 2021 Field Test. Upon entering the testing room, students will be handed a slip of paper with their log-in information and directed to a seat with the PISA laptop, which will be showing this screen. When verbally directed to do so, students will click through to the assessments screen, where they will first be prompted to enter their issued log-in information. The log-in information will be saved and will not need to be re-entered again.

STRANDOM

Insert a number between 0 and 1 to be the random variable for the test case.

Random Number	STRANDOM01 <input data-bbox="1332 362 1497 400" type="text"/>
---------------	--

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

- *You, your family, and your home*
- *Mathematics learning in school*
- *How you think about your life*
- *Your school*
- *Your school schedule and learning time*

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 mathematics.

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.

What grade are you in?

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

Grade	ST001Q01TA01 Select... ▼
<ul style="list-style-type: none">Grade (ST001Q01TA01) Select... 7 8 9 10 11 12	

On what date were you born?

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

Month	ST003Q02TA01 Select...
<ul style="list-style-type: none"> Month (ST003Q02TA01) Select... 1 January 2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November 12 December 	
Day	ST003Q01TA01 Select...
<ul style="list-style-type: none"> Day (ST003Q01TA01) Select... 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 	
Year	ST003Q03TA01 Select...
<ul style="list-style-type: none"> Year (ST003Q03TA01) Select... 2004 2005 2006 2007 	

Consistency check rule

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

Message: Please enter your complete birth date.

Are you female or male?

(Please select one response.)

Female	ST004Q01TA01 <input type="radio"/>
Male	ST004Q01TA02 <input type="radio"/>

Which best describes you?

(Please select one response.)

I am Hispanic or Latino	ST801C01JA01 <input type="radio"/>
I am not Hispanic or Latino	ST801C01JA02 <input type="radio"/>

Which of these categories best describes your race?*(Please select all that apply.)*

White	ST802C01JA01 <input type="checkbox"/>
Black or African American	ST802C02JA01 <input type="checkbox"/>
Asian	ST802C03JA01 <input type="checkbox"/>
American Indian or Alaska Native	ST802C04JA01 <input type="checkbox"/>
Native Hawaiian or other Pacific Islander	ST802C05JA01 <input type="checkbox"/>

How old were you when you started learning English?*(Please select one response.)*

0 to 3 years old	ST262Q01WA01 <input type="radio"/>
4 to 6 years old	ST262Q01WA02 <input type="radio"/>
7 to 9 years old	ST262Q01WA03 <input type="radio"/>
10 to 12 years old	ST262Q01WA04 <input type="radio"/>
13 years old	ST262Q01WA05 <input type="radio"/>
14 years old	ST262Q01WA06 <input type="radio"/>
15 years old	ST262Q01WA07 <input type="radio"/>

ST227

Some students live in one home together with their parent(s) or guardian(s) while other students live in more than one home. For example, some students may switch between one home with one parent and another home with another parent.

Which of the following statements best describes your living situation?

(Please select one response.)

I live in one home.	ST227Q01JA01 <input type="radio"/>
I live some of the time in one home and some of the time in another home.	ST227Q01JA02 <input type="radio"/>
Other (e.g. I live in a foster home, I live in a shelter, I do not live in a permanent home)	ST227Q01JA03 <input type="radio"/>

The following questions concern your home. If you live in multiple homes, please consider the home you spend most of your time in.

Which of the following are in your home?

(Please select one response in each row.)

	Yes	No
A room of your own	ST250Q01JA01 <input type="radio"/>	ST250Q01JA02 <input type="radio"/>
A computer (laptop, desktop, or tablet) that you can use for school work	ST250Q02JA01 <input type="radio"/>	ST250Q02JA02 <input type="radio"/>
Educational Software or Apps	ST250Q03JA01 <input type="radio"/>	ST250Q03JA02 <input type="radio"/>
Your own cell phone with Internet access (e.g. smartphone)	ST250Q04JA01 <input type="radio"/>	ST250Q04JA02 <input type="radio"/>
Internet access (e.g. Wi-fi) (excluding through smartphones)	ST250Q05JA01 <input type="radio"/>	ST250Q05JA02 <input type="radio"/>

How many of these items are there at your home?

(Please select one response in each row.)

	None	One	Two	Three or more
Cars, vans, or trucks	ST251Q01JA01 <input type="radio"/>	ST251Q01JA02 <input type="radio"/>	ST251Q01JA03 <input type="radio"/>	ST251Q01JA04 <input type="radio"/>
Mopeds or motorcycles	ST251Q02JA01 <input type="radio"/>	ST251Q02JA02 <input type="radio"/>	ST251Q02JA03 <input type="radio"/>	ST251Q02JA04 <input type="radio"/>
Rooms with a bath or shower	ST251Q03JA01 <input type="radio"/>	ST251Q03JA02 <input type="radio"/>	ST251Q03JA03 <input type="radio"/>	ST251Q03JA04 <input type="radio"/>
Rooms with a toilet	ST251Q04JA01 <input type="radio"/>	ST251Q04JA02 <input type="radio"/>	ST251Q04JA03 <input type="radio"/>	ST251Q04JA04 <input type="radio"/>
Washers	ST251Q05JA01 <input type="radio"/>	ST251Q05JA02 <input type="radio"/>	ST251Q05JA03 <input type="radio"/>	ST251Q05JA04 <input type="radio"/>
Musical instruments (e.g. guitar, piano, violin)	ST251Q06JA01 <input type="radio"/>	ST251Q06JA02 <input type="radio"/>	ST251Q06JA03 <input type="radio"/>	ST251Q06JA04 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 < .5) THEN GOTO ^ST252 ELSE GOTO ^ST253

How many digital devices with screens are there in your home?

(Please count all the devices including televisions, computers, tablets, e-book readers, and smartphones.)

Number of devices:	ST252Q01JA01 <input type="text"/>
--------------------	--------------------------------------

Branching rule

Rule: IF (^ST252Q01JA01 > 0) THEN GOTO ^ST254 ELSE GOTO ^ST255

How many digital devices with screens are there in your home?

(Count all the devices including televisions, computers, tablets, e-book readers, and smartphones.)

(Please select one response.)

There are no digital devices with screens.	ST253Q01JA01 <input type="radio"/>
One	ST253Q01JA02 <input type="radio"/>
Two	ST253Q01JA03 <input type="radio"/>
Three	ST253Q01JA04 <input type="radio"/>
Four	ST253Q01JA05 <input type="radio"/>
Five	ST253Q01JA06 <input type="radio"/>
6 to 10	ST253Q01JA07 <input type="radio"/>
More than 10	ST253Q01JA08 <input type="radio"/>

Branching rule

Rule: IF (^ST253Q01JA > 1) THEN GOTO ^ST254 ELSE GOTO ^ST255

How many of the following digital devices are in your home?

(Please select one response in each row.)

	None	1 or 2	3 - 5	More than 5	I don't know.
Televisions	ST254Q01JA01 <input type="radio"/>	ST254Q01JA02 <input type="radio"/>	ST254Q01JA03 <input type="radio"/>	ST254Q01JA04 <input type="radio"/>	ST254Q01JA05 <input type="radio"/>
Desktop computers	ST254Q02JA01 <input type="radio"/>	ST254Q02JA02 <input type="radio"/>	ST254Q02JA03 <input type="radio"/>	ST254Q02JA04 <input type="radio"/>	ST254Q02JA05 <input type="radio"/>
Laptop computers or notebooks	ST254Q03JA01 <input type="radio"/>	ST254Q03JA02 <input type="radio"/>	ST254Q03JA03 <input type="radio"/>	ST254Q03JA04 <input type="radio"/>	ST254Q03JA05 <input type="radio"/>
Tablets (e.g. iPad, Galaxy Book, Surface)	ST254Q04JA01 <input type="radio"/>	ST254Q04JA02 <input type="radio"/>	ST254Q04JA03 <input type="radio"/>	ST254Q04JA04 <input type="radio"/>	ST254Q04JA05 <input type="radio"/>
E-book readers (e.g. Amazon Kindle)	ST254Q05JA01 <input type="radio"/>	ST254Q05JA02 <input type="radio"/>	ST254Q05JA03 <input type="radio"/>	ST254Q05JA04 <input type="radio"/>	ST254Q05JA05 <input type="radio"/>
Cell phones with Internet access (i.e. smartphones)	ST254Q06JA01 <input type="radio"/>	ST254Q06JA02 <input type="radio"/>	ST254Q06JA03 <input type="radio"/>	ST254Q06JA04 <input type="radio"/>	ST254Q06JA05 <input type="radio"/>

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.)

There are no books.	ST255Q01JA01 <input type="radio"/>
1-10 books	ST255Q01JA02 <input type="radio"/>
11-25 books	ST255Q01JA03 <input type="radio"/>
26-100 books	ST255Q01JA04 <input type="radio"/>
101-200 books	ST255Q01JA05 <input type="radio"/>
201-500 books	ST255Q01JA06 <input type="radio"/>
More than 500 books	ST255Q01JA07 <input type="radio"/>

Branching rule

Rule: IF (^ST255Q01JA > 1) AND (^STRANDOM01 <.5) THEN GOTO ^ST256 ELSE IF (^ST255Q01JA > 1) AND (^STRANDOM01 >= .5) THEN GOTO ^ST257 ELSE GOTO ^ST228R01

How many of the following types of books are in your home?

(Please select one response in each row.)

	None	1-5	6-10	More than 10	I don't know
Religious books (e.g. Bible, Quran)	ST256Q01JA01 <input type="radio"/>	ST256Q01JA02 <input type="radio"/>	ST256Q01JA03 <input type="radio"/>	ST256Q01JA04 <input type="radio"/>	ST256Q01JA05 <input type="radio"/>
Classical literature (e.g. Shakespeare, Austen, Twain)	ST256Q02JA01 <input type="radio"/>	ST256Q02JA02 <input type="radio"/>	ST256Q02JA03 <input type="radio"/>	ST256Q02JA04 <input type="radio"/>	ST256Q02JA05 <input type="radio"/>
Contemporary literature	ST256Q03JA01 <input type="radio"/>	ST256Q03JA02 <input type="radio"/>	ST256Q03JA03 <input type="radio"/>	ST256Q03JA04 <input type="radio"/>	ST256Q03JA05 <input type="radio"/>
Books on science	ST256Q06JA01 <input type="radio"/>	ST256Q06JA02 <input type="radio"/>	ST256Q06JA03 <input type="radio"/>	ST256Q06JA04 <input type="radio"/>	ST256Q06JA05 <input type="radio"/>
Books on art, music, or design	ST256Q07JA01 <input type="radio"/>	ST256Q07JA02 <input type="radio"/>	ST256Q07JA03 <input type="radio"/>	ST256Q07JA04 <input type="radio"/>	ST256Q07JA05 <input type="radio"/>
Technical reference books (e.g., software operations guide, automotive repair manual)	ST256Q08JA01 <input type="radio"/>	ST256Q08JA02 <input type="radio"/>	ST256Q08JA03 <input type="radio"/>	ST256Q08JA04 <input type="radio"/>	ST256Q08JA05 <input type="radio"/>
Dictionaries	ST256Q09JA01 <input type="radio"/>	ST256Q09JA02 <input type="radio"/>	ST256Q09JA03 <input type="radio"/>	ST256Q09JA04 <input type="radio"/>	ST256Q09JA05 <input type="radio"/>
Books to help with your school work	ST256Q10JA01 <input type="radio"/>	ST256Q10JA02 <input type="radio"/>	ST256Q10JA03 <input type="radio"/>	ST256Q10JA04 <input type="radio"/>	ST256Q10JA05 <input type="radio"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST228R01 ELSE GOTO ^ST228R01

How many of the following types of books are in your home?

(Please select one response in each row.)

	None	1-5	6-10	More than 10	I don't know.
Religious books (e.g. Bible, Quran)	ST257Q01JA01 <input type="radio"/>	ST257Q01JA02 <input type="radio"/>	ST257Q01JA03 <input type="radio"/>	ST257Q01JA04 <input type="radio"/>	ST257Q01JA05 <input type="radio"/>
Fiction books (e.g. classical or contemporary literature)	ST257Q02JA01 <input type="radio"/>	ST257Q02JA02 <input type="radio"/>	ST257Q02JA03 <input type="radio"/>	ST257Q02JA04 <input type="radio"/>	ST257Q02JA05 <input type="radio"/>
Non-fiction books (e.g. books on art, music, or design; technical reference books (e.g., software operations guide, automotive repair manual))	ST257Q03JA01 <input type="radio"/>	ST257Q03JA02 <input type="radio"/>	ST257Q03JA03 <input type="radio"/>	ST257Q03JA04 <input type="radio"/>	ST257Q03JA05 <input type="radio"/>
Books to help you with your school work	ST257Q04JA01 <input type="radio"/>	ST257Q04JA02 <input type="radio"/>	ST257Q04JA03 <input type="radio"/>	ST257Q04JA04 <input type="radio"/>	ST257Q04JA05 <input type="radio"/>

Branching rule

Rule: IF (^ST227Q01JA = 01) THEN GOTO ^ST228 ELSE IF (^ST227Q01JA=03) THEN GOTO ^ST230 ELSE
GOTO ^ST229

Who usually lives at home with you?

(Please select all that apply.)

Mother or other female guardian	ST228Q01JA01 <input type="checkbox"/>
Father or other male guardian	ST228Q02JA01 <input type="checkbox"/>
Brother(s) (including stepbrothers)	ST228Q03JA01 <input type="checkbox"/>
Sister(s) (including stepsisters)	ST228Q04JA01 <input type="checkbox"/>
Grandparent(s)	ST228Q05JA01 <input type="checkbox"/>
Other relatives (e.g. aunt, uncle, cousin)	ST228Q06JA01 <input type="checkbox"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST230 ELSE GOTO ^ST230

Who usually lives at your homes with you?

"Main home" refers to the home where you spend most of your time.

(Please select all that apply in each column.)

	At my main home	At my other home(s)
Mother or other female guardian	ST229Q01JA01 <input type="checkbox"/>	ST229Q01JA02 <input type="checkbox"/>
Father or other male guardian	ST229Q02JA01 <input type="checkbox"/>	ST229Q02JA02 <input type="checkbox"/>
Brother(s) (including stepbrothers)	ST229Q03JA01 <input type="checkbox"/>	ST229Q03JA02 <input type="checkbox"/>
Sister(s) (including stepsisters)	ST229Q04JA01 <input type="checkbox"/>	ST229Q04JA02 <input type="checkbox"/>
Grandparent(s)	ST229Q05JA01 <input type="checkbox"/>	ST229Q05JA02 <input type="checkbox"/>
Other relatives (e.g. aunt, uncle, cousin)	ST229Q06JA01 <input type="checkbox"/>	ST229Q06JA02 <input type="checkbox"/>

How many siblings (including brothers, sisters, step-brothers, and step-sisters) do you have?

(Please select one response.)

None	ST230Q01JA01 <input type="radio"/>
One	ST230Q01JA02 <input type="radio"/>
Two	ST230Q01JA03 <input type="radio"/>
Three or more	ST230Q01JA04 <input type="radio"/>

ST231

In this questionnaire, a "parent or guardian" is someone who raises and takes care of a child and/or provides financial resources to support him/her on a daily basis.

Based on this definition, how many parents and/or guardians do you have?

(Please select one response.)

None	ST231Q01JA01 <input type="radio"/>
One	ST231Q01JA02 <input type="radio"/>
Two	ST231Q01JA03 <input type="radio"/>
Three or more	ST231Q01JA04 <input type="radio"/>

Branching rule

Rule: IF (^ST231Q01JA != 1) THEN GOTO ^ST231R02 ELSE GOTO ^ST258

Branching rule

Rule: IF (^STRANDOM01 < 0.5) THEN GOTO ^ST231R03 ELSE GOTO ^ST005

Branching rule

Rule: IF (^ST231Q01JA = 02) THEN GOTO ^ST232 ELSE IF (^ST231Q01JA = 03) THEN GOTO ^ST234 ELSE IF (^ST231Q01JA = 04) THEN GOTO ^ST236 ELSE GOTO ^ST236

Which of the following qualifications does your parent or guardian have?

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

(Please select all that apply.)

Junior high or middle school diploma	ST232Q01JA01 <input type="checkbox"/>
High school diploma or equivalent	ST232Q03JA01 <input type="checkbox"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST232Q04JA01 <input type="checkbox"/>
Associate's degree	ST232Q05JA01 <input type="checkbox"/>
Bachelor's degree or equivalent	ST232Q06JA01 <input type="checkbox"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST232Q07JA01 <input type="checkbox"/>
Doctoral degree or equivalent	ST232Q08JA01 <input type="checkbox"/>
My parent or guardian does not have any of these qualifications.	ST232Q09JA01 <input type="checkbox"/>
I don't know what qualifications my parent or guardian has.	ST232Q10JA01 <input type="checkbox"/>

Branching rule

Rule: IF ((^ST232Q09JA01 = 1) OR (^ST232Q10JA01 = 1))THEN GOTO ^ST233 ELSE GOTO ^ST242

Can your parent or guardian do the following?

(Please select all that apply.)

My parent or guardian can read.	ST233Q01JA01 <input type="checkbox"/>
My parent or guardian can write.	ST233Q02JA01 <input type="checkbox"/>
My parent or guardian can neither read nor write.	ST233Q03JA01 <input type="checkbox"/>
I don't know whether my parent or guardian can read or write.	ST233Q04JA01 <input type="checkbox"/>

Does your parent or guardian have a paid job?

A "paid job" can include self-employment. If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response.)

Yes	ST242Q01JA01 <input type="radio"/>
No	ST242Q01JA02 <input type="radio"/>
I don't know.	ST242Q01JA03 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST243 ELSE GOTO ^ST332

The following two questions concern your parent or guardian's job:

(If your parent or guardian is not working now, please tell us their last main job.)

<p>What is your parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) <i>Please type in the job title.</i></p>	<p>ST332Q01JA01 <input type="text"/></p>
<p>What does your parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) <i>Please use a sentence to describe the kind of work they do or did in that job.</i></p>	<p>ST332Q02JA01 <input type="text"/></p>

Which of the following job categories best describes your parent or guardian's main job?

(If your parent or guardian is not working now, please tell us their last main job.)

(Please select one response.)

Armed Forces Occupations (e.g., captain, sergeant, private)	ST243Q01JA01 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST243Q01JA02 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST243Q01JA03 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST243Q01JA04 <input type="radio"/>
Skilled Agricultural, Forestry and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST243Q01JA05 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST243Q01JA06 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST243Q01JA07 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, IT support technician)	ST243Q01JA08 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST243Q01JA09 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST243Q01JA10 <input type="radio"/>
I don't know my parent or guardian's main job.	ST243Q01JA11 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST332b ELSE GOTO ^ST332R01

The following two questions concern your parent or guardian's job:

(If your parent or guardian is not working now, please tell us their last main job.)

<p>What is your parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) <i>Please type in the job title.</i></p>	<p>ST332bQ01JA01 <input type="text"/></p>
<p>What does your parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) <i>Please use a sentence to describe the kind of work they do or did in that job.</i></p>	<p>ST332bQ02JA01 <input type="text"/></p>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST258 ELSE GOTO ^ST258

Which of the following qualifications do your parents or guardians have?

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

(Please select all that apply in each column.)

	Parent or guardian #1	Parent or guardian #2
Junior high or middle school diploma	ST234Q01JA01 <input type="checkbox"/>	ST234Q01JA02 <input type="checkbox"/>
High school diploma or equivalent	ST234Q03JA01 <input type="checkbox"/>	ST234Q03JA02 <input type="checkbox"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST234Q04JA01 <input type="checkbox"/>	ST234Q04JA02 <input type="checkbox"/>
Associate's degree	ST234Q05JA01 <input type="checkbox"/>	ST234Q05JA02 <input type="checkbox"/>
Bachelor's degree or equivalent	ST234Q06JA01 <input type="checkbox"/>	ST234Q06JA02 <input type="checkbox"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST234Q07JA01 <input type="checkbox"/>	ST234Q07JA02 <input type="checkbox"/>
Doctoral degree or equivalent	ST234Q08JA01 <input type="checkbox"/>	ST234Q08JA02 <input type="checkbox"/>
This parent or guardian does not have any of these qualifications.	ST234Q09JA01 <input type="checkbox"/>	ST234Q09JA02 <input type="checkbox"/>
I don't know what qualifications this parent or guardian has.	ST234Q10JA01 <input type="checkbox"/>	ST234Q10JA02 <input type="checkbox"/>

Branching rule

Rule: IF (((^ST234Q09JA01=1) OR (^ST234Q10JA01=1)) AND ((^ST234Q09JA02 = 1) OR (^ST234Q10JA02 = 1))) THEN GOTO ^ST235 ELSE GOTO ^ST244

Can your parents or guardians do the following?

(Please select all that apply in each column.)

	Parent or guardian #1	Parent or guardian #2
This parent or guardian can read.	ST235Q01JA01 <input type="checkbox"/>	ST235Q01JA02 <input type="checkbox"/>
This parent or guardian can write.	ST235Q02JA01 <input type="checkbox"/>	ST235Q02JA02 <input type="checkbox"/>
This parent or guardian can neither read nor write.	ST235Q03JA01 <input type="checkbox"/>	ST235Q03JA02 <input type="checkbox"/>
I don't know whether this parent or guardian can read or write.	ST235Q04JA01 <input type="checkbox"/>	ST235Q04JA02 <input type="checkbox"/>

How many of your parents or guardians have a paid job?

A "paid job" can include self-employment. If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response.)

None	ST244Q01JA01 <input type="radio"/>
One	ST244Q01JA02 <input type="radio"/>
Two	ST244Q01JA03 <input type="radio"/>
I don't know.	ST244Q01JA04 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST245 ELSE GOTO ^ST248

The following questions concern your parents' or guardians' jobs.

(Please type one response in each row. If a parent or guardian is not working now, please tell us their last main job.)

	Parent or guardian #1	Parent or guardian #2
Job Title: What is this parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) Please type in the job title.	ST248Q01JA01 <input type="text"/>	ST248Q01JA02 <input type="text"/>
Job Description: What does this parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) Please use a sentence to describe the kind of work they do or did in that job.	ST248Q02JA01 <input type="text"/>	ST248Q02JA02 <input type="text"/>

Which of the following job categories best describe your parents' or guardians' main job(s)?

(If they are not working now, please tell us their last main job.)

(Please select one response in each column.)

	Parent or guardian #1	Parent or guardian #2
Armed Forces Occupations (e.g., captain, sergeant, private)	ST245Q01JA01 <input type="radio"/>	ST245Q02JA01 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST245Q01JA02 <input type="radio"/>	ST245Q02JA02 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST245Q01JA03 <input type="radio"/>	ST245Q02JA03 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST245Q01JA04 <input type="radio"/>	ST245Q02JA04 <input type="radio"/>
Skilled Agricultural, Forestry and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST245Q01JA05 <input type="radio"/>	ST245Q02JA05 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST245Q01JA06 <input type="radio"/>	ST245Q02JA06 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST245Q01JA07 <input type="radio"/>	ST245Q02JA07 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, IT support technician)	ST245Q01JA08 <input type="radio"/>	ST245Q02JA08 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST245Q01JA09 <input type="radio"/>	ST245Q02JA09 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST245Q01JA10 <input type="radio"/>	ST245Q02JA10 <input type="radio"/>
I don't know this parent or guardian's main job.	ST245Q01JA11 <input type="radio"/>	ST245Q02JA11 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST248b ELSE GOTO ^ST248R01

The following questions concern your parents' or guardians' jobs.

(Please type one response in each row. If a parent or guardian is not working now, please tell us their last main job.)

	Parent or guardian #1	Parent or guardian #2
Job Title: What is this parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) <i>Please type in the job title.</i>	ST248bQ01JA01 <input type="text"/>	ST248bQ01JA02 <input type="text"/>
Job Description: What does this parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) <i>Please use a sentence to describe the kind of work they do or did in that job.</i>	ST248bQ02JA01 <input type="text"/>	ST248bQ02JA02 <input type="text"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST258 ELSE GOTO ^ST258

Think about the three parents or guardians who have spent the most time raising and taking care of you. Which of the following qualifications do they have?

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

(Please select all that apply in each column.)

	Parent or guardian #1	Parent or guardian #2	Parent or guardian #3
Junior high or middle school diploma	ST236Q01JA01 <input type="checkbox"/>	ST236Q01JA02 <input type="checkbox"/>	ST236Q01JA03 <input type="checkbox"/>
High school diploma or equivalent	ST236Q03JA01 <input type="checkbox"/>	ST236Q03JA02 <input type="checkbox"/>	ST236Q03JA03 <input type="checkbox"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST236Q04JA01 <input type="checkbox"/>	ST236Q04JA02 <input type="checkbox"/>	ST236Q04JA03 <input type="checkbox"/>
Associate's degree	ST236Q05JA01 <input type="checkbox"/>	ST236Q05JA02 <input type="checkbox"/>	ST236Q05JA03 <input type="checkbox"/>
Bachelor's degree or equivalent	ST236Q06JA01 <input type="checkbox"/>	ST236Q06JA02 <input type="checkbox"/>	ST236Q06JA03 <input type="checkbox"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST236Q07JA01 <input type="checkbox"/>	ST236Q07JA02 <input type="checkbox"/>	ST236Q07JA03 <input type="checkbox"/>
Doctoral degree or equivalent	ST236Q08JA01 <input type="checkbox"/>	ST236Q08JA02 <input type="checkbox"/>	ST236Q08JA03 <input type="checkbox"/>
This parent or guardian does not have any of these qualifications.	ST236Q09JA01 <input type="checkbox"/>	ST236Q09JA02 <input type="checkbox"/>	ST236Q09JA03 <input type="checkbox"/>
I don't know what qualifications this parent or guardian has.	ST236Q10JA01 <input type="checkbox"/>	ST236Q10JA02 <input type="checkbox"/>	ST236Q10JA03 <input type="checkbox"/>

Branching rule

Rule: IF (((^ST236Q09JA01 = 1) OR (^ST236Q10JA01 = 1)) AND ((^ST236Q09JA02 = 1) OR (^ST236Q10JA02 = 1)) AND ((^ST236Q09JA03 = 1) OR (^ST236Q10JA03 = 1))) THEN GOTO ^ST237 ELSE GOTO ^ST246

Think about the three parents or guardians who have spent the most time raising and taking care of you. Can your parents or guardians do the following?

(Please select all that apply in each column.)

	Parent or guardian #1	Parent or guardian #2	Parent or guardian #3
This parent or guardian can read.	ST237Q01JA01 <input type="checkbox"/>	ST237Q01JA02 <input type="checkbox"/>	ST237Q01JA03 <input type="checkbox"/>
This parent or guardian can write.	ST237Q02JA01 <input type="checkbox"/>	ST237Q02JA02 <input type="checkbox"/>	ST237Q02JA03 <input type="checkbox"/>
This parent or guardian can neither read nor write.	ST237Q03JA01 <input type="checkbox"/>	ST237Q03JA02 <input type="checkbox"/>	ST237Q03JA03 <input type="checkbox"/>
I don't know whether this parent or guardian can read or write.	ST237Q04JA01 <input type="checkbox"/>	ST237Q04JA02 <input type="checkbox"/>	ST237Q04JA03 <input type="checkbox"/>

How many of your parents or guardians have a paid job?

A "paid job" can include self-employment. If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response.)

None	ST246Q01JA01 <input type="radio"/>
One	ST246Q01JA02 <input type="radio"/>
Two	ST246Q01JA03 <input type="radio"/>
Three or more	ST246Q01JA04 <input type="radio"/>
I don't know	ST246Q01JA05 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST247 ELSE GOTO ^ST249

Think about the three parents or guardians who have spent the most time raising and taking care of you. The following questions concern your parents' or guardians' jobs.

(Please type one response in each row. If a parent or guardian is not working now, please tell us their last main job.)

	Parent or guardian #1	Parent or guardian #2	Parent or guardian #3
Job Title: What is this parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) Please type in the job title.	ST249Q01JA01 <input type="text"/>	ST249Q01JA02 <input type="text"/>	ST249Q01JA03 <input type="text"/>
Job Description: What does this parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) Please use a sentence to describe the kind of work they do or did in that job.	ST249Q02JA01 <input type="text"/>	ST249Q02JA02 <input type="text"/>	ST249Q02JA03 <input type="text"/>

Think about the three parents or guardians who have spent the most time raising and taking care of you. Which of the following job categories best describe each of your parents' or guardians' main job?

(If they are not working now, please tell us their last main job.)

(Please select one response in each column.)

	Parent or guardian #1	Parent or guardian #2	Parent or guardian #3
Armed Forces Occupations (e.g., captain, sergeant, private)	ST247Q01JA01 <input type="radio"/>	ST247Q02JA01 <input type="radio"/>	ST247Q03JA01 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST247Q01JA02 <input type="radio"/>	ST247Q02JA02 <input type="radio"/>	ST247Q03JA02 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST247Q01JA03 <input type="radio"/>	ST247Q02JA03 <input type="radio"/>	ST247Q03JA03 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST247Q01JA04 <input type="radio"/>	ST247Q02JA04 <input type="radio"/>	ST247Q03JA04 <input type="radio"/>
Skilled Agricultural, Forestry and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST247Q01JA05 <input type="radio"/>	ST247Q02JA05 <input type="radio"/>	ST247Q03JA05 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST247Q01JA06 <input type="radio"/>	ST247Q02JA06 <input type="radio"/>	ST247Q03JA06 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST247Q01JA07 <input type="radio"/>	ST247Q02JA07 <input type="radio"/>	ST247Q03JA07 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, IT support technician)	ST247Q01JA08 <input type="radio"/>	ST247Q02JA08 <input type="radio"/>	ST247Q03JA08 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST247Q01JA09 <input type="radio"/>	ST247Q02JA09 <input type="radio"/>	ST247Q03JA09 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST247Q01JA10 <input type="radio"/>	ST247Q02JA10 <input type="radio"/>	ST247Q03JA10 <input type="radio"/>
I don't know this parent's or guardian's main job.	ST247Q01JA11 <input type="radio"/>	ST247Q02JA11 <input type="radio"/>	ST247Q03JA11 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.25) THEN GOTO ^ST249b ELSE GOTO ^ST249R01

Think about the three parents or guardians who have spent the most time raising and taking care of you. The following questions concern your parents' or guardians' jobs.

(Please type one response in each row. If a parent or guardian is not working now, please tell us their last main job.)

	Parent or guardian #1	Parent or guardian #2	Parent or guardian #3
Job Title: What is this parent or guardian's main job? (e.g., school teacher, cook, sales manager, lawyer) Please type in the job title.	ST249bQ01JA01 <input type="text"/>	ST249bQ01JA02 <input type="text"/>	ST249bQ01JA03 <input type="text"/>
Job Description: What does this parent or guardian do in their main job? (e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) Please use a sentence to describe the kind of work they do or did in that job.	ST249bQ02JA01 <input type="text"/>	ST249bQ02JA02 <input type="text"/>	ST249bQ02JA03 <input type="text"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST258 ELSE GOTO ^ST258

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.)

She completed grade 12 (high school diploma or GED).	ST005C01TA01 <input type="radio"/>
She completed grade 9.	ST005C01TA02 <input type="radio"/>
She completed grade 6.	ST005C01TA03 <input type="radio"/>
She did not complete grade 6.	ST005C01TA04 <input type="radio"/>

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
Doctoral degree or equivalent	ST006Q01JA01 <input type="radio"/>	ST006Q01JA02 <input type="radio"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST006Q02JA01 <input type="radio"/>	ST006Q02JA02 <input type="radio"/>
Bachelor's degree or equivalent	ST006Q03JA01 <input type="radio"/>	ST006Q03JA02 <input type="radio"/>
Associate's degree	ST006Q04JA01 <input type="radio"/>	ST006Q04JA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or medical assistant)	ST006Q05JA01 <input type="radio"/>	ST006Q05JA02 <input type="radio"/>

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.)

He completed grade 12 (high school diploma or GED).	ST007C01TA01 <input type="radio"/>
He completed grade 9.	ST007C01TA02 <input type="radio"/>
He completed grade 6.	ST007C01TA03 <input type="radio"/>
He did not complete grade 6.	ST007C01TA04 <input type="radio"/>

Does your father have any of the following qualifications?

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

(Please select one response in each row.)

	Yes	No
Doctoral degree or equivalent	ST008Q01JA01 <input type="radio"/>	ST008Q01JA02 <input type="radio"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST008Q02JA01 <input type="radio"/>	ST008Q02JA02 <input type="radio"/>
Bachelor's degree or equivalent	ST008Q03JA01 <input type="radio"/>	ST008Q03JA02 <input type="radio"/>
Associate's degree	ST008Q04JA01 <input type="radio"/>	ST008Q04JA02 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or medical assistant)	ST008Q05JA01 <input type="radio"/>	ST008Q05JA02 <input type="radio"/>

Does your mother have a paid job?

A "paid job" can include self-employment. If you are not sure how to answer this question, please ask the test administrator for help.

(Please select one response.)

Yes	ST238Q01JA01 <input type="radio"/>
No	ST238Q01JA02 <input type="radio"/>
I don't know.	ST238Q01JA03 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST239 ELSE GOTO ^ST014

The following two questions concern your mother's job:

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

<p>What is your mother's main job? (e.g., school teacher, cook, sales manager, lawyer) Please type in the job title.</p>	<p>ST014Q01TA01</p> <input data-bbox="842 387 1519 421" type="text"/>
<p>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, practices law) Please use a sentence to describe the kind of work she does or did in that job.</p>	<p>ST014Q02TA01</p> <input data-bbox="842 495 1519 528" type="text"/>

Which of the following job categories best describes your mother's main job?

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

(Please select one response.)

Armed Forces Occupations (e.g., captain, sergeant, private)	ST239Q01JA01 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST239Q01JA02 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST239Q01JA03 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST239Q01JA04 <input type="radio"/>
Skilled Agricultural, Forestry and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST239Q01JA05 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST239Q01JA06 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST239Q01JA07 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, IT support technician)	ST239Q01JA08 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST239Q01JA09 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST239Q01JA10 <input type="radio"/>
I don't know my mother's main job.	ST239Q01JA11 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST014b ELSE GOTO ^ST240

The following two questions concern your mother's job:

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

What is your mother's main job? (e.g., school teacher, cook, sales manager, lawyer) <i>Please type in the job title.</i>	ST014bQ01TA01 <input type="text"/>
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, practices law) <i>Please use a sentence to describe the kind of work she does or did in that job.</i>	ST014bQ02TA01 <input type="text"/>

Does your father have a paid job?

A "paid job" can include self-employment. If you are not sure how to answer this question, please ask the <test administrator> for help.

(Please select one response.)

Yes	ST240Q01JA01 <input type="radio"/>
No	ST240Q01JA02 <input type="radio"/>
I don't know.	ST240Q01JA03 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST241 ELSE GOTO ^ST015

The following two questions concern your father's job:

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

<p>What is your father's main job? (e.g., school teacher, cook, sales manager, lawyer) <i>Please type in the job title.</i></p>	<p>ST015Q01TA01</p> <input data-bbox="1026 383 1517 421" type="text"/>
<p>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, practices law) <i>Please use a sentence to describe the kind of work he does or did in that job.</i></p>	<p>ST015Q02TA01</p> <input data-bbox="1026 479 1517 517" type="text"/>

Which of the following job categories best describes your father's main job?

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

(Please select one response.)

Armed Forces Occupations (e.g., captain, sergeant, private)	ST241Q01JA01 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST241Q01JA02 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST241Q01JA03 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST241Q01JA04 <input type="radio"/>
Skilled Agricultural, Forestry and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST241Q01JA05 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST241Q01JA06 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST241Q01JA07 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, police inspector, IT support technician)	ST241Q01JA08 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST241Q01JA09 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST241Q01JA10 <input type="radio"/>
I don't know my father's main job.	ST241Q01JA11 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST015b ELSE GOTO ^ST258

The following two questions concern your father's job:

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

<p>What is your father's main job? (e.g., school teacher, cook, sales manager, lawyer) Please type in the job title.</p>	<p>ST015bQ01TA01</p> <input type="text"/>
<p>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, practices law) Please use a sentence to describe the kind of work he does or did in that job.</p>	<p>ST015bQ02TA01</p> <input type="text"/>

In the past 30 days, how often did you not eat because there was not enough money to buy food?

(Please select one response.)

Never or almost never	ST258Q01JA01 <input type="radio"/>
About once a week	ST258Q01JA02 <input type="radio"/>
2 to 3 times a week	ST258Q01JA03 <input type="radio"/>
4 to 5 times a week	ST258Q01JA04 <input type="radio"/>
Every day or almost every day	ST258Q01JA05 <input type="radio"/>

ST259

The scale below represents how society in The United States is set up.

At the top of the scale (value 10) are the people who are the best off. They earn the most money, receive the best education, and have the most respected jobs.

At the bottom of the scale (value 1) are the people who are the worst off. They earn the least money, receive no education, and have no jobs or the least respected jobs.

Now think about where you would place your family on this scale.

(Please select one response in each row.)

	1	2	3	4	5	6	7	8	9	10
Where would you say <u>your family stands at this time?</u>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>	ST259Q01 <input type="radio"/>
Where do you think you <u>will stand when you are 30?</u>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>	ST259Q02 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 < .5) THEN GOTO ^ST226 ELSE GOTO ^ST019

How long have you been enrolled at this school?

(Please select one response.)

Three or more school years, not including this school year	ST226Q01JA01 <input type="radio"/>
Two school years, not including this school year	ST226Q01JA02 <input type="radio"/>
One school year, not including this school year	ST226Q01JA03 <input type="radio"/>
I came to this school at the start of this school year.	ST226Q01JA04 <input type="radio"/>
I came to this school <u>after</u> the start of this school year.	ST226Q01JA05 <input type="radio"/>

How old were you when you started preschool?

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

Years	ST125Q01NA01 Select... 
<ul style="list-style-type: none">• Years (ST125Q01NA01)Select...1 year or younger2 years3 years4 years5 years6 years or olderI did not attend preschoolI do not remember	

How old were you when you started first grade?

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

Years	ST126Q01TA01 Select...
<ul style="list-style-type: none">• Years (ST126Q01TA01) Select... 3 or younger 4 5 6 7 8 9 or older	

Have you ever repeated a grade?

(Please select one response in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
In kindergarten	ST127A01TA01 <input type="radio"/>	ST127A01TA02 <input type="radio"/>	ST127A01TA03 <input type="radio"/>
In grades 1-6	ST127C01TA01 <input type="radio"/>	ST127C01TA02 <input type="radio"/>	ST127C01TA03 <input type="radio"/>
In grades 7-9	ST127C02TA01 <input type="radio"/>	ST127C02TA02 <input type="radio"/>	ST127C02TA03 <input type="radio"/>
In grades 10-12	ST127C03TA01 <input type="radio"/>	ST127C03TA02 <input type="radio"/>	ST127C03TA03 <input type="radio"/>

Have you ever missed school for more than three months in a row?

(Please select one response in each row.)

	<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
At grades 1-6	ST260Q01JA01 <input type="radio"/>	ST260Q01JA02 <input type="radio"/>	ST260Q01JA03 <input type="radio"/>
At grades 7-9	ST260Q02JA01 <input type="radio"/>	ST260Q02JA02 <input type="radio"/>	ST260Q02JA03 <input type="radio"/>
At grades 10-12	ST260Q03JA01 <input type="radio"/>	ST260Q03JA02 <input type="radio"/>	ST260Q03JA03 <input type="radio"/>

Branching rule

Rule: IF (^ST260Q01JA = 02 OR ^ST260Q01JA = 03 OR ^ST260Q02JA = 02 OR ^ST260Q02JA = 03 OR ^ST260Q03JA = 02 OR ^ST260Q03JA = 03) THEN GOTO ^ST261 ELSE GOTO ^ST062

Why did you miss school for more than three months in a row?

(Please select one response in each row.)

	Yes	No
I was bored.	ST261Q01JA01 <input type="radio"/>	ST261Q01JA02 <input type="radio"/>
I was suspended for something (e.g. violence, aggression, use of drugs, drug dealing).	ST261Q02JA01 <input type="radio"/>	ST261Q02JA02 <input type="radio"/>
I was pregnant.	ST261Q03JA01 <input type="radio"/>	ST261Q03JA02 <input type="radio"/>
I could not reach school because of transportation problems.	ST261Q04JA01 <input type="radio"/>	ST261Q04JA02 <input type="radio"/>
I had to take care of a family member.	ST261Q05JA01 <input type="radio"/>	ST261Q05JA02 <input type="radio"/>
I had to help with work at home, the family business, or on the family land.	ST261Q06JA01 <input type="radio"/>	ST261Q06JA02 <input type="radio"/>
I had to get work to bring money home.	ST261Q07JA01 <input type="radio"/>	ST261Q07JA02 <input type="radio"/>
I was sick.	ST261Q08JA01 <input type="radio"/>	ST261Q08JA02 <input type="radio"/>
I did not feel safe at school.	ST261Q09JA01 <input type="radio"/>	ST261Q09JA02 <input type="radio"/>
My family could not afford school tuition or fees.	ST261Q10JA01 <input type="radio"/>	ST261Q10JA02 <input type="radio"/>
School was closed because of a natural disaster (e.g. flood, earthquake).	ST261Q11JA01 <input type="radio"/>	ST261Q11JA02 <input type="radio"/>

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>
I skipped a whole school day.	ST062Q01TA01 <input type="radio"/>	ST062Q01TA02 <input type="radio"/>	ST062Q01TA03 <input type="radio"/>	ST062Q01TA04 <input type="radio"/>
I skipped some classes.	ST062Q02TA01 <input type="radio"/>	ST062Q02TA02 <input type="radio"/>	ST062Q02TA03 <input type="radio"/>	ST062Q02TA04 <input type="radio"/>
I arrived late for school.	ST062Q03TA01 <input type="radio"/>	ST062Q03TA02 <input type="radio"/>	ST062Q03TA03 <input type="radio"/>	ST062Q03TA04 <input type="radio"/>

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>
The teachers at my school are respectful towards me.	ST267Q01JA01 <input type="radio"/>	ST267Q01JA02 <input type="radio"/>	ST267Q01JA03 <input type="radio"/>	ST267Q01JA04 <input type="radio"/>
If I walked into my classes upset, my teachers would be concerned about me.	ST267Q02JA01 <input type="radio"/>	ST267Q02JA02 <input type="radio"/>	ST267Q02JA03 <input type="radio"/>	ST267Q02JA04 <input type="radio"/>
If I came back to visit my school three years from now, my teachers would be excited to see me.	ST267Q03JA01 <input type="radio"/>	ST267Q03JA02 <input type="radio"/>	ST267Q03JA03 <input type="radio"/>	ST267Q03JA04 <input type="radio"/>
I feel intimidated by the teachers at my school.	ST267Q04JA01 <input type="radio"/>	ST267Q04JA02 <input type="radio"/>	ST267Q04JA03 <input type="radio"/>	ST267Q04JA04 <input type="radio"/>
When my teachers ask how I am doing, they are really interested in my answer.	ST267Q05JA01 <input type="radio"/>	ST267Q05JA02 <input type="radio"/>	ST267Q05JA03 <input type="radio"/>	ST267Q05JA04 <input type="radio"/>
The teachers at my school are friendly towards me.	ST267Q06JA01 <input type="radio"/>	ST267Q06JA02 <input type="radio"/>	ST267Q06JA03 <input type="radio"/>	ST267Q06JA04 <input type="radio"/>
The teachers at my school are interested in students' well-being.	ST267Q07JA01 <input type="radio"/>	ST267Q07JA02 <input type="radio"/>	ST267Q07JA03 <input type="radio"/>	ST267Q07JA04 <input type="radio"/>
The teachers at my school are mean towards me.	ST267Q08JA01 <input type="radio"/>	ST267Q08JA02 <input type="radio"/>	ST267Q08JA03 <input type="radio"/>	ST267Q08JA04 <input type="radio"/>

This school year, how often have you felt the following ways while at school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>All or almost all of the time</i>
Anxious	ST269Q01JA01 <input type="radio"/>	ST269Q01JA02 <input type="radio"/>	ST269Q01JA03 <input type="radio"/>	ST269Q01JA04 <input type="radio"/>	ST269Q01JA05 <input type="radio"/>
Confident	ST269Q02JA01 <input type="radio"/>	ST269Q02JA02 <input type="radio"/>	ST269Q02JA03 <input type="radio"/>	ST269Q02JA04 <input type="radio"/>	ST269Q02JA05 <input type="radio"/>
Bored	ST269Q03JA01 <input type="radio"/>	ST269Q03JA02 <input type="radio"/>	ST269Q03JA03 <input type="radio"/>	ST269Q03JA04 <input type="radio"/>	ST269Q03JA05 <input type="radio"/>
Excited	ST269Q04JA01 <input type="radio"/>	ST269Q04JA02 <input type="radio"/>	ST269Q04JA03 <input type="radio"/>	ST269Q04JA04 <input type="radio"/>	ST269Q04JA05 <input type="radio"/>
Tired	ST269Q05JA01 <input type="radio"/>	ST269Q05JA02 <input type="radio"/>	ST269Q05JA03 <input type="radio"/>	ST269Q05JA04 <input type="radio"/>	ST269Q05JA05 <input type="radio"/>
Motivated	ST269Q06JA01 <input type="radio"/>	ST269Q06JA02 <input type="radio"/>	ST269Q06JA03 <input type="radio"/>	ST269Q06JA04 <input type="radio"/>	ST269Q06JA05 <input type="radio"/>
Upset	ST269Q07JA01 <input type="radio"/>	ST269Q07JA02 <input type="radio"/>	ST269Q07JA03 <input type="radio"/>	ST269Q07JA04 <input type="radio"/>	ST269Q07JA05 <input type="radio"/>
Interested	ST269Q08JA01 <input type="radio"/>	ST269Q08JA02 <input type="radio"/>	ST269Q08JA03 <input type="radio"/>	ST269Q08JA04 <input type="radio"/>	ST269Q08JA05 <input type="radio"/>
Angry	ST269Q09JA01 <input type="radio"/>	ST269Q09JA02 <input type="radio"/>	ST269Q09JA03 <input type="radio"/>	ST269Q09JA04 <input type="radio"/>	ST269Q09JA05 <input type="radio"/>
Happy	ST269Q10JA01 <input type="radio"/>	ST269Q10JA02 <input type="radio"/>	ST269Q10JA03 <input type="radio"/>	ST269Q10JA04 <input type="radio"/>	ST269Q10JA05 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I feel like an outsider (or left out of things) at school.	ST034Q01TA01 <input type="radio"/>	ST034Q01TA02 <input type="radio"/>	ST034Q01TA03 <input type="radio"/>	ST034Q01TA04 <input type="radio"/>
I make friends easily at school.	ST034Q02TA01 <input type="radio"/>	ST034Q02TA02 <input type="radio"/>	ST034Q02TA03 <input type="radio"/>	ST034Q02TA04 <input type="radio"/>
I feel like I belong at school.	ST034Q03TA01 <input type="radio"/>	ST034Q03TA02 <input type="radio"/>	ST034Q03TA03 <input type="radio"/>	ST034Q03TA04 <input type="radio"/>
I feel awkward and out of place in my school.	ST034Q04TA01 <input type="radio"/>	ST034Q04TA02 <input type="radio"/>	ST034Q04TA03 <input type="radio"/>	ST034Q04TA04 <input type="radio"/>
Other students seem to like me.	ST034Q05TA01 <input type="radio"/>	ST034Q05TA02 <input type="radio"/>	ST034Q05TA03 <input type="radio"/>	ST034Q05TA04 <input type="radio"/>
I feel lonely at school.	ST034Q06TA01 <input type="radio"/>	ST034Q06TA02 <input type="radio"/>	ST034Q06TA03 <input type="radio"/>	ST034Q06TA04 <input type="radio"/>

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>
Other students left me out of things on purpose.	ST038Q03NA01 <input type="radio"/>	ST038Q03NA02 <input type="radio"/>	ST038Q03NA03 <input type="radio"/>	ST038Q03NA04 <input type="radio"/>
Other students made fun of me.	ST038Q04NA01 <input type="radio"/>	ST038Q04NA02 <input type="radio"/>	ST038Q04NA03 <input type="radio"/>	ST038Q04NA04 <input type="radio"/>
I was threatened by other students.	ST038Q05NA01 <input type="radio"/>	ST038Q05NA02 <input type="radio"/>	ST038Q05NA03 <input type="radio"/>	ST038Q05NA04 <input type="radio"/>
Other students took away or destroyed things that belonged to me.	ST038Q06NA01 <input type="radio"/>	ST038Q06NA02 <input type="radio"/>	ST038Q06NA03 <input type="radio"/>	ST038Q06NA04 <input type="radio"/>
I got hit or pushed around by other students.	ST038Q07NA01 <input type="radio"/>	ST038Q07NA02 <input type="radio"/>	ST038Q07NA03 <input type="radio"/>	ST038Q07NA04 <input type="radio"/>
Other students spread nasty rumours about me.	ST038Q08NA01 <input type="radio"/>	ST038Q08NA02 <input type="radio"/>	ST038Q08NA03 <input type="radio"/>	ST038Q08NA04 <input type="radio"/>
I was in a physical fight on school property.	ST038Q09JA01 <input type="radio"/>	ST038Q09JA02 <input type="radio"/>	ST038Q09JA03 <input type="radio"/>	ST038Q09JA04 <input type="radio"/>
I stayed home from school because I felt unsafe.	ST038Q10JA01 <input type="radio"/>	ST038Q10JA02 <input type="radio"/>	ST038Q10JA03 <input type="radio"/>	ST038Q10JA04 <input type="radio"/>
I gave money to someone at school because they threatened me.	ST038Q11JA01 <input type="radio"/>	ST038Q11JA02 <input type="radio"/>	ST038Q11JA03 <input type="radio"/>	ST038Q11JA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I feel safe on my way to school.	ST265Q01JA01 <input type="radio"/>	ST265Q01JA02 <input type="radio"/>	ST265Q01JA03 <input type="radio"/>	ST265Q01JA04 <input type="radio"/>
I feel safe on my way home from school.	ST265Q02JA01 <input type="radio"/>	ST265Q02JA02 <input type="radio"/>	ST265Q02JA03 <input type="radio"/>	ST265Q02JA04 <input type="radio"/>
I feel safe in my classrooms at school.	ST265Q03JA01 <input type="radio"/>	ST265Q03JA02 <input type="radio"/>	ST265Q03JA03 <input type="radio"/>	ST265Q03JA04 <input type="radio"/>
I feel safe at other places at school (e.g. hallway, cafeteria, restroom).	ST265Q04JA01 <input type="radio"/>	ST265Q04JA02 <input type="radio"/>	ST265Q04JA03 <input type="radio"/>	ST265Q04JA04 <input type="radio"/>

During the past four weeks, did any of the following events occur?

(Please select one response in each row.)

	Yes	No
Our school was vandalized.	ST266Q01JA01 <input type="radio"/>	ST266Q01JA02 <input type="radio"/>
I witnessed a fight on school property in which someone got hurt.	ST266Q02JA01 <input type="radio"/>	ST266Q02JA02 <input type="radio"/>
I saw gangs in school.	ST266Q03JA01 <input type="radio"/>	ST266Q03JA02 <input type="radio"/>
I heard a student threaten to hurt another student.	ST266Q04JA01 <input type="radio"/>	ST266Q04JA02 <input type="radio"/>
I saw a student carrying a gun or knife at school.	ST266Q05JA01 <input type="radio"/>	ST266Q05JA02 <input type="radio"/>

During a typical school week, on how many days do you do each of the following before going to school?

(Please select one response in each row.)

	0 days	1 day	2 days	3 days	4 days	5 or more days
Eat breakfast	ST294Q01JA01 <input type="radio"/>	ST294Q01JA02 <input type="radio"/>	ST294Q01JA03 <input type="radio"/>	ST294Q01JA04 <input type="radio"/>	ST294Q01JA05 <input type="radio"/>	ST294Q01JA06 <input type="radio"/>
Study for school or homework	ST294Q02JA01 <input type="radio"/>	ST294Q02JA02 <input type="radio"/>	ST294Q02JA03 <input type="radio"/>	ST294Q02JA04 <input type="radio"/>	ST294Q02JA05 <input type="radio"/>	ST294Q02JA06 <input type="radio"/>
Work in the household or take care of family members	ST294Q03JA01 <input type="radio"/>	ST294Q03JA02 <input type="radio"/>	ST294Q03JA03 <input type="radio"/>	ST294Q03JA04 <input type="radio"/>	ST294Q03JA05 <input type="radio"/>	ST294Q03JA06 <input type="radio"/>
Work for pay	ST294Q04JA01 <input type="radio"/>	ST294Q04JA02 <input type="radio"/>	ST294Q04JA03 <input type="radio"/>	ST294Q04JA04 <input type="radio"/>	ST294Q04JA05 <input type="radio"/>	ST294Q04JA06 <input type="radio"/>
Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football)	ST294Q05JA01 <input type="radio"/>	ST294Q05JA02 <input type="radio"/>	ST294Q05JA03 <input type="radio"/>	ST294Q05JA04 <input type="radio"/>	ST294Q05JA05 <input type="radio"/>	ST294Q05JA06 <input type="radio"/>

During a typical school week, on how many days do you do each of the following after leaving school?

(Please select one response in each row.)

	0 days	1 day	2 days	3 days	4 days	5 or more days
Eat dinner	ST295Q01JA01 <input type="radio"/>	ST295Q01JA02 <input type="radio"/>	ST295Q01JA03 <input type="radio"/>	ST295Q01JA04 <input type="radio"/>	ST295Q01JA05 <input type="radio"/>	ST295Q01JA06 <input type="radio"/>
Study for school or homework	ST295Q02JA01 <input type="radio"/>	ST295Q02JA02 <input type="radio"/>	ST295Q02JA03 <input type="radio"/>	ST295Q02JA04 <input type="radio"/>	ST295Q02JA05 <input type="radio"/>	ST295Q02JA06 <input type="radio"/>
Work in the household or take care of family members	ST295Q03JA01 <input type="radio"/>	ST295Q03JA02 <input type="radio"/>	ST295Q03JA03 <input type="radio"/>	ST295Q03JA04 <input type="radio"/>	ST295Q03JA05 <input type="radio"/>	ST295Q03JA06 <input type="radio"/>
Work for pay	ST295Q04JA01 <input type="radio"/>	ST295Q04JA02 <input type="radio"/>	ST295Q04JA03 <input type="radio"/>	ST295Q04JA04 <input type="radio"/>	ST295Q04JA05 <input type="radio"/>	ST295Q04JA06 <input type="radio"/>
Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football)	ST295Q05JA01 <input type="radio"/>	ST295Q05JA02 <input type="radio"/>	ST295Q05JA03 <input type="radio"/>	ST295Q05JA04 <input type="radio"/>	ST295Q05JA05 <input type="radio"/>	ST295Q05JA06 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
Discuss how well you are doing at school.	ST300Q01JA01 <input type="radio"/>	ST300Q01JA02 <input type="radio"/>	ST300Q01JA03 <input type="radio"/>	ST300Q01JA04 <input type="radio"/>	ST300Q01JA05 <input type="radio"/>
Eat dinner with you.	ST300Q02JA01 <input type="radio"/>	ST300Q02JA02 <input type="radio"/>	ST300Q02JA03 <input type="radio"/>	ST300Q02JA04 <input type="radio"/>	ST300Q02JA05 <input type="radio"/>
Spend time just talking with you.	ST300Q03JA01 <input type="radio"/>	ST300Q03JA02 <input type="radio"/>	ST300Q03JA03 <input type="radio"/>	ST300Q03JA04 <input type="radio"/>	ST300Q03JA05 <input type="radio"/>
Talk to you about the importance of finishing high school.	ST300Q04JA01 <input type="radio"/>	ST300Q04JA02 <input type="radio"/>	ST300Q04JA03 <input type="radio"/>	ST300Q04JA04 <input type="radio"/>	ST300Q04JA05 <input type="radio"/>
Talk to you about any problems you might have at school.	ST300Q05JA01 <input type="radio"/>	ST300Q05JA02 <input type="radio"/>	ST300Q05JA03 <input type="radio"/>	ST300Q05JA04 <input type="radio"/>	ST300Q05JA05 <input type="radio"/>
Ask you about how well you are getting along with other students at school.	ST300Q06JA01 <input type="radio"/>	ST300Q06JA02 <input type="radio"/>	ST300Q06JA03 <input type="radio"/>	ST300Q06JA04 <input type="radio"/>	ST300Q06JA05 <input type="radio"/>
Encourage you to get good grades.	ST300Q07JA01 <input type="radio"/>	ST300Q07JA02 <input type="radio"/>	ST300Q07JA03 <input type="radio"/>	ST300Q07JA04 <input type="radio"/>	ST300Q07JA05 <input type="radio"/>
Take an interest in what you are learning at school.	ST300Q08JA01 <input type="radio"/>	ST300Q08JA02 <input type="radio"/>	ST300Q08JA03 <input type="radio"/>	ST300Q08JA04 <input type="radio"/>	ST300Q08JA05 <input type="radio"/>
Talk to you about your future education.	ST300Q09JA01 <input type="radio"/>	ST300Q09JA02 <input type="radio"/>	ST300Q09JA03 <input type="radio"/>	ST300Q09JA04 <input type="radio"/>	ST300Q09JA05 <input type="radio"/>
Ask you what you did in school that day.	ST300Q10JA01 <input type="radio"/>	ST300Q10JA02 <input type="radio"/>	ST300Q10JA03 <input type="radio"/>	ST300Q10JA04 <input type="radio"/>	ST300Q10JA05 <input type="radio"/>

Which of the following qualifications do you expect to complete?

(Please select one response in each row.)

	Yes	No	I don't know.
Junior or middle high school diploma	ST327Q01JA01 <input type="radio"/>	ST327Q01JA02 <input type="radio"/>	ST327Q01JA03 <input type="radio"/>
High school diploma	ST327Q03JA01 <input type="radio"/>	ST327Q03JA02 <input type="radio"/>	ST327Q03JA03 <input type="radio"/>
Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	ST327Q04JA01 <input type="radio"/>	ST327Q04JA02 <input type="radio"/>	ST327Q04JA03 <input type="radio"/>
Associate's degree	ST327Q05JA01 <input type="radio"/>	ST327Q05JA02 <input type="radio"/>	ST327Q05JA03 <input type="radio"/>
Bachelor's degree or equivalent	ST327Q06JA01 <input type="radio"/>	ST327Q06JA02 <input type="radio"/>	ST327Q06JA03 <input type="radio"/>
Master's degree or professional degree (e.g., law, medicine) or equivalent	ST327Q07JA01 <input type="radio"/>	ST327Q07JA02 <input type="radio"/>	ST327Q07JA03 <input type="radio"/>
Doctoral degree or equivalent	ST327Q08JA01 <input type="radio"/>	ST327Q08JA02 <input type="radio"/>	ST327Q08JA03 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01<.25) THEN GOTO ^ST328 ELSE GOTO ^ST329

Which of the following job categories best describes the kind of job you expect to have when you are about 30 years old?

Please select the category that matches most closely the job you expect to have.

(Please select one response.)

No job	ST328Q01JA01 <input type="radio"/>
Stay at home parent	ST328Q01JA02 <input type="radio"/>
Armed Forces Occupations (e.g., captain, sergeant, private)	ST328Q01JA03 <input type="radio"/>
Elementary Occupations (e.g., unskilled worker or laborer, household cleaner or helper)	ST328Q01JA04 <input type="radio"/>
Plant and Machine Operators and Assemblers (e.g., miner, machine operator, assembly line worker)	ST328Q01JA05 <input type="radio"/>
Craft and Related Trades Worker (e.g., carpenter, mechanic, tailor, plumber)	ST328Q01JA06 <input type="radio"/>
Skilled Agricultural, Forestry, and Fishery Worker (e.g., farmer, fisherman, landscaper, lumberman)	ST328Q01JA07 <input type="radio"/>
Services and Sales Worker (e.g., waiter, hairdresser, child care worker, police officer, department store sales clerk)	ST328Q01JA08 <input type="radio"/>
Clerical Support Worker (e.g., secretary, bank teller, bookkeeper, receptionist)	ST328Q01JA09 <input type="radio"/>
Technicians and Associate Professionals (e.g., dental assistant, nursing assistant, insurance agent, IT support technician)	ST328Q01JA10 <input type="radio"/>
Professional (e.g., lawyer, accountant, teacher, computer programmer, medical doctor, engineer, scientist, college professor)	ST328Q01JA11 <input type="radio"/>
Manager (e.g., chief executive, government official, marketing manager, production manager, research coordinator)	ST328Q01JA12 <input type="radio"/>
I don't know.	ST328Q01JA13 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01<.25) THEN GOTO ^ST329b ELSE GOTO ^ST330

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

(Please type in the job title or describe the kind of work you expect to do in that job.)

ST329bQ01JA01

Have you done any of the following to find out about future study or types of work?

(Please select one response in each row.)

	Yes, once	Yes, two or more times	No
I did an internship.	ST330Q01WA01 <input type="radio"/>	ST330Q01WA02 <input type="radio"/>	ST330Q01WA03 <input type="radio"/>
I attended a work-site visit.	ST330Q02WA01 <input type="radio"/>	ST330Q02WA02 <input type="radio"/>	ST330Q02WA03 <input type="radio"/>
I visited a job fair.	ST330Q03WA01 <input type="radio"/>	ST330Q03WA02 <input type="radio"/>	ST330Q03WA03 <input type="radio"/>
I spoke to a career counselor at my school.	ST330Q04WA01 <input type="radio"/>	ST330Q04WA02 <input type="radio"/>	ST330Q04WA03 <input type="radio"/>
I spoke to a career counselor outside of my school.	ST330Q05WA01 <input type="radio"/>	ST330Q05WA02 <input type="radio"/>	ST330Q05WA03 <input type="radio"/>
I completed a questionnaire to find out about my interests and abilities.	ST330Q06WA01 <input type="radio"/>	ST330Q06WA02 <input type="radio"/>	ST330Q06WA03 <input type="radio"/>
I researched the internet for information about careers.	ST330Q07WA01 <input type="radio"/>	ST330Q07WA02 <input type="radio"/>	ST330Q07WA03 <input type="radio"/>
I went on an organized tour of a college, university or technical college.	ST330Q08WA01 <input type="radio"/>	ST330Q08WA02 <input type="radio"/>	ST330Q08WA03 <input type="radio"/>
I searched the internet for information about colleges, universities or technical colleges.	ST330Q09WA01 <input type="radio"/>	ST330Q09WA02 <input type="radio"/>	ST330Q09WA03 <input type="radio"/>
I researched information on student financing (e.g. student loans or grants).	ST330Q11WA01 <input type="radio"/>	ST330Q11WA02 <input type="radio"/>	ST330Q11WA03 <input type="radio"/>

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>
I worry that I am not prepared for life after high school.	ST324Q02JA01 <input type="radio"/>	ST324Q02JA02 <input type="radio"/>	ST324Q02JA03 <input type="radio"/>	ST324Q02JA04 <input type="radio"/>
I feel well-informed about possible paths for me after high school.	ST324Q04JA01 <input type="radio"/>	ST324Q04JA02 <input type="radio"/>	ST324Q04JA03 <input type="radio"/>	ST324Q04JA04 <input type="radio"/>
I feel pressure from my family to follow a specific path (e.g. go to college, work in the family business, learn a trade) after high school.	ST324Q05JA01 <input type="radio"/>	ST324Q05JA02 <input type="radio"/>	ST324Q05JA03 <input type="radio"/>	ST324Q05JA04 <input type="radio"/>
I worry that I won't have enough money to do what I'd like to do after high school.	ST324Q07JA01 <input type="radio"/>	ST324Q07JA02 <input type="radio"/>	ST324Q07JA03 <input type="radio"/>	ST324Q07JA04 <input type="radio"/>
School has done little to prepare me for adult life when I leave school.	ST324Q10JA01 <input type="radio"/>	ST324Q10JA02 <input type="radio"/>	ST324Q10JA03 <input type="radio"/>	ST324Q10JA04 <input type="radio"/>
School has been a waste of time.	ST324Q11JA01 <input type="radio"/>	ST324Q11JA02 <input type="radio"/>	ST324Q11JA03 <input type="radio"/>	ST324Q11JA04 <input type="radio"/>
School has helped give me confidence to make decisions.	ST324Q12JA01 <input type="radio"/>	ST324Q12JA02 <input type="radio"/>	ST324Q12JA03 <input type="radio"/>	ST324Q12JA04 <input type="radio"/>
School has taught me things which could be useful in a job.	ST324Q13JA01 <input type="radio"/>	ST324Q13JA02 <input type="radio"/>	ST324Q13JA03 <input type="radio"/>	ST324Q13JA04 <input type="radio"/>
I feel well-prepared for my future path after high school.	ST324Q14JA01 <input type="radio"/>	ST324Q14JA02 <input type="radio"/>	ST324Q14JA03 <input type="radio"/>	ST324Q14JA04 <input type="radio"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST325 ELSE GOTO ^ST325

In what country were you and your parents born?

(Please select one response in each column.)

	<i>You</i>	<i>Mother</i>	<i>Father</i>
United States*	ST019AC01T01 <input type="radio"/>	ST019BC01T01 <input type="radio"/>	ST019CC01T01 <input type="radio"/>
Other country	ST019AC01T02 <input type="radio"/>	ST019BC01T02 <input type="radio"/>	ST019CC01T02 <input type="radio"/>
I don't know.	ST019AC01J03 <input type="radio"/>	ST019BC01J03 <input type="radio"/>	ST019CC01J03 <input type="radio"/>

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

Branching rule

Rule: IF (^ST019AC01T != 01) THEN GOTO ^ST021 ELSE GOTO ^ST022

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

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

ST021Q01TA01

Select...

- (ST021Q01TA01)

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

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

(Please select one response.)

English	ST022C01TA01 <input type="radio"/>
Spanish	ST022C01TA02 <input type="radio"/>
Other language	ST022C01TA03 <input type="radio"/>

How many languages in total do you speak with people at home?

(Please select one response.)

One	ST333Q01JA01 <input type="radio"/>
Two	ST333Q01JA02 <input type="radio"/>
Three	ST333Q01JA03 <input type="radio"/>
Four or more	ST333Q01JA04 <input type="radio"/>

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.)

Number of class periods per week in mathematics	ST059Q01TA01 <input type="text"/>
Total number of class periods per week for all subjects, including mathematics	ST059Q02JA01 <input type="text"/>

How often do these things happen in your mathematics lessons?

(Please select one response in each row.)

	<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or almost never</i>
Students do not listen to what the teacher said.	ST273Q01JA01 <input type="radio"/>	ST273Q01JA02 <input type="radio"/>	ST273Q01JA03 <input type="radio"/>	ST273Q01JA04 <input type="radio"/>
There is noise and disorder.	ST273Q02JA01 <input type="radio"/>	ST273Q02JA02 <input type="radio"/>	ST273Q02JA03 <input type="radio"/>	ST273Q02JA04 <input type="radio"/>
The teacher has to wait a long time for students to quiet down.	ST273Q03JA01 <input type="radio"/>	ST273Q03JA02 <input type="radio"/>	ST273Q03JA03 <input type="radio"/>	ST273Q03JA04 <input type="radio"/>
Students cannot work well.	ST273Q04JA01 <input type="radio"/>	ST273Q04JA02 <input type="radio"/>	ST273Q04JA03 <input type="radio"/>	ST273Q04JA04 <input type="radio"/>
Students do not start working for a long time after the lesson begins.	ST273Q05JA01 <input type="radio"/>	ST273Q05JA02 <input type="radio"/>	ST273Q05JA03 <input type="radio"/>	ST273Q05JA04 <input type="radio"/>
Students get distracted by using digital devices or resources (e.g. smartphones, websites, apps).	ST273Q06JA01 <input type="radio"/>	ST273Q06JA02 <input type="radio"/>	ST273Q06JA03 <input type="radio"/>	ST273Q06JA04 <input type="radio"/>
Students get distracted by other students who are using digital devices or resources (e.g. smartphones, websites, apps).	ST273Q07JA01 <input type="radio"/>	ST273Q07JA02 <input type="radio"/>	ST273Q07JA03 <input type="radio"/>	ST273Q07JA04 <input type="radio"/>

How often do these things happen in your mathematics lessons?

(Please select one response in each row.)

	<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or almost never</i>
The teacher shows an interest in every student's learning.	ST270Q01JA01 <input type="radio"/>	ST270Q01JA02 <input type="radio"/>	ST270Q01JA03 <input type="radio"/>	ST270Q01JA04 <input type="radio"/>
The teacher gives extra help when students need it.	ST270Q02JA01 <input type="radio"/>	ST270Q02JA02 <input type="radio"/>	ST270Q02JA03 <input type="radio"/>	ST270Q02JA04 <input type="radio"/>
The teacher helps students with their learning.	ST270Q03JA01 <input type="radio"/>	ST270Q03JA02 <input type="radio"/>	ST270Q03JA03 <input type="radio"/>	ST270Q03JA04 <input type="radio"/>
The teacher continues teaching until the students understand.	ST270Q04JA01 <input type="radio"/>	ST270Q04JA02 <input type="radio"/>	ST270Q04JA03 <input type="radio"/>	ST270Q04JA04 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST281 ELSE GOTO ^ST282

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
The teacher explained how new and old topics were related.	ST281Q01JA01 <input type="radio"/>	ST281Q01JA02 <input type="radio"/>	ST281Q01JA03 <input type="radio"/>	ST281Q01JA04 <input type="radio"/>	ST281Q01JA05 <input type="radio"/>
The teacher summarized what we learned at the end of the lesson.	ST281Q02JA01 <input type="radio"/>	ST281Q02JA02 <input type="radio"/>	ST281Q02JA03 <input type="radio"/>	ST281Q02JA04 <input type="radio"/>	ST281Q02JA05 <input type="radio"/>
The teacher explained at the beginning of the lesson what the learning goals are.	ST281Q03JA01 <input type="radio"/>	ST281Q03JA02 <input type="radio"/>	ST281Q03JA03 <input type="radio"/>	ST281Q03JA04 <input type="radio"/>	ST281Q03JA05 <input type="radio"/>
The teacher told us to practice mathematics problems.	ST281Q04JA01 <input type="radio"/>	ST281Q04JA02 <input type="radio"/>	ST281Q04JA03 <input type="radio"/>	ST281Q04JA04 <input type="radio"/>	ST281Q04JA05 <input type="radio"/>
The teacher gave different work to those of us who had difficulties learning.	ST281Q05JA01 <input type="radio"/>	ST281Q05JA02 <input type="radio"/>	ST281Q05JA03 <input type="radio"/>	ST281Q05JA04 <input type="radio"/>	ST281Q05JA05 <input type="radio"/>
The teacher gave different work to those of us who could advance faster.	ST281Q06JA01 <input type="radio"/>	ST281Q06JA02 <input type="radio"/>	ST281Q06JA03 <input type="radio"/>	ST281Q06JA04 <input type="radio"/>	ST281Q06JA05 <input type="radio"/>
The teacher asked us to work in small groups to solve mathematics problems together.	ST281Q07JA01 <input type="radio"/>	ST281Q07JA02 <input type="radio"/>	ST281Q07JA03 <input type="radio"/>	ST281Q07JA04 <input type="radio"/>	ST281Q07JA05 <input type="radio"/>
The teacher asked us to discuss with each other what we learned.	ST281Q08JA01 <input type="radio"/>	ST281Q08JA02 <input type="radio"/>	ST281Q08JA03 <input type="radio"/>	ST281Q08JA04 <input type="radio"/>	ST281Q08JA05 <input type="radio"/>
The teacher read to us from a textbook.	ST281Q09JA01 <input type="radio"/>	ST281Q09JA02 <input type="radio"/>	ST281Q09JA03 <input type="radio"/>	ST281Q09JA04 <input type="radio"/>	ST281Q09JA05 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
The teacher asked us to solve mathematics problems without computing anything.	ST285Q01JA01 <input type="radio"/>	ST285Q01JA02 <input type="radio"/>	ST285Q01JA03 <input type="radio"/>	ST285Q01JA04 <input type="radio"/>	ST285Q01JA05 <input type="radio"/>
The teacher asked us to explain how we solved a mathematics problem.	ST285Q02JA01 <input type="radio"/>	ST285Q02JA02 <input type="radio"/>	ST285Q02JA03 <input type="radio"/>	ST285Q02JA04 <input type="radio"/>	ST285Q02JA05 <input type="radio"/>
The teacher asked us to explain what assumptions we were making when solving a mathematics problem.	ST285Q03JA01 <input type="radio"/>	ST285Q03JA02 <input type="radio"/>	ST285Q03JA03 <input type="radio"/>	ST285Q03JA04 <input type="radio"/>	ST285Q03JA05 <input type="radio"/>
The teacher asked us to explain our reasoning when solving a mathematics problem.	ST285Q04JA01 <input type="radio"/>	ST285Q04JA02 <input type="radio"/>	ST285Q04JA03 <input type="radio"/>	ST285Q04JA04 <input type="radio"/>	ST285Q04JA05 <input type="radio"/>
The teacher asked us to defend our answer to a mathematics problem.	ST285Q05JA01 <input type="radio"/>	ST285Q05JA02 <input type="radio"/>	ST285Q05JA03 <input type="radio"/>	ST285Q05JA04 <input type="radio"/>	ST285Q05JA05 <input type="radio"/>
The teacher asked us to think about how new and old mathematics topics were related.	ST285Q06JA01 <input type="radio"/>	ST285Q06JA02 <input type="radio"/>	ST285Q06JA03 <input type="radio"/>	ST285Q06JA04 <input type="radio"/>	ST285Q06JA05 <input type="radio"/>
The teacher encouraged us to think about how to solve mathematics problems in different ways than demonstrated in class.	ST285Q07JA01 <input type="radio"/>	ST285Q07JA02 <input type="radio"/>	ST285Q07JA03 <input type="radio"/>	ST285Q07JA04 <input type="radio"/>	ST285Q07JA05 <input type="radio"/>
The teacher told us to keep trying even when we face difficulties with a mathematics task.	ST285Q08JA01 <input type="radio"/>	ST285Q08JA02 <input type="radio"/>	ST285Q08JA03 <input type="radio"/>	ST285Q08JA04 <input type="radio"/>	ST285Q08JA05 <input type="radio"/>
The teacher taught us to memorize rules and apply them to solve mathematics problems.	ST285Q09JA01 <input type="radio"/>	ST285Q09JA02 <input type="radio"/>	ST285Q09JA03 <input type="radio"/>	ST285Q09JA04 <input type="radio"/>	ST285Q09JA05 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
The teacher asked us to think of problems from everyday life that could be solved with new mathematics knowledge we learned.	ST283Q01JA01 <input type="radio"/>	ST283Q01JA02 <input type="radio"/>	ST283Q01JA03 <input type="radio"/>	ST283Q01JA04 <input type="radio"/>	ST283Q01JA05 <input type="radio"/>
The teacher showed us how mathematics can be useful in our everyday lives.	ST283Q02JA01 <input type="radio"/>	ST283Q02JA02 <input type="radio"/>	ST283Q02JA03 <input type="radio"/>	ST283Q02JA04 <input type="radio"/>	ST283Q02JA05 <input type="radio"/>
The teacher encouraged us to "think mathematically".	ST283Q03JA01 <input type="radio"/>	ST283Q03JA02 <input type="radio"/>	ST283Q03JA03 <input type="radio"/>	ST283Q03JA04 <input type="radio"/>	ST283Q03JA05 <input type="radio"/>
The teacher taught us how to use mathematical logic when approaching new situations.	ST283Q04JA01 <input type="radio"/>	ST283Q04JA02 <input type="radio"/>	ST283Q04JA03 <input type="radio"/>	ST283Q04JA04 <input type="radio"/>	ST283Q04JA05 <input type="radio"/>
The teacher showed us how some problems that look difficult can be solved more easily by understanding how the number system is organized.	ST283Q05JA01 <input type="radio"/>	ST283Q05JA02 <input type="radio"/>	ST283Q05JA03 <input type="radio"/>	ST283Q05JA04 <input type="radio"/>	ST283Q05JA05 <input type="radio"/>
The teacher gave problems from everyday life involving numbers and asked us to make a decision about the situation.	ST283Q06JA01 <input type="radio"/>	ST283Q06JA02 <input type="radio"/>	ST283Q06JA03 <input type="radio"/>	ST283Q06JA04 <input type="radio"/>	ST283Q06JA05 <input type="radio"/>
The teacher asked us how different topics are connected to a bigger mathematical idea.	ST283Q07JA01 <input type="radio"/>	ST283Q07JA02 <input type="radio"/>	ST283Q07JA03 <input type="radio"/>	ST283Q07JA04 <input type="radio"/>	ST283Q07JA05 <input type="radio"/>
The teacher encouraged us to think about how a problem from everyday life could be solved using mathematics.	ST283Q08JA01 <input type="radio"/>	ST283Q08JA02 <input type="radio"/>	ST283Q08JA03 <input type="radio"/>	ST283Q08JA04 <input type="radio"/>	ST283Q08JA05 <input type="radio"/>
The teacher explained how different mathematical ideas connect to a larger context.	ST283Q09JA01 <input type="radio"/>	ST283Q09JA02 <input type="radio"/>	ST283Q09JA03 <input type="radio"/>	ST283Q09JA04 <input type="radio"/>	ST283Q09JA05 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every lesson or almost every lesson</i>
The teacher pointed out mistakes in my mathematics work.	ST287Q01JA01 <input type="radio"/>	ST287Q01JA02 <input type="radio"/>	ST287Q01JA03 <input type="radio"/>	ST287Q01JA04 <input type="radio"/>	ST287Q01JA05 <input type="radio"/>
The teacher provided written feedback on my mathematics work.	ST287Q02JA01 <input type="radio"/>	ST287Q02JA02 <input type="radio"/>	ST287Q02JA03 <input type="radio"/>	ST287Q02JA04 <input type="radio"/>	ST287Q02JA05 <input type="radio"/>
The teacher provided specific suggestions to improve my mathematics work.	ST287Q03JA01 <input type="radio"/>	ST287Q03JA02 <input type="radio"/>	ST287Q03JA03 <input type="radio"/>	ST287Q03JA04 <input type="radio"/>	ST287Q03JA05 <input type="radio"/>
The teacher gave me a grade on my mathematics work.	ST287Q04JA01 <input type="radio"/>	ST287Q04JA02 <input type="radio"/>	ST287Q04JA03 <input type="radio"/>	ST287Q04JA04 <input type="radio"/>	ST287Q04JA05 <input type="radio"/>
The teacher told me which my weakest areas in mathematics are.	ST287Q05JA01 <input type="radio"/>	ST287Q05JA02 <input type="radio"/>	ST287Q05JA03 <input type="radio"/>	ST287Q05JA04 <input type="radio"/>	ST287Q05JA05 <input type="radio"/>
The teacher told me how I am performing in my mathematics course.	ST287Q06JA01 <input type="radio"/>	ST287Q06JA02 <input type="radio"/>	ST287Q06JA03 <input type="radio"/>	ST287Q06JA04 <input type="radio"/>	ST287Q06JA05 <input type="radio"/>
The teacher told me what my strengths in mathematics are.	ST287Q07JA01 <input type="radio"/>	ST287Q07JA02 <input type="radio"/>	ST287Q07JA03 <input type="radio"/>	ST287Q07JA04 <input type="radio"/>	ST287Q07JA05 <input type="radio"/>
The teacher told me in which areas of mathematics I have improved.	ST287Q08JA01 <input type="radio"/>	ST287Q08JA02 <input type="radio"/>	ST287Q08JA03 <input type="radio"/>	ST287Q08JA04 <input type="radio"/>	ST287Q08JA05 <input type="radio"/>
The teacher met with me one-on-one to discuss my learning goals in mathematics.	ST287Q09JA01 <input type="radio"/>	ST287Q09JA02 <input type="radio"/>	ST287Q09JA03 <input type="radio"/>	ST287Q09JA04 <input type="radio"/>	ST287Q09JA05 <input type="radio"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST275 ELSE GOTO ^ST275

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>
The teacher explained how new and old topics were related.	ST282Q01JA01 <input type="radio"/>	ST282Q01JA02 <input type="radio"/>	ST282Q01JA03 <input type="radio"/>	ST282Q01JA04 <input type="radio"/>
The teacher summarized what we learned at the end of the lesson.	ST282Q02JA01 <input type="radio"/>	ST282Q02JA02 <input type="radio"/>	ST282Q02JA03 <input type="radio"/>	ST282Q02JA04 <input type="radio"/>
The teacher explained at the beginning of the lesson what the learning goals are.	ST282Q03JA01 <input type="radio"/>	ST282Q03JA02 <input type="radio"/>	ST282Q03JA03 <input type="radio"/>	ST282Q03JA04 <input type="radio"/>
The teacher told us to practice mathematics problems.	ST282Q04JA01 <input type="radio"/>	ST282Q04JA02 <input type="radio"/>	ST282Q04JA03 <input type="radio"/>	ST282Q04JA04 <input type="radio"/>
The teacher gave different work to those of us who had difficulties learning.	ST282Q05JA01 <input type="radio"/>	ST282Q05JA02 <input type="radio"/>	ST282Q05JA03 <input type="radio"/>	ST282Q05JA04 <input type="radio"/>
The teacher gave different work to those of us who could advance faster.	ST282Q06JA01 <input type="radio"/>	ST282Q06JA02 <input type="radio"/>	ST282Q06JA03 <input type="radio"/>	ST282Q06JA04 <input type="radio"/>
The teacher asked us to work in small groups to solve mathematics problems together.	ST282Q07JA01 <input type="radio"/>	ST282Q07JA02 <input type="radio"/>	ST282Q07JA03 <input type="radio"/>	ST282Q07JA04 <input type="radio"/>
The teacher asked us to discuss with each other what we learned.	ST282Q08JA01 <input type="radio"/>	ST282Q08JA02 <input type="radio"/>	ST282Q08JA03 <input type="radio"/>	ST282Q08JA04 <input type="radio"/>
The teacher read to us from a textbook.	ST282Q09JA01 <input type="radio"/>	ST282Q09JA02 <input type="radio"/>	ST282Q09JA03 <input type="radio"/>	ST282Q09JA04 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>
The teacher asked us to solve mathematics problems without computing anything.	ST286Q01JA01 <input type="radio"/>	ST286Q01JA02 <input type="radio"/>	ST286Q01JA03 <input type="radio"/>	ST286Q01JA04 <input type="radio"/>
The teacher asked us to explain how we solved a mathematics problem.	ST286Q02JA01 <input type="radio"/>	ST286Q02JA02 <input type="radio"/>	ST286Q02JA03 <input type="radio"/>	ST286Q02JA04 <input type="radio"/>
The teacher asked us to explain what assumptions we were making when solving a mathematics problem.	ST286Q03JA01 <input type="radio"/>	ST286Q03JA02 <input type="radio"/>	ST286Q03JA03 <input type="radio"/>	ST286Q03JA04 <input type="radio"/>
The teacher asked us to explain our reasoning when solving a mathematics problem.	ST286Q04JA01 <input type="radio"/>	ST286Q04JA02 <input type="radio"/>	ST286Q04JA03 <input type="radio"/>	ST286Q04JA04 <input type="radio"/>
The teacher asked us to defend our answer to a mathematics problem.	ST286Q05JA01 <input type="radio"/>	ST286Q05JA02 <input type="radio"/>	ST286Q05JA03 <input type="radio"/>	ST286Q05JA04 <input type="radio"/>
The teacher asked us to think about how new and old mathematics topics were related.	ST286Q06JA01 <input type="radio"/>	ST286Q06JA02 <input type="radio"/>	ST286Q06JA03 <input type="radio"/>	ST286Q06JA04 <input type="radio"/>
The teacher encouraged us to think about how to solve mathematics problems in different ways than demonstrated in class.	ST286Q07JA01 <input type="radio"/>	ST286Q07JA02 <input type="radio"/>	ST286Q07JA03 <input type="radio"/>	ST286Q07JA04 <input type="radio"/>
The teacher told us to keep trying even when we face difficulties with a mathematics task.	ST286Q08JA01 <input type="radio"/>	ST286Q08JA02 <input type="radio"/>	ST286Q08JA03 <input type="radio"/>	ST286Q08JA04 <input type="radio"/>
The teacher taught us to memorize rules and apply them to solve mathematics problems.	ST286Q09JA01 <input type="radio"/>	ST286Q09JA02 <input type="radio"/>	ST286Q09JA03 <input type="radio"/>	ST286Q09JA04 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>
The teacher asked us to think of problems from everyday life that could be solved with new mathematics knowledge we learned.	ST284Q01JA01 <input type="radio"/>	ST284Q01JA02 <input type="radio"/>	ST284Q01JA03 <input type="radio"/>	ST284Q01JA04 <input type="radio"/>
The teacher showed us how mathematics can be useful in our everyday lives.	ST284Q02JA01 <input type="radio"/>	ST284Q02JA02 <input type="radio"/>	ST284Q02JA03 <input type="radio"/>	ST284Q02JA04 <input type="radio"/>
The teacher encouraged us to "think mathematically".	ST284Q03JA01 <input type="radio"/>	ST284Q03JA02 <input type="radio"/>	ST284Q03JA03 <input type="radio"/>	ST284Q03JA04 <input type="radio"/>
The teacher taught us how to use mathematical logic when approaching new situations.	ST284Q04JA01 <input type="radio"/>	ST284Q04JA02 <input type="radio"/>	ST284Q04JA03 <input type="radio"/>	ST284Q04JA04 <input type="radio"/>
The teacher showed us how some problems that look difficult can be solved more easily by understanding how the number system is organized.	ST284Q05JA01 <input type="radio"/>	ST284Q05JA02 <input type="radio"/>	ST284Q05JA03 <input type="radio"/>	ST284Q05JA04 <input type="radio"/>
The teacher gave problems from everyday life involving numbers and asked us to make a decision about the situation.	ST284Q06JA01 <input type="radio"/>	ST284Q06JA02 <input type="radio"/>	ST284Q06JA03 <input type="radio"/>	ST284Q06JA04 <input type="radio"/>
The teacher asked us how different topics are connected to a bigger mathematical idea.	ST284Q07JA01 <input type="radio"/>	ST284Q07JA02 <input type="radio"/>	ST284Q07JA03 <input type="radio"/>	ST284Q07JA04 <input type="radio"/>
The teacher encouraged us to think about how a problem from everyday life could be solved using mathematics.	ST284Q08JA01 <input type="radio"/>	ST284Q08JA02 <input type="radio"/>	ST284Q08JA03 <input type="radio"/>	ST284Q08JA04 <input type="radio"/>
The teacher explained how different mathematical ideas connect to a larger context.	ST284Q09JA01 <input type="radio"/>	ST284Q09JA02 <input type="radio"/>	ST284Q09JA03 <input type="radio"/>	ST284Q09JA04 <input type="radio"/>

This school year, how often did your teacher do the following things in your mathematics lessons?

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>
The teacher pointed out mistakes in my mathematics work.	ST288Q01JA01 <input type="radio"/>	ST288Q01JA02 <input type="radio"/>	ST288Q01JA03 <input type="radio"/>	ST288Q01JA04 <input type="radio"/>
The teacher provided written feedback on my mathematics work.	ST288Q02JA01 <input type="radio"/>	ST288Q02JA02 <input type="radio"/>	ST288Q02JA03 <input type="radio"/>	ST288Q02JA04 <input type="radio"/>
The teacher provided specific suggestions to improve my mathematics work.	ST288Q03JA01 <input type="radio"/>	ST288Q03JA02 <input type="radio"/>	ST288Q03JA03 <input type="radio"/>	ST288Q03JA04 <input type="radio"/>
The teacher gave me a grade on my mathematics work.	ST288Q04JA01 <input type="radio"/>	ST288Q04JA02 <input type="radio"/>	ST288Q04JA03 <input type="radio"/>	ST288Q04JA04 <input type="radio"/>
The teacher told me which my weakest areas in mathematics are.	ST288Q05JA01 <input type="radio"/>	ST288Q05JA02 <input type="radio"/>	ST288Q05JA03 <input type="radio"/>	ST288Q05JA04 <input type="radio"/>
The teacher told me how I am performing in my mathematics course.	ST288Q06JA01 <input type="radio"/>	ST288Q06JA02 <input type="radio"/>	ST288Q06JA03 <input type="radio"/>	ST288Q06JA04 <input type="radio"/>
The teacher told me what my strengths in mathematics are.	ST288Q07JA01 <input type="radio"/>	ST288Q07JA02 <input type="radio"/>	ST288Q07JA03 <input type="radio"/>	ST288Q07JA04 <input type="radio"/>
The teacher told me in which areas of mathematics I have improved.	ST288Q08JA01 <input type="radio"/>	ST288Q08JA02 <input type="radio"/>	ST288Q08JA03 <input type="radio"/>	ST288Q08JA04 <input type="radio"/>
The teacher met me with one-on-one to discuss my learning goals in mathematics.	ST288Q09JA01 <input type="radio"/>	ST288Q09JA02 <input type="radio"/>	ST288Q09JA03 <input type="radio"/>	ST288Q09JA04 <input type="radio"/>

How often have you encountered the following types of mathematics tasks during your time at school?

(Please select one response in each row.)

	Frequently	Sometimes	Rarely	Never
Working out from a train schedule how long it would take to get from one place to another	ST275Q01WA01 <input type="radio"/>	ST275Q01WA02 <input type="radio"/>	ST275Q01WA03 <input type="radio"/>	ST275Q01WA04 <input type="radio"/>
Calculating how much more expensive a computer would be after adding tax	ST275Q02WA01 <input type="radio"/>	ST275Q02WA02 <input type="radio"/>	ST275Q02WA03 <input type="radio"/>	ST275Q02WA04 <input type="radio"/>
Calculating how many square metres of tiles you need to cover a floor	ST275Q03WA01 <input type="radio"/>	ST275Q03WA02 <input type="radio"/>	ST275Q03WA03 <input type="radio"/>	ST275Q03WA04 <input type="radio"/>
Understanding scientific tables presented in an article	ST275Q04WA01 <input type="radio"/>	ST275Q04WA02 <input type="radio"/>	ST275Q04WA03 <input type="radio"/>	ST275Q04WA04 <input type="radio"/>
Solving an equation like $6x^2+5 = 29$	ST275Q05WA01 <input type="radio"/>	ST275Q05WA02 <input type="radio"/>	ST275Q05WA03 <input type="radio"/>	ST275Q05WA04 <input type="radio"/>
Finding the actual distance between two places on a map with a 1:10,000 scale	ST275Q06WA01 <input type="radio"/>	ST275Q06WA02 <input type="radio"/>	ST275Q06WA03 <input type="radio"/>	ST275Q06WA04 <input type="radio"/>
Solving an equation like $2(x+3) = (x+3)(x-3)$	ST275Q07WA01 <input type="radio"/>	ST275Q07WA02 <input type="radio"/>	ST275Q07WA03 <input type="radio"/>	ST275Q07WA04 <input type="radio"/>
Calculating the power consumption of an electronic appliance per week	ST275Q08WA01 <input type="radio"/>	ST275Q08WA02 <input type="radio"/>	ST275Q08WA03 <input type="radio"/>	ST275Q08WA04 <input type="radio"/>
Solving an equation like $3x+5=17$	ST275Q09WA01 <input type="radio"/>	ST275Q09WA02 <input type="radio"/>	ST275Q09WA03 <input type="radio"/>	ST275Q09WA04 <input type="radio"/>

How often have you encountered the following types of mathematics tasks during your time at school?

(Please select one response in each row.)

	Frequently	Sometimes	Rarely	Never
Extracting mathematical information from diagrams, graphs, or simulations	ST276Q01JA01 <input type="radio"/>	ST276Q01JA02 <input type="radio"/>	ST276Q01JA03 <input type="radio"/>	ST276Q01JA04 <input type="radio"/>
Interpreting mathematical solutions in the context of a real-life challenge	ST276Q02JA01 <input type="radio"/>	ST276Q02JA02 <input type="radio"/>	ST276Q02JA03 <input type="radio"/>	ST276Q02JA04 <input type="radio"/>
Using the concept of statistical variation to make a decision	ST276Q03JA01 <input type="radio"/>	ST276Q03JA02 <input type="radio"/>	ST276Q03JA03 <input type="radio"/>	ST276Q03JA04 <input type="radio"/>
Identifying mathematical aspects of a real-world problem	ST276Q04JA01 <input type="radio"/>	ST276Q04JA02 <input type="radio"/>	ST276Q04JA03 <input type="radio"/>	ST276Q04JA04 <input type="radio"/>
Identifying constraints and assumptions behind mathematical modelling	ST276Q05JA01 <input type="radio"/>	ST276Q05JA02 <input type="radio"/>	ST276Q05JA03 <input type="radio"/>	ST276Q05JA04 <input type="radio"/>
Representing a situation mathematically using variables, symbols, or diagrams	ST276Q06JA01 <input type="radio"/>	ST276Q06JA02 <input type="radio"/>	ST276Q06JA03 <input type="radio"/>	ST276Q06JA04 <input type="radio"/>
Evaluating the significance of observed patterns in data	ST276Q07JA01 <input type="radio"/>	ST276Q07JA02 <input type="radio"/>	ST276Q07JA03 <input type="radio"/>	ST276Q07JA04 <input type="radio"/>
Coding/programming computers	ST276Q08JA01 <input type="radio"/>	ST276Q08JA02 <input type="radio"/>	ST276Q08JA03 <input type="radio"/>	ST276Q08JA04 <input type="radio"/>
Working with computer mathematics systems (e.g. spreadsheets, programming software, graphing calculators)	ST276Q09JA01 <input type="radio"/>	ST276Q09JA02 <input type="radio"/>	ST276Q09JA03 <input type="radio"/>	ST276Q09JA04 <input type="radio"/>
Calculating the properties of an irregularly shaped object	ST276Q10JA01 <input type="radio"/>	ST276Q10JA02 <input type="radio"/>	ST276Q10JA03 <input type="radio"/>	ST276Q10JA04 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST277 ELSE GOTO ^ST278

ST277

Some mathematics problems have only one clear solution and can be solved by simple calculations. Below are two examples of this type of mathematics problem. Please read the examples, but do not solve them.

Example 1

One egg weighs 78 g and a second egg weighs 110 g. By what percent is the second egg heavier than the first egg?

Example 2

A company produces 2,000 desktop computers and 6,000 laptop computers every day. On average, 5% of the desktop computers and 3% of the laptop computers are faulty. If a computer is chosen at random from the daily production, what is the probability that it will be faulty?

How often have you encountered this type of mathematics problem in the following settings?

(Please select one response in each row.)

	Frequently	Sometimes	Rarely	Never
In your mathematics lessons this school year	ST277Q01JA01 <input type="radio"/>	ST277Q01JA02 <input type="radio"/>	ST277Q01JA03 <input type="radio"/>	ST277Q01JA04 <input type="radio"/>
In your mathematics lessons in previous school years	ST277Q02JA01 <input type="radio"/>	ST277Q02JA02 <input type="radio"/>	ST277Q02JA03 <input type="radio"/>	ST277Q02JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken this school year	ST277Q03JA01 <input type="radio"/>	ST277Q03JA02 <input type="radio"/>	ST277Q03JA03 <input type="radio"/>	ST277Q03JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken in previous school years	ST277Q04JA01 <input type="radio"/>	ST277Q04JA02 <input type="radio"/>	ST277Q04JA03 <input type="radio"/>	ST277Q04JA04 <input type="radio"/>

ST279

Some mathematics problems may have different solutions depending on what assumptions are made. These problems require you to explain your reasoning. Below are two examples of this type of mathematics problem. Please read the examples, but do not solve them.

Example 1

Each day there is a 1 in 5 chance that a rare bird will come to the pond in town, where people can observe it. The town has announced that the bird was there yesterday, so you decide not to go to observe for the next 4 days. Is it a wise decision? Why or why not?

Example 2

Imagine a country that uses zeds as its currency. Store A sells books ranging from 4 zeds to 8 zeds. Store B sells books ranging from 3 zeds to 9 zeds. Store C sells book ranging from 5 zeds to 7 zeds. You want to buy different books and are not sure how much they cost. You only have time to go to one store. Which store would you pick, and why?

How often have you encountered this type of mathematics problem in the following settings?

(Please select one response in each row.)

	Frequently	Sometimes	Rarely	Never
In your mathematics lessons this school year	ST279Q01JA01 <input type="radio"/>	ST279Q01JA02 <input type="radio"/>	ST279Q01JA03 <input type="radio"/>	ST279Q01JA04 <input type="radio"/>
In your mathematics lessons in previous school years	ST279Q02JA01 <input type="radio"/>	ST279Q02JA02 <input type="radio"/>	ST279Q02JA03 <input type="radio"/>	ST279Q02JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken this school year	ST279Q03JA01 <input type="radio"/>	ST279Q03JA02 <input type="radio"/>	ST279Q03JA03 <input type="radio"/>	ST279Q03JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken in previous school years	ST279Q04JA01 <input type="radio"/>	ST279Q04JA02 <input type="radio"/>	ST279Q04JA03 <input type="radio"/>	ST279Q04JA04 <input type="radio"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST290 ELSE GOTO ^ST290

ST278

Some mathematics problems have only one clear solution and can be solved by simple calculations. Below are two examples of this type of mathematics problem. Please read the examples, but do not solve them.

Example 1

One egg weighs 78 g and a second egg weighs 110 g. By what percent is the second egg heavier than the first egg?

Example 2

A company produces 2,000 desktop computers and 6,000 laptop computers every day. On average, 5% of the desktop computers and 3% of the laptop computers are faulty. If a computer is chosen at random from the daily production, what is the probability that it will be faulty?

How many times have you encountered this type of mathematics problem in the following settings?

(Please select one response in each row.)

	Never	Once or twice	Three or four times	Five or more times
In your mathematics lessons this school year	ST278Q01JA01 <input type="radio"/>	ST278Q01JA02 <input type="radio"/>	ST278Q01JA03 <input type="radio"/>	ST278Q01JA04 <input type="radio"/>
In your mathematics lessons in previous school years	ST278Q02JA01 <input type="radio"/>	ST278Q02JA02 <input type="radio"/>	ST278Q02JA03 <input type="radio"/>	ST278Q02JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken this year	ST278Q03JA01 <input type="radio"/>	ST278Q03JA02 <input type="radio"/>	ST278Q03JA03 <input type="radio"/>	ST278Q03JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken in previous school years	ST278Q04JA01 <input type="radio"/>	ST278Q04JA02 <input type="radio"/>	ST278Q04JA03 <input type="radio"/>	ST278Q04JA04 <input type="radio"/>

ST280

Some mathematics problems may have different solutions depending on what assumptions are made. These problems require you to explain your reasoning. Below are two examples of this type of mathematics problem. Please read the examples, but do not solve them.

Example 1

Each day there is a 1 in 5 chance that a rare bird will come to the pond in town, where people can observe it. The town has announced that the bird was there yesterday, so you decide not to go to observe for the next 4 days. Is it a wise decision? Why or why not?

Example 2

Imagine a country that uses zeds as its currency. Store A sells books ranging from 4 zeds to 8 zeds. Store B sells books ranging from 3 zeds to 9 zeds. Store C sells book ranging from 5 zeds to 7 zeds. You want to buy different books and are not sure how much they cost. You only have time to go to one store. Which store would you pick, and why?

How many times have you encountered this type of mathematics problem in the following settings?

(Please select one response in each row.)

	Never	Once or twice	Three or four times	Five or more times
In your mathematics lessons this school year	ST280Q01JA01 <input type="radio"/>	ST280Q01JA02 <input type="radio"/>	ST280Q01JA03 <input type="radio"/>	ST280Q01JA04 <input type="radio"/>
In your mathematics lessons in previous school years	ST280Q02JA01 <input type="radio"/>	ST280Q02JA02 <input type="radio"/>	ST280Q02JA03 <input type="radio"/>	ST280Q02JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken this school year	ST280Q03JA01 <input type="radio"/>	ST280Q03JA02 <input type="radio"/>	ST280Q03JA03 <input type="radio"/>	ST280Q03JA04 <input type="radio"/>
In the mathematics tests or quizzes you have taken in previous school years	ST280Q04JA01 <input type="radio"/>	ST280Q04JA02 <input type="radio"/>	ST280Q04JA03 <input type="radio"/>	ST280Q04JA04 <input type="radio"/>

How confident do you feel about having to do the following mathematics tasks?

(Please select one response in each row.)

	Not at all confident	Not very confident	Confident	Very confident
Working out from a train schedule how long it would take to get from one place to another	ST290Q01WA01 <input type="radio"/>	1ST290Q01WA02 <input type="radio"/>	2ST290Q01WA03 <input type="radio"/>	3ST290Q01WA04 <input type="radio"/>
Calculating how much more expensive a computer would be after adding tax	ST290Q02WA01 <input type="radio"/>	1ST290Q02WA02 <input type="radio"/>	2ST290Q02WA03 <input type="radio"/>	3ST290Q02WA04 <input type="radio"/>
Calculating how many square metres of tiles you need to cover a floor	ST290Q03WA01 <input type="radio"/>	1ST290Q03WA02 <input type="radio"/>	2ST290Q03WA03 <input type="radio"/>	3ST290Q03WA04 <input type="radio"/>
Understanding scientific tables presented in an article	ST290Q04WA01 <input type="radio"/>	1ST290Q04WA02 <input type="radio"/>	2ST290Q04WA03 <input type="radio"/>	3ST290Q04WA04 <input type="radio"/>
Solving an equation like $6x^2+5=29$	ST290Q05WA01 <input type="radio"/>	1ST290Q05WA02 <input type="radio"/>	2ST290Q05WA03 <input type="radio"/>	3ST290Q05WA04 <input type="radio"/>
Finding the actual distance between two places on a map with a 1:10,000 scale	ST290Q06WA01 <input type="radio"/>	1ST290Q06WA02 <input type="radio"/>	2ST290Q06WA03 <input type="radio"/>	3ST290Q06WA04 <input type="radio"/>
Solving an equation like $2(x+3) = (x+3)(x-3)$	ST290Q07WA01 <input type="radio"/>	1ST290Q07WA02 <input type="radio"/>	2ST290Q07WA03 <input type="radio"/>	3ST290Q07WA04 <input type="radio"/>
Calculating the power consumption of an electronic appliance per week	ST290Q08WA01 <input type="radio"/>	1ST290Q08WA02 <input type="radio"/>	2ST290Q08WA03 <input type="radio"/>	3ST290Q08WA04 <input type="radio"/>
Solving an equation like $3x+5=17$	ST290Q09WA01 <input type="radio"/>	1ST290Q09WA02 <input type="radio"/>	2ST290Q09WA03 <input type="radio"/>	3ST290Q09WA04 <input type="radio"/>

How confident do you feel about having to do the following mathematics tasks?

(Please select one response in each row.)

	Not at all confident	Not very confident	Confident	Very confident
Extracting mathematical information from diagrams, graphs, or simulations	ST291Q01JA01 <input type="radio"/>	ST291Q01JA02 <input type="radio"/>	ST291Q01JA03 <input type="radio"/>	ST291Q01JA04 <input type="radio"/>
Interpreting mathematical solutions in the context of a real-life challenge	ST291Q02JA01 <input type="radio"/>	ST291Q02JA02 <input type="radio"/>	ST291Q02JA03 <input type="radio"/>	ST291Q02JA04 <input type="radio"/>
Using the concept of statistical variation to make a decision	ST291Q03JA01 <input type="radio"/>	ST291Q03JA02 <input type="radio"/>	ST291Q03JA03 <input type="radio"/>	ST291Q03JA04 <input type="radio"/>
Identifying mathematical aspects of a real-world problem	ST291Q04JA01 <input type="radio"/>	ST291Q04JA02 <input type="radio"/>	ST291Q04JA03 <input type="radio"/>	ST291Q04JA04 <input type="radio"/>
Identifying constraints and assumptions behind mathematical modelling	ST291Q05JA01 <input type="radio"/>	ST291Q05JA02 <input type="radio"/>	ST291Q05JA03 <input type="radio"/>	ST291Q05JA04 <input type="radio"/>
Representing a situation mathematically using variables, symbols, or diagrams	ST291Q06JA01 <input type="radio"/>	ST291Q06JA02 <input type="radio"/>	ST291Q06JA03 <input type="radio"/>	ST291Q06JA04 <input type="radio"/>
Evaluating the significance of observed patterns in data	ST291Q07JA01 <input type="radio"/>	ST291Q07JA02 <input type="radio"/>	ST291Q07JA03 <input type="radio"/>	ST291Q07JA04 <input type="radio"/>
Coding/programming computers	ST291Q08JA01 <input type="radio"/>	ST291Q08JA02 <input type="radio"/>	ST291Q08JA03 <input type="radio"/>	ST291Q08JA04 <input type="radio"/>
Working with computer mathematics systems (e.g. spreadsheets, programming software, graphing calculators)	ST291Q09JA01 <input type="radio"/>	ST291Q09JA02 <input type="radio"/>	ST291Q09JA03 <input type="radio"/>	ST291Q09JA04 <input type="radio"/>
Calculating the properties of an irregularly shaped object	ST291Q10JA01 <input type="radio"/>	ST291Q10JA02 <input type="radio"/>	ST291Q10JA03 <input type="radio"/>	ST291Q10JA04 <input type="radio"/>

Thinking about mathematical concepts: how familiar are you with the following terms?

(Please select one response in each row.)

	Never heard of it	Heard of it once or twice	Heard of it a few times	Heard of it often	Know it well, understand the concept
Divisor	ST289Q01WA01 <input type="radio"/>	ST289Q01WA02 <input type="radio"/>	ST289Q01WA03 <input type="radio"/>	ST289Q01WA04 <input type="radio"/>	ST289Q01WA05 <input type="radio"/>
Area of a circle	ST289Q02JA01 <input type="radio"/>	ST289Q02JA02 <input type="radio"/>	ST289Q02JA03 <input type="radio"/>	ST289Q02JA04 <input type="radio"/>	ST289Q02JA05 <input type="radio"/>
Subjunctive scaling	ST289Q03WA01 <input type="radio"/>	ST289Q03WA02 <input type="radio"/>	ST289Q03WA03 <input type="radio"/>	ST289Q03WA04 <input type="radio"/>	ST289Q03WA05 <input type="radio"/>
Congruent figures	ST289Q04JA01 <input type="radio"/>	ST289Q04JA02 <input type="radio"/>	ST289Q04JA03 <input type="radio"/>	ST289Q04JA04 <input type="radio"/>	ST289Q04JA05 <input type="radio"/>
Linear equation	ST289Q05WA01 <input type="radio"/>	ST289Q05WA02 <input type="radio"/>	ST289Q05WA03 <input type="radio"/>	ST289Q05WA04 <input type="radio"/>	ST289Q05WA05 <input type="radio"/>
Pythagorean theorem	ST289Q06JA01 <input type="radio"/>	ST289Q06JA02 <input type="radio"/>	ST289Q06JA03 <input type="radio"/>	ST289Q06JA04 <input type="radio"/>	ST289Q06JA05 <input type="radio"/>
Linear inequalities	ST289Q07JA01 <input type="radio"/>	ST289Q07JA02 <input type="radio"/>	ST289Q07JA03 <input type="radio"/>	ST289Q07JA04 <input type="radio"/>	ST289Q07JA05 <input type="radio"/>
Complex number	ST289Q08WA01 <input type="radio"/>	ST289Q08WA02 <input type="radio"/>	ST289Q08WA03 <input type="radio"/>	ST289Q08WA04 <input type="radio"/>	ST289Q08WA05 <input type="radio"/>
Exponential function	ST289Q09WA01 <input type="radio"/>	ST289Q09WA02 <input type="radio"/>	ST289Q09WA03 <input type="radio"/>	ST289Q09WA04 <input type="radio"/>	ST289Q09WA05 <input type="radio"/>
Probability	ST289Q10WA01 <input type="radio"/>	ST289Q10WA02 <input type="radio"/>	ST289Q10WA03 <input type="radio"/>	ST289Q10WA04 <input type="radio"/>	ST289Q10WA05 <input type="radio"/>
Declarative fraction	ST289Q11WA01 <input type="radio"/>	ST289Q11WA02 <input type="radio"/>	ST289Q11WA03 <input type="radio"/>	ST289Q11WA04 <input type="radio"/>	ST289Q11WA05 <input type="radio"/>
Radicals	ST289Q12WA01 <input type="radio"/>	ST289Q12WA02 <input type="radio"/>	ST289Q12WA03 <input type="radio"/>	ST289Q12WA04 <input type="radio"/>	ST289Q12WA05 <input type="radio"/>
Non-linear models	ST289Q13JA01 <input type="radio"/>	ST289Q13JA02 <input type="radio"/>	ST289Q13JA03 <input type="radio"/>	ST289Q13JA04 <input type="radio"/>	ST289Q13JA05 <input type="radio"/>
Three-dimensional geometry	ST289Q14JA01 <input type="radio"/>	ST289Q14JA02 <input type="radio"/>	ST289Q14JA03 <input type="radio"/>	ST289Q14JA04 <input type="radio"/>	ST289Q14JA05 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I often worry that it will be difficult for me in mathematics classes.	ST292Q01JA01 <input type="radio"/>	ST292Q01JA02 <input type="radio"/>	ST292Q01JA03 <input type="radio"/>	ST292Q01JA04 <input type="radio"/>
I get very tense when I have to do mathematics homework.	ST292Q02JA01 <input type="radio"/>	ST292Q02JA02 <input type="radio"/>	ST292Q02JA03 <input type="radio"/>	ST292Q02JA04 <input type="radio"/>
I get very nervous doing mathematics problems.	ST292Q03JA01 <input type="radio"/>	ST292Q03JA02 <input type="radio"/>	ST292Q03JA03 <input type="radio"/>	ST292Q03JA04 <input type="radio"/>
I feel helpless when doing a mathematics problem.	ST292Q04JA01 <input type="radio"/>	ST292Q04JA02 <input type="radio"/>	ST292Q04JA03 <input type="radio"/>	ST292Q04JA04 <input type="radio"/>
I worry that I will get poor grades in mathematics.	ST292Q05JA01 <input type="radio"/>	ST292Q05JA02 <input type="radio"/>	ST292Q05JA03 <input type="radio"/>	ST292Q05JA04 <input type="radio"/>
I feel anxious about failing in mathematics.	ST292Q06JA01 <input type="radio"/>	ST292Q06JA02 <input type="radio"/>	ST292Q06JA03 <input type="radio"/>	ST292Q06JA04 <input type="radio"/>

This school year, how often did you do each of the following?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>All or almost all of the time</i>
I actively participated in group discussions during mathematics class.	ST293Q01JA01 <input type="radio"/>	ST293Q01JA02 <input type="radio"/>	ST293Q01JA03 <input type="radio"/>	ST293Q01JA04 <input type="radio"/>	ST293Q01JA05 <input type="radio"/>
I paid attention when my mathematics teacher was speaking.	ST293Q02JA01 <input type="radio"/>	ST293Q02JA02 <input type="radio"/>	ST293Q02JA03 <input type="radio"/>	ST293Q02JA04 <input type="radio"/>	ST293Q02JA05 <input type="radio"/>
I put effort into my assignments for mathematics class.	ST293Q03JA01 <input type="radio"/>	ST293Q03JA02 <input type="radio"/>	ST293Q03JA03 <input type="radio"/>	ST293Q03JA04 <input type="radio"/>	ST293Q03JA05 <input type="radio"/>
I gave up when I did not understand the mathematics material that was being taught.	ST293Q04JA01 <input type="radio"/>	ST293Q04JA02 <input type="radio"/>	ST293Q04JA03 <input type="radio"/>	ST293Q04JA04 <input type="radio"/>	ST293Q04JA05 <input type="radio"/>
I made time to learn the material for mathematics class.	ST293Q05JA01 <input type="radio"/>	ST293Q05JA02 <input type="radio"/>	ST293Q05JA03 <input type="radio"/>	ST293Q05JA04 <input type="radio"/>	ST293Q05JA05 <input type="radio"/>
I asked questions when I did not understand the mathematics material that was being taught.	ST293Q06JA01 <input type="radio"/>	ST293Q06JA02 <input type="radio"/>	ST293Q06JA03 <input type="radio"/>	ST293Q06JA04 <input type="radio"/>	ST293Q06JA05 <input type="radio"/>
I lost interest during mathematics lessons.	ST293Q07JA01 <input type="radio"/>	ST293Q07JA02 <input type="radio"/>	ST293Q07JA03 <input type="radio"/>	ST293Q07JA04 <input type="radio"/>	ST293Q07JA05 <input type="radio"/>
I tried to connect new material to what I have learned in previous mathematics lessons.	ST293Q08JA01 <input type="radio"/>	ST293Q08JA02 <input type="radio"/>	ST293Q08JA03 <input type="radio"/>	ST293Q08JA04 <input type="radio"/>	ST293Q08JA05 <input type="radio"/>
I started my work on mathematics assignments right away.	ST293Q09JA01 <input type="radio"/>	ST293Q09JA02 <input type="radio"/>	ST293Q09JA03 <input type="radio"/>	ST293Q09JA04 <input type="radio"/>	ST293Q09JA05 <input type="radio"/>

This school year, how often have you felt the following ways during your mathematics lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>All or almost all of the time</i>
Anxious	ST271Q01JA01 <input type="radio"/>	ST271Q01JA02 <input type="radio"/>	ST271Q01JA03 <input type="radio"/>	ST271Q01JA04 <input type="radio"/>	ST271Q01JA05 <input type="radio"/>
Confident	ST271Q02JA01 <input type="radio"/>	ST271Q02JA02 <input type="radio"/>	ST271Q02JA03 <input type="radio"/>	ST271Q02JA04 <input type="radio"/>	ST271Q02JA05 <input type="radio"/>
Bored	ST271Q03JA01 <input type="radio"/>	ST271Q03JA02 <input type="radio"/>	ST271Q03JA03 <input type="radio"/>	ST271Q03JA04 <input type="radio"/>	ST271Q03JA05 <input type="radio"/>
Excited	ST271Q04JA01 <input type="radio"/>	ST271Q04JA02 <input type="radio"/>	ST271Q04JA03 <input type="radio"/>	ST271Q04JA04 <input type="radio"/>	ST271Q04JA05 <input type="radio"/>
Tired	ST271Q05JA01 <input type="radio"/>	ST271Q05JA02 <input type="radio"/>	ST271Q05JA03 <input type="radio"/>	ST271Q05JA04 <input type="radio"/>	ST271Q05JA05 <input type="radio"/>
Motivated	ST271Q06JA01 <input type="radio"/>	ST271Q06JA02 <input type="radio"/>	ST271Q06JA03 <input type="radio"/>	ST271Q06JA04 <input type="radio"/>	ST271Q06JA05 <input type="radio"/>
Upset	ST271Q07JA01 <input type="radio"/>	ST271Q07JA02 <input type="radio"/>	ST271Q07JA03 <input type="radio"/>	ST271Q07JA04 <input type="radio"/>	ST271Q07JA05 <input type="radio"/>
Interested	ST271Q08JA01 <input type="radio"/>	ST271Q08JA02 <input type="radio"/>	ST271Q08JA03 <input type="radio"/>	ST271Q08JA04 <input type="radio"/>	ST271Q08JA05 <input type="radio"/>
Angry	ST271Q09JA01 <input type="radio"/>	ST271Q09JA02 <input type="radio"/>	ST271Q09JA03 <input type="radio"/>	ST271Q09JA04 <input type="radio"/>	ST271Q09JA05 <input type="radio"/>
Happy	ST271Q10JA01 <input type="radio"/>	ST271Q10JA02 <input type="radio"/>	ST271Q10JA03 <input type="radio"/>	ST271Q10JA04 <input type="radio"/>	ST271Q10JA05 <input type="radio"/>

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>
Mathematics is one of my favourite subjects.	ST268Q01JA01 <input type="radio"/>	ST268Q01JA02 <input type="radio"/>	ST268Q01JA03 <input type="radio"/>	ST268Q01JA04 <input type="radio"/>
English/Language Arts is one of my favourite subjects.	ST268Q02JA01 <input type="radio"/>	ST268Q02JA02 <input type="radio"/>	ST268Q02JA03 <input type="radio"/>	ST268Q02JA04 <input type="radio"/>
Science is one of my favourite subjects.	ST268Q03JA01 <input type="radio"/>	ST268Q03JA02 <input type="radio"/>	ST268Q03JA03 <input type="radio"/>	ST268Q03JA04 <input type="radio"/>
Mathematics is easy for me.	ST268Q04JA01 <input type="radio"/>	ST268Q04JA02 <input type="radio"/>	ST268Q04JA03 <input type="radio"/>	ST268Q04JA04 <input type="radio"/>
English is easy for me.	ST268Q05JA01 <input type="radio"/>	ST268Q05JA02 <input type="radio"/>	ST268Q05JA03 <input type="radio"/>	ST268Q05JA04 <input type="radio"/>
Science is easy for me.	ST268Q06JA01 <input type="radio"/>	ST268Q06JA02 <input type="radio"/>	ST268Q06JA03 <input type="radio"/>	ST268Q06JA04 <input type="radio"/>
I want to do well in my mathematics class.	ST268Q07JA01 <input type="radio"/>	ST268Q07JA02 <input type="radio"/>	ST268Q07JA03 <input type="radio"/>	ST268Q07JA04 <input type="radio"/>
I want to do well in my English/Language Arts class.	ST268Q08JA01 <input type="radio"/>	ST268Q08JA02 <input type="radio"/>	ST268Q08JA03 <input type="radio"/>	ST268Q08JA04 <input type="radio"/>
I want to do well in my science class.	ST268Q09JA01 <input type="radio"/>	ST268Q09JA02 <input type="radio"/>	ST268Q09JA03 <input type="radio"/>	ST268Q09JA04 <input type="radio"/>

Branching rule

Rule: IF (^STRANDOM01 <.75) THEN GOTO ^ST263 ELSE GOTO ^ST264

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>
With enough effort everyone can increase their intelligence.	ST263Q01JA01 <input type="radio"/>	ST263Q01JA02 <input type="radio"/>	ST263Q01JA03 <input type="radio"/>	ST263Q01JA04 <input type="radio"/>
Your intelligence is something about you that you cannot change very much.	ST263Q02JA01 <input type="radio"/>	ST263Q02JA02 <input type="radio"/>	ST263Q02JA03 <input type="radio"/>	ST263Q02JA04 <input type="radio"/>
With enough effort everyone can get good grades in mathematics.	ST263Q03JA01 <input type="radio"/>	ST263Q03JA02 <input type="radio"/>	ST263Q03JA03 <input type="radio"/>	ST263Q03JA04 <input type="radio"/>
Some people are just not good at mathematics, no matter how hard they study.	ST263Q04JA01 <input type="radio"/>	ST263Q04JA02 <input type="radio"/>	ST263Q04JA03 <input type="radio"/>	ST263Q04JA04 <input type="radio"/>
With enough effort everyone can get good grades in English/Language Arts.	ST263Q05JA01 <input type="radio"/>	ST263Q05JA02 <input type="radio"/>	ST263Q05JA03 <input type="radio"/>	ST263Q05JA04 <input type="radio"/>
Some people are just not good in English, no matter how hard they study.	ST263Q06JA01 <input type="radio"/>	ST263Q06JA02 <input type="radio"/>	ST263Q06JA03 <input type="radio"/>	ST263Q06JA04 <input type="radio"/>

Branching rule

Rule: IF (1=1) THEN GOTO ^ST296 ELSE GOTO ^ST296

How much do you think each of the following can be changed?

(Please select one response from 1 to 10, in each row.)

	Cannot be changed at all	2	3	4	5	6	7	8	9	Can be changed completely
	1									10
A person's intelligence	ST264Q01JA01 <input type="radio"/>	ST264Q01JA02 <input type="radio"/>	ST264Q01JA03 <input type="radio"/>	ST264Q01JA04 <input type="radio"/>	ST264Q01JA05 <input type="radio"/>	ST264Q01JA06 <input type="radio"/>	ST264Q01JA07 <input type="radio"/>	ST264Q01JA08 <input type="radio"/>	ST264Q01JA09 <input type="radio"/>	ST264Q01JA10 <input type="radio"/>
A person's mathematics skills	ST264Q02JA01 <input type="radio"/>	ST264Q02JA02 <input type="radio"/>	ST264Q02JA03 <input type="radio"/>	ST264Q02JA04 <input type="radio"/>	ST264Q02JA05 <input type="radio"/>	ST264Q02JA06 <input type="radio"/>	ST264Q02JA07 <input type="radio"/>	ST264Q02JA08 <input type="radio"/>	ST264Q02JA09 <input type="radio"/>	ST264Q02JA10 <input type="radio"/>
A person's English skills	ST264Q03JA01 <input type="radio"/>	ST264Q03JA02 <input type="radio"/>	ST264Q03JA03 <input type="radio"/>	ST264Q03JA04 <input type="radio"/>	ST264Q03JA05 <input type="radio"/>	ST264Q03JA06 <input type="radio"/>	ST264Q03JA07 <input type="radio"/>	ST264Q03JA08 <input type="radio"/>	ST264Q03JA09 <input type="radio"/>	ST264Q03JA10 <input type="radio"/>
A person's creativity	ST264Q04JA01 <input type="radio"/>	ST264Q04JA02 <input type="radio"/>	ST264Q04JA03 <input type="radio"/>	ST264Q04JA04 <input type="radio"/>	ST264Q04JA05 <input type="radio"/>	ST264Q04JA06 <input type="radio"/>	ST264Q04JA07 <input type="radio"/>	ST264Q04JA08 <input type="radio"/>	ST264Q04JA09 <input type="radio"/>	ST264Q04JA10 <input type="radio"/>
A person's social skills	ST264Q05JA01 <input type="radio"/>	ST264Q05JA02 <input type="radio"/>	ST264Q05JA03 <input type="radio"/>	ST264Q05JA04 <input type="radio"/>	ST264Q05JA05 <input type="radio"/>	ST264Q05JA06 <input type="radio"/>	ST264Q05JA07 <input type="radio"/>	ST264Q05JA08 <input type="radio"/>	ST264Q05JA09 <input type="radio"/>	ST264Q05JA10 <input type="radio"/>
A person's self-confidence	ST264Q06JA01 <input type="radio"/>	ST264Q06JA02 <input type="radio"/>	ST264Q06JA03 <input type="radio"/>	ST264Q06JA04 <input type="radio"/>	ST264Q06JA05 <input type="radio"/>	ST264Q06JA06 <input type="radio"/>	ST264Q06JA07 <input type="radio"/>	ST264Q06JA08 <input type="radio"/>	ST264Q06JA09 <input type="radio"/>	ST264Q06JA10 <input type="radio"/>

In a typical school week, approximately how much time do you spend on homework in the following subjects?

(Please select one response in each row.)

	<i>Up to 30 minutes a day</i>	<i>More than 30 minutes and up to 1 hour a day</i>	<i>More than 1 hour and up to 2 hours a day</i>	<i>More than 2 hours and up to 3 hours a day</i>	<i>More than 3 hours and up to 4 hours a day</i>	<i>More than 4 hours a day</i>
Mathematics homework	ST296Q01JA01 <input type="radio"/>	ST296Q01JA02 <input type="radio"/>	ST296Q01JA03 <input type="radio"/>	ST296Q01JA04 <input type="radio"/>	ST296Q01JA05 <input type="radio"/>	ST296Q01JA06 <input type="radio"/>
English/Language Arts homework	ST296Q02JA01 <input type="radio"/>	ST296Q02JA02 <input type="radio"/>	ST296Q02JA03 <input type="radio"/>	ST296Q02JA04 <input type="radio"/>	ST296Q02JA05 <input type="radio"/>	ST296Q02JA06 <input type="radio"/>
Science homework	ST296Q03JA01 <input type="radio"/>	ST296Q03JA02 <input type="radio"/>	ST296Q03JA03 <input type="radio"/>	ST296Q03JA04 <input type="radio"/>	ST296Q03JA05 <input type="radio"/>	ST296Q03JA06 <input type="radio"/>
Total time for all homework in all subjects, including subjects not listed above	ST296Q04JA01 <input type="radio"/>	ST296Q04JA02 <input type="radio"/>	ST296Q04JA03 <input type="radio"/>	ST296Q04JA04 <input type="radio"/>	ST296Q04JA05 <input type="radio"/>	ST296Q04JA06 <input type="radio"/>

How often do you use digital resources (e.g., computer, tablet, software programs, websites) for the following in your mathematics lessons or when completing homework?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Does not apply</i>
I use digital resources for simple calculations.	ST274Q01JA01 <input type="radio"/>	ST274Q01JA02 <input type="radio"/>	ST274Q01JA03 <input type="radio"/>	ST274Q01JA04 <input type="radio"/>	ST274Q01JA05 <input type="radio"/>	ST274Q01JA06 <input type="radio"/>
I use digital resources to solve equations.	ST274Q02JA01 <input type="radio"/>	ST274Q02JA02 <input type="radio"/>	ST274Q02JA03 <input type="radio"/>	ST274Q02JA04 <input type="radio"/>	ST274Q02JA05 <input type="radio"/>	ST274Q02JA06 <input type="radio"/>
I use digital resources for simulations and modeling, or virtual laboratories.	ST274Q03JA01 <input type="radio"/>	ST274Q03JA02 <input type="radio"/>	ST274Q03JA03 <input type="radio"/>	ST274Q03JA04 <input type="radio"/>	ST274Q03JA05 <input type="radio"/>	ST274Q03JA06 <input type="radio"/>
I use digital resources for coding or algorithm activities.	ST274Q04JA01 <input type="radio"/>	ST274Q04JA02 <input type="radio"/>	ST274Q04JA03 <input type="radio"/>	ST274Q04JA04 <input type="radio"/>	ST274Q04JA05 <input type="radio"/>	ST274Q04JA06 <input type="radio"/>

This school year, which types of additional mathematics instruction or lessons do you participate in?

(Please select all that apply.)

One-on-one tutoring with a person	ST297Q01JA01 <input type="checkbox"/>
Internet tutoring with a person (e.g., via Skype or similar software)	ST297Q02JA01 <input type="checkbox"/>
Internet or computer tutoring with a program or application	ST297Q03JA01 <input type="checkbox"/>
Live group instruction	ST297Q04JA01 <input type="checkbox"/>
Video-recorded instruction by a person	ST297Q05JA01 <input type="checkbox"/>
Small group study or practice (2 to 7 students)	ST297Q06JA01 <input type="checkbox"/>
Large group study or practice (8 or more students)	ST297Q07JA01 <input type="checkbox"/>
Other additional mathematics instruction	ST297Q08JA01 <input type="checkbox"/>
I do not participate in additional mathematics instruction or lessons	ST297Q09JA01 <input type="checkbox"/>

Branching rule

```
Rule:      IF ((^ST297Q01JA01 = 1) OR (^ST297Q02JA01 = 1) OR (^ST297Q03JA01 = 1) OR (^ST297Q04JA01 = 1)
OR (^ST297Q05JA01 = 1) OR (^ST297Q06JA01 = 1) OR (^ST297Q07JA01 = 1) OR (^ST297Q08JA01 = 1)) THEN
GOTO ^ST298 ELSE GOTO ^ST325
```

Why do you participate in additional mathematics instruction or lessons in this school year?

(Please select one response in each row.)

	Yes	No
I want to learn more.	ST298Q01NA01 <input type="radio"/>	ST298Q01NA02 <input type="radio"/>
I want to prepare for exams.	ST298Q02NA01 <input type="radio"/>	ST298Q02NA02 <input type="radio"/>
My teachers recommend it.	ST298Q03NA01 <input type="radio"/>	ST298Q03NA02 <input type="radio"/>
My parents recommend it.	ST298Q04NA01 <input type="radio"/>	ST298Q04NA02 <input type="radio"/>
I want to improve my grades.	ST298Q05NA01 <input type="radio"/>	ST298Q05NA02 <input type="radio"/>
I need help understanding the class material.	ST298Q06NA01 <input type="radio"/>	ST298Q06NA02 <input type="radio"/>
It is necessary for a job that I would like to have in the future.	ST298Q07NA01 <input type="radio"/>	ST298Q07NA02 <input type="radio"/>

Have you studied any of the following topics during the additional mathematics instruction or lessons this school year?

(Please select one response in each row.)

	Yes	No
Multiplication and division	ST299Q01JA01 <input type="radio"/>	ST299Q01JA02 <input type="radio"/>
Non-linear functions	ST299Q02JA01 <input type="radio"/>	ST299Q02JA02 <input type="radio"/>
Percentages and decimals	ST299Q03JA01 <input type="radio"/>	ST299Q03JA02 <input type="radio"/>
Congruent figures	ST299Q04JA01 <input type="radio"/>	ST299Q04JA02 <input type="radio"/>
Proportionality problems	ST299Q05JA01 <input type="radio"/>	ST299Q05JA02 <input type="radio"/>
Linear inequalities	ST299Q06JA01 <input type="radio"/>	ST299Q06JA02 <input type="radio"/>
Three-dimensional geometry	ST299Q07JA01 <input type="radio"/>	ST299Q07JA02 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
My mathematics teacher encourages me to pursue a career involving mathematics skills after finishing high school.	ST325Q01JA01 <input type="radio"/>	ST325Q01JA02 <input type="radio"/>	ST325Q01JA03 <input type="radio"/>	ST325Q01JA04 <input type="radio"/>
My family encourages me to pursue a career involving mathematics skills after finishing high school.	ST325Q02JA01 <input type="radio"/>	ST325Q02JA02 <input type="radio"/>	ST325Q02JA03 <input type="radio"/>	ST325Q02JA04 <input type="radio"/>
I would like to pursue a career involving mathematics skills after finishing high school.	ST325Q03JA01 <input type="radio"/>	ST325Q03JA02 <input type="radio"/>	ST325Q03JA03 <input type="radio"/>	ST325Q03JA04 <input type="radio"/>

ST331

Imagine a 10-point scale that represents how much effort you invest in something.

The highest value (10) marks a situation where you tried your very best and put as much effort as possible to do well.

The lowest value (1) marks a situation where you did not try hard at all and put the lowest possible effort to do well.

Now think about the effort you put into completing the PISA test and questionnaire.

(Please select one response in each row.)

	1	2	3	4	5	6	7	8	9	10
How much effort did you put into doing well on the <u>PISA test</u> ?	ST331Q01 <input type="radio"/>	5A031Q01 <input type="radio"/>	5A021Q01 <input type="radio"/>	5A031Q01 <input type="radio"/>	5A041Q01 <input type="radio"/>	5A051Q01 <input type="radio"/>	5A061Q01 <input type="radio"/>	5A071Q01 <input type="radio"/>	5A081Q01 <input type="radio"/>	5A091Q01 <input type="radio"/>
How much effort would you have invested if your results from the PISA test were going to be counted in your grades?	ST331Q02 <input type="radio"/>	5A031Q02 <input type="radio"/>	5A021Q02 <input type="radio"/>	5A031Q02 <input type="radio"/>	5A041Q02 <input type="radio"/>	5A051Q02 <input type="radio"/>	5A061Q02 <input type="radio"/>	5A071Q02 <input type="radio"/>	5A081Q02 <input type="radio"/>	5A091Q02 <input type="radio"/>
Now think about the <u>PISA questionnaire</u> you just answered. How much effort did you put into giving accurate answers?	ST331Q03 <input type="radio"/>	5A031Q03 <input type="radio"/>	5A021Q03 <input type="radio"/>	5A031Q03 <input type="radio"/>	5A041Q03 <input type="radio"/>	5A051Q03 <input type="radio"/>	5A061Q03 <input type="radio"/>	5A071Q03 <input type="radio"/>	5A081Q03 <input type="radio"/>	5A091Q03 <input type="radio"/>

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

PISA 2021 Field Test
Financial Literacy Questionnaire

FLIntro1

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.

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

(Please select one response in each row.)

	Yes	No
At school, in a subject or course specifically about managing your money	FL150Q01TA01 <input type="radio"/>	FL150Q01TA02 <input type="radio"/>
At school as part of another subject or course	FL150Q02TA01 <input type="radio"/>	FL150Q02TA02 <input type="radio"/>
In an activity outside school	FL150Q03TA01 <input type="radio"/>	FL150Q03TA02 <input type="radio"/>

Thinking about school lessons in the last 12 months, have you heard of, or learnt 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 learnt in school.

(Please select one response in each row.)

	Never heard of it	Heard of it, but I don't recall the meaning	Learnt about it, and I know what it means
Interest payment	FL164Q01HA01 <input type="radio"/>	FL164Q01HA02 <input type="radio"/>	FL164Q01HA03 <input type="radio"/>
Compound interest	FL164Q02HA01 <input type="radio"/>	FL164Q02HA02 <input type="radio"/>	FL164Q02HA03 <input type="radio"/>
Exchange rate	FL164Q03HA01 <input type="radio"/>	FL164Q03HA02 <input type="radio"/>	FL164Q03HA03 <input type="radio"/>
Depreciation	FL164Q04HA01 <input type="radio"/>	FL164Q04HA02 <input type="radio"/>	FL164Q04HA03 <input type="radio"/>
Shares/stocks	FL164Q05HA01 <input type="radio"/>	FL164Q05HA02 <input type="radio"/>	FL164Q05HA03 <input type="radio"/>
Return on investment	FL164Q06HA01 <input type="radio"/>	FL164Q06HA02 <input type="radio"/>	FL164Q06HA03 <input type="radio"/>
Dividend	FL164Q07HA01 <input type="radio"/>	FL164Q07HA02 <input type="radio"/>	FL164Q07HA03 <input type="radio"/>
Diversification	FL164Q08HA01 <input type="radio"/>	FL164Q08HA02 <input type="radio"/>	FL164Q08HA03 <input type="radio"/>
Debit card	FL164Q09HA01 <input type="radio"/>	FL164Q09HA02 <input type="radio"/>	FL164Q09HA03 <input type="radio"/>
Bank loan	FL164Q10HA01 <input type="radio"/>	FL164Q10HA02 <input type="radio"/>	FL164Q10HA03 <input type="radio"/>
Pension plan	FL164Q11HA01 <input type="radio"/>	FL164Q11HA02 <input type="radio"/>	FL164Q11HA03 <input type="radio"/>
Budget	FL164Q12HA01 <input type="radio"/>	FL164Q12HA02 <input type="radio"/>	FL164Q12HA03 <input type="radio"/>
Wage	FL164Q13HA01 <input type="radio"/>	FL164Q13HA02 <input type="radio"/>	FL164Q13HA03 <input type="radio"/>
Entrepreneur	FL164Q14HA01 <input type="radio"/>	FL164Q14HA02 <input type="radio"/>	FL164Q14HA03 <input type="radio"/>
Central bank	FL164Q15HA01 <input type="radio"/>	FL164Q15HA02 <input type="radio"/>	FL164Q15HA03 <input type="radio"/>
Income tax	FL164Q16HA01 <input type="radio"/>	FL164Q16HA02 <input type="radio"/>	FL164Q16HA03 <input type="radio"/>
Credit default swap	FL164Q17HA01 <input type="radio"/>	FL164Q17HA02 <input type="radio"/>	FL164Q17HA03 <input type="radio"/>
Call option	FL164Q18HA01 <input type="radio"/>	FL164Q18HA02 <input type="radio"/>	FL164Q18HA03 <input type="radio"/>

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>
Describing the purpose and uses of money	FL166Q01HA01 <input type="radio"/>	FL166Q01HA02 <input type="radio"/>	FL166Q01HA03 <input type="radio"/>
Exploring the difference between spending money on needs and wants	FL166Q02HA01 <input type="radio"/>	FL166Q02HA02 <input type="radio"/>	FL166Q02HA03 <input type="radio"/>
Exploring ways of planning to pay an expense	FL166Q03HA01 <input type="radio"/>	FL166Q03HA02 <input type="radio"/>	FL166Q03HA03 <input type="radio"/>
Discussing the rights of consumers when dealing with financial institutions	FL166Q05HA01 <input type="radio"/>	FL166Q05HA02 <input type="radio"/>	FL166Q05HA03 <input type="radio"/>
Discussing the ways in which money invested in the stock market changes value over time	FL166Q06HA01 <input type="radio"/>	FL166Q06HA02 <input type="radio"/>	FL166Q06HA03 <input type="radio"/>
Analyzing advertisements to understand how they encourage people to buy things	FL166Q07HA01 <input type="radio"/>	FL166Q07HA02 <input type="radio"/>	FL166Q07HA03 <input type="radio"/>

FL174

The previous question asked about money-related tasks or activities that you may have encountered in a school lesson in the last 12 months. The next question is about when you encountered these topics.

Have you encountered these tasks during the following classes or activities?

(Please select one response in each row.)

	Yes	No	I don't know.	I haven't had this class in the last 12 months.
During your mathematics class	FL174Q01JA01 <input type="radio"/>	FL174Q01JA02 <input type="radio"/>	FL174Q01JA03 <input type="radio"/>	FL174Q01JA04 <input type="radio"/>
During classes about social sciences (e.g. history, economics)	FL174Q02JA01 <input type="radio"/>	FL174Q02JA02 <input type="radio"/>	FL174Q02JA03 <input type="radio"/>	FL174Q02JA04 <input type="radio"/>
During classes about citizenship (e.g., government, politics, civics)	FL174Q03JA01 <input type="radio"/>	FL174Q03JA02 <input type="radio"/>	FL174Q03JA03 <input type="radio"/>	FL174Q03JA04 <input type="radio"/>
During classes about accounting or business	FL174Q04JA01 <input type="radio"/>	FL174Q04JA02 <input type="radio"/>	FL174Q04JA03 <input type="radio"/>	FL174Q04JA04 <input type="radio"/>
During another class	FL174Q05JA01 <input type="radio"/>	FL174Q05JA02 <input type="radio"/>	FL174Q05JA03 <input type="radio"/>	FL174Q05JA04 <input type="radio"/>
During a one-off lesson or activity in school time from a guest instructor or speaker (not one of your teachers)	FL174Q06JA01 <input type="radio"/>	FL174Q06JA02 <input type="radio"/>	FL174Q06JA03 <input type="radio"/>	FL174Q06JA04 <input type="radio"/>
During an extra-curricular activity outside of school time	FL174Q07JA01 <input type="radio"/>	FL174Q07JA02 <input type="radio"/>	FL174Q07JA03 <input type="radio"/>	FL174Q07JA04 <input type="radio"/>

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>
Your spending decisions	FL167Q01HA01 <input type="radio"/>	FL167Q01HA02 <input type="radio"/>	FL167Q01HA03 <input type="radio"/>	FL167Q01HA04 <input type="radio"/>
Your savings decisions	FL167Q02HA01 <input type="radio"/>	FL167Q02HA02 <input type="radio"/>	FL167Q02HA03 <input type="radio"/>	FL167Q02HA04 <input type="radio"/>
How to use your allowance or pocket money	FL167Q06JA01 <input type="radio"/>	FL167Q06JA02 <input type="radio"/>	FL167Q06JA03 <input type="radio"/>	FL167Q06JA04 <input type="radio"/>
The family budget	FL167Q03HA01 <input type="radio"/>	FL167Q03HA02 <input type="radio"/>	FL167Q03HA03 <input type="radio"/>	FL167Q03HA04 <input type="radio"/>
Money for things you want to buy	FL167Q04HA01 <input type="radio"/>	FL167Q04HA02 <input type="radio"/>	FL167Q04HA03 <input type="radio"/>	FL167Q04HA04 <input type="radio"/>
News related to economics or finance	FL167Q05HA01 <input type="radio"/>	FL167Q05HA02 <input type="radio"/>	FL167Q05HA03 <input type="radio"/>	FL167Q05HA04 <input type="radio"/>
Shopping online	FL167Q07JA01 <input type="radio"/>	FL167Q07JA02 <input type="radio"/>	FL167Q07JA03 <input type="radio"/>	FL167Q07JA04 <input type="radio"/>

Thinking of the last 12 months, how often did you get money from any of these sources?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
An allowance or pocket money for doing chores at home	FL170Q01JA01 <input type="radio"/>	FL170Q01JA02 <input type="radio"/>	FL170Q01JA03 <input type="radio"/>	FL170Q01JA04 <input type="radio"/>	FL170Q01JA05 <input type="radio"/>
An allowance or pocket money, without having to do any chores	FL170Q02JA01 <input type="radio"/>	FL170Q02JA02 <input type="radio"/>	FL170Q02JA03 <input type="radio"/>	FL170Q02JA04 <input type="radio"/>	FL170Q02JA05 <input type="radio"/>
Working a paid job outside school hours (e.g. a holiday job, part-time work)	FL170Q03JA01 <input type="radio"/>	FL170Q03JA02 <input type="radio"/>	FL170Q03JA03 <input type="radio"/>	FL170Q03JA04 <input type="radio"/>	FL170Q03JA05 <input type="radio"/>
Working in a family business	FL170Q04JA01 <input type="radio"/>	FL170Q04JA02 <input type="radio"/>	FL170Q04JA03 <input type="radio"/>	FL170Q04JA04 <input type="radio"/>	FL170Q04JA05 <input type="radio"/>
Occasional or informal jobs (e.g. baby-sitting or lawnmowing)	FL170Q05JA01 <input type="radio"/>	FL170Q05JA02 <input type="radio"/>	FL170Q05JA03 <input type="radio"/>	FL170Q05JA04 <input type="radio"/>	FL170Q05JA05 <input type="radio"/>
Gifts from friends or relatives	FL170Q06JA01 <input type="radio"/>	FL170Q06JA02 <input type="radio"/>	FL170Q06JA03 <input type="radio"/>	FL170Q06JA04 <input type="radio"/>	FL170Q06JA05 <input type="radio"/>
Selling things (e.g. at local markets, on eBay, or on Facebook Marketplace)	FL170Q07JA01 <input type="radio"/>	FL170Q07JA02 <input type="radio"/>	FL170Q07JA03 <input type="radio"/>	FL170Q07JA04 <input type="radio"/>	FL170Q07JA05 <input type="radio"/>

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>
I can decide independently what to spend my money on.	FL159Q01HA01 <input type="radio"/>	FL159Q01HA02 <input type="radio"/>	FL159Q01HA03 <input type="radio"/>	FL159Q01HA04 <input type="radio"/>
I can spend small amounts of my money independently, but for larger amounts I need to ask my parents or guardians for permission.	FL159Q02HA01 <input type="radio"/>	FL159Q02HA02 <input type="radio"/>	FL159Q02HA03 <input type="radio"/>	FL159Q02HA04 <input type="radio"/>
I need to ask my parents or guardians for permission before I spend any money on my own.	FL159Q03HA01 <input type="radio"/>	FL159Q03HA02 <input type="radio"/>	FL159Q03HA03 <input type="radio"/>	FL159Q03HA04 <input type="radio"/>
I am responsible for my own money matters (e.g. for preventing theft).	FL159Q04HA01 <input type="radio"/>	FL159Q04HA02 <input type="radio"/>	FL159Q04HA03 <input type="radio"/>	FL159Q04HA04 <input type="radio"/>

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>
Compare prices in different shops	FL160Q01HA01 <input type="radio"/>	FL160Q01HA02 <input type="radio"/>	FL160Q01HA03 <input type="radio"/>	FL160Q01HA04 <input type="radio"/>
Compare prices between a shop and an online shop	FL160Q02HA01 <input type="radio"/>	FL160Q02HA02 <input type="radio"/>	FL160Q02HA03 <input type="radio"/>	FL160Q02HA04 <input type="radio"/>
Buy the product without comparing prices	FL160Q03HA01 <input type="radio"/>	FL160Q03HA02 <input type="radio"/>	FL160Q03HA03 <input type="radio"/>	FL160Q03HA04 <input type="radio"/>
Wait until the product gets cheaper before buying it	FL160Q04HA01 <input type="radio"/>	FL160Q04HA02 <input type="radio"/>	FL160Q04HA03 <input type="radio"/>	FL160Q04HA04 <input type="radio"/>

Do you have any of the following things?

(Please select one response in each row.)

	Yes	No	I don't know what it is
An account with a bank or credit union	FL161Q01HA01 <input type="radio"/>	FL161Q01HA02 <input type="radio"/>	FL161Q01HA03 <input type="radio"/>
A payment card/debit card	FL161Q02HA01 <input type="radio"/>	FL161Q02HA02 <input type="radio"/>	FL161Q02HA03 <input type="radio"/>
A mobile app to access your account	FL161Q03HA01 <input type="radio"/>	FL161Q03HA02 <input type="radio"/>	FL161Q03HA03 <input type="radio"/>

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>
Making a money transfer (e.g. paying a bill)	FL162Q01HA01 <input type="radio"/>	FL162Q01HA02 <input type="radio"/>	FL162Q01HA03 <input type="radio"/>	FL162Q01HA04 <input type="radio"/>
Filling in forms at the bank	FL162Q02HA01 <input type="radio"/>	FL162Q02HA02 <input type="radio"/>	FL162Q02HA03 <input type="radio"/>	FL162Q02HA04 <input type="radio"/>
Understanding bank statements	FL162Q03HA01 <input type="radio"/>	FL162Q03HA02 <input type="radio"/>	FL162Q03HA03 <input type="radio"/>	FL162Q03HA04 <input type="radio"/>
Understanding a sales contract	FL162Q04HA01 <input type="radio"/>	FL162Q04HA02 <input type="radio"/>	FL162Q04HA03 <input type="radio"/>	FL162Q04HA04 <input type="radio"/>
Keeping track of my account balance	FL162Q05HA01 <input type="radio"/>	FL162Q05HA02 <input type="radio"/>	FL162Q05HA03 <input type="radio"/>	FL162Q05HA04 <input type="radio"/>
Planning my spending with consideration of my current financial situation	FL162Q06HA01 <input type="radio"/>	FL162Q06HA02 <input type="radio"/>	FL162Q06HA03 <input type="radio"/>	FL162Q06HA04 <input type="radio"/>

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>
Transferring money	FL163Q01HA01 <input type="radio"/>	FL163Q01HA02 <input type="radio"/>	FL163Q01HA03 <input type="radio"/>	FL163Q01HA04 <input type="radio"/>
Keeping track of my balance	FL163Q02HA01 <input type="radio"/>	FL163Q02HA02 <input type="radio"/>	FL163Q02HA03 <input type="radio"/>	FL163Q02HA04 <input type="radio"/>
Paying with a debit card instead of using cash	FL163Q03HA01 <input type="radio"/>	FL163Q03HA02 <input type="radio"/>	FL163Q03HA03 <input type="radio"/>	FL163Q03HA04 <input type="radio"/>
Paying with a mobile device (e.g., cell phone or tablet) instead of using cash	FL163Q04HA01 <input type="radio"/>	FL163Q04HA02 <input type="radio"/>	FL163Q04HA03 <input type="radio"/>	FL163Q04HA04 <input type="radio"/>
Ensuring the safety of sensitive information when making an electronic payment or using online banking	FL163Q05HA01 <input type="radio"/>	FL163Q05HA02 <input type="radio"/>	FL163Q05HA03 <input type="radio"/>	FL163Q05HA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
Checked that you were given the right change when you bought something with cash	FL171Q01JA01 <input type="radio"/>	FL171Q01JA02 <input type="radio"/>	FL171Q01JA03 <input type="radio"/>	FL171Q01JA04 <input type="radio"/>	FL171Q01JA05 <input type="radio"/>
Felt that you did not have enough money for something you wanted to buy	FL171Q02JA01 <input type="radio"/>	FL171Q02JA02 <input type="radio"/>	FL171Q02JA03 <input type="radio"/>	FL171Q02JA04 <input type="radio"/>	FL171Q02JA05 <input type="radio"/>
Bought something online (alone or with a family member)	FL171Q03JA01 <input type="radio"/>	FL171Q03JA02 <input type="radio"/>	FL171Q03JA03 <input type="radio"/>	FL171Q03JA04 <input type="radio"/>	FL171Q03JA05 <input type="radio"/>
Made a payment using a smartphone (e.g. with a mobile payment app like Apple Pay or Google Pay)	FL171Q04JA01 <input type="radio"/>	FL171Q04JA02 <input type="radio"/>	FL171Q04JA03 <input type="radio"/>	FL171Q04JA04 <input type="radio"/>	FL171Q04JA05 <input type="radio"/>
Made a payment using a bank card (e.g. debit card)	FL171Q05JA01 <input type="radio"/>	FL171Q05JA02 <input type="radio"/>	FL171Q05JA03 <input type="radio"/>	FL171Q05JA04 <input type="radio"/>	FL171Q05JA05 <input type="radio"/>
Made a payment using a non-bank card (e.g., a prepaid card to pay for school meals or transportation)	FL171Q06JA01 <input type="radio"/>	FL171Q06JA02 <input type="radio"/>	FL171Q06JA03 <input type="radio"/>	FL171Q06JA04 <input type="radio"/>	FL171Q06JA05 <input type="radio"/>
Bought something that cost more money than you intended to spend	FL171Q07JA01 <input type="radio"/>	FL171Q07JA02 <input type="radio"/>	FL171Q07JA03 <input type="radio"/>	FL171Q07JA04 <input type="radio"/>	FL171Q07JA05 <input type="radio"/>
Checked how much money you have	FL171Q08JA01 <input type="radio"/>	FL171Q08JA02 <input type="radio"/>	FL171Q08JA03 <input type="radio"/>	FL171Q08JA04 <input type="radio"/>	FL171Q08JA05 <input type="radio"/>
Bought something because your friends have it	FL171Q09JA01 <input type="radio"/>	FL171Q09JA02 <input type="radio"/>	FL171Q09JA03 <input type="radio"/>	FL171Q09JA04 <input type="radio"/>	FL171Q09JA05 <input type="radio"/>
Sent money to other people with a smartphone (e.g. through Venmo)	FL171Q10JA01 <input type="radio"/>	FL171Q10JA02 <input type="radio"/>	FL171Q10JA03 <input type="radio"/>	FL171Q10JA04 <input type="radio"/>	FL171Q10JA05 <input type="radio"/>
Saved money in an account at a bank or credit union	FL171Q11JA01 <input type="radio"/>	FL171Q11JA02 <input type="radio"/>	FL171Q11JA03 <input type="radio"/>	FL171Q11JA04 <input type="radio"/>	FL171Q11JA05 <input type="radio"/>
Saved money at home	FL171Q12JA01 <input type="radio"/>	FL171Q12JA02 <input type="radio"/>	FL171Q12JA03 <input type="radio"/>	FL171Q12JA04 <input type="radio"/>	FL171Q12JA05 <input type="radio"/>
Paid to download or use a mobile app	FL171Q13JA01 <input type="radio"/>	FL171Q13JA02 <input type="radio"/>	FL171Q13JA03 <input type="radio"/>	FL171Q13JA04 <input type="radio"/>	FL171Q13JA05 <input type="radio"/>

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>
I enjoy talking about money matters.	FL169Q01HA01 <input type="radio"/>	FL169Q01HA02 <input type="radio"/>	FL169Q01HA03 <input type="radio"/>	FL169Q01HA04 <input type="radio"/>
I know how to manage my money.	FL169Q05JA01 <input type="radio"/>	FL169Q05JA02 <input type="radio"/>	FL169Q05JA03 <input type="radio"/>	FL169Q05JA04 <input type="radio"/>
Young people should make their own decisions about how to spend their money.	FL169Q02HA01 <input type="radio"/>	FL169Q02HA02 <input type="radio"/>	FL169Q02HA03 <input type="radio"/>	FL169Q02HA04 <input type="radio"/>
I buy things according to how I feel at the moment.	FL169Q06JA01 <input type="radio"/>	FL169Q06JA02 <input type="radio"/>	FL169Q06JA03 <input type="radio"/>	FL169Q06JA04 <input type="radio"/>
Saving is something I do only if I have money left over.	FL169Q07JA01 <input type="radio"/>	FL169Q07JA02 <input type="radio"/>	FL169Q07JA03 <input type="radio"/>	FL169Q07JA04 <input type="radio"/>
Money matters are not relevant for me right now.	FL169Q03HA01 <input type="radio"/>	FL169Q03HA02 <input type="radio"/>	FL169Q03HA03 <input type="radio"/>	FL169Q03HA04 <input type="radio"/>
I would like to run my own business in the future.	FL169Q04HA01 <input type="radio"/>	FL169Q04HA02 <input type="radio"/>	FL169Q04HA03 <input type="radio"/>	FL169Q04HA04 <input type="radio"/>
I am able to work effectively towards long-term goals.	FL169Q08JA01 <input type="radio"/>	FL169Q08JA02 <input type="radio"/>	FL169Q08JA03 <input type="radio"/>	FL169Q08JA04 <input type="radio"/>
Pleasure and fun sometimes keep me from getting work done.	FL169Q09JA01 <input type="radio"/>	FL169Q09JA02 <input type="radio"/>	FL169Q09JA03 <input type="radio"/>	FL169Q09JA04 <input type="radio"/>
I make savings goals for certain things I want to buy or to do.	FL169Q10JA01 <input type="radio"/>	FL169Q10JA02 <input type="radio"/>	FL169Q10JA03 <input type="radio"/>	FL169Q10JA04 <input type="radio"/>
It is easier to monitor my spending when I pay by cash than when I pay with a bank card.	FL169Q11JA01 <input type="radio"/>	FL169Q11JA02 <input type="radio"/>	FL169Q11JA03 <input type="radio"/>	FL169Q11JA04 <input type="radio"/>
It is harder to know how much I spent when I pay by cash than when I pay online.	FL169Q12JA01 <input type="radio"/>	FL169Q12JA02 <input type="radio"/>	FL169Q12JA03 <input type="radio"/>	FL169Q12JA04 <input type="radio"/>

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
My friends have a strong influence on my spending decisions.	FL172Q01JA01 <input type="radio"/>	FL172Q01JA02 <input type="radio"/>	FL172Q01JA03 <input type="radio"/>	FL172Q01JA04 <input type="radio"/>
I am comfortable telling my friends when I cannot afford to buy something.	FL172Q02JA01 <input type="radio"/>	FL172Q02JA02 <input type="radio"/>	FL172Q02JA03 <input type="radio"/>	FL172Q02JA04 <input type="radio"/>
I want to keep up with my friends' life style.	FL172Q03JA01 <input type="radio"/>	FL172Q03JA02 <input type="radio"/>	FL172Q03JA03 <input type="radio"/>	FL172Q03JA04 <input type="radio"/>
My friends think that keeping an eye on spending is boring.	FL172Q04JA01 <input type="radio"/>	FL172Q04JA02 <input type="radio"/>	FL172Q04JA03 <input type="radio"/>	FL172Q04JA04 <input type="radio"/>
Sometimes I spend more than I would like when I am with my friends.	FL172Q05JA01 <input type="radio"/>	FL172Q05JA02 <input type="radio"/>	FL172Q05JA03 <input type="radio"/>	FL172Q05JA04 <input type="radio"/>
I often buy what my friends recommend.	FL172Q06JA01 <input type="radio"/>	FL172Q06JA02 <input type="radio"/>	FL172Q06JA03 <input type="radio"/>	FL172Q06JA04 <input type="radio"/>

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

PISA 2021 Field Test
ICT Questionnaire

ICIntro1

The following questions will ask you about digital resources that you may use, both inside and outside of school. Digital resources refer here to:

- digital devices or "hardware" (e.g., computers, tablets, smartphones, 3D printers)
- software (e.g., programs, apps, communication tools, educational learning tools); and
- online resources (e.g., websites, web portals)

Please think of all these when answering the questions on the following screens.

This school year, how often did you use the following digital resources at school?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Several times a day</i>	<i>This resource is not available to me at school</i>
Desktop or laptop computer	IC170Q01JA01 <input type="radio"/>	IC170Q01JA02 <input type="radio"/>	IC170Q01JA03 <input type="radio"/>	IC170Q01JA04 <input type="radio"/>	IC170Q01JA05 <input type="radio"/>	IC170Q01JA06 <input type="radio"/>
Smartphone (i.e. cell phone with Internet access)	IC170Q02JA01 <input type="radio"/>	IC170Q02JA02 <input type="radio"/>	IC170Q02JA03 <input type="radio"/>	IC170Q02JA04 <input type="radio"/>	IC170Q02JA05 <input type="radio"/>	IC170Q02JA06 <input type="radio"/>
Tablet device (e.g. iPad, Galaxy Book, Surface) or e-book reader (e.g. Amazon Kindle)	IC170Q03JA01 <input type="radio"/>	IC170Q03JA02 <input type="radio"/>	IC170Q03JA03 <input type="radio"/>	IC170Q03JA04 <input type="radio"/>	IC170Q03JA05 <input type="radio"/>	IC170Q03JA06 <input type="radio"/>
Internet access (except on smartphones)	IC170Q04JA01 <input type="radio"/>	IC170Q04JA02 <input type="radio"/>	IC170Q04JA03 <input type="radio"/>	IC170Q04JA04 <input type="radio"/>	IC170Q04JA05 <input type="radio"/>	IC170Q04JA06 <input type="radio"/>
School portal (to consult class schedule, absences, etc.)	IC170Q05JA01 <input type="radio"/>	IC170Q05JA02 <input type="radio"/>	IC170Q05JA03 <input type="radio"/>	IC170Q05JA04 <input type="radio"/>	IC170Q05JA05 <input type="radio"/>	IC170Q05JA06 <input type="radio"/>
Educational software, games or apps, other learning tools (e.g. Khan Academy, CK-12, Mathalicious)	IC170Q06JA01 <input type="radio"/>	IC170Q06JA02 <input type="radio"/>	IC170Q06JA03 <input type="radio"/>	IC170Q06JA04 <input type="radio"/>	IC170Q06JA05 <input type="radio"/>	IC170Q06JA06 <input type="radio"/>
A learning management system or school learning platform (e.g. Edmodo, Moodle, Google Classroom, Canvas)	IC170Q07JA01 <input type="radio"/>	IC170Q07JA02 <input type="radio"/>	IC170Q07JA03 <input type="radio"/>	IC170Q07JA04 <input type="radio"/>	IC170Q07JA05 <input type="radio"/>	IC170Q07JA06 <input type="radio"/>

This school year, how often did you use the following digital resources outside of school (e.g., at home or where you usually access digital resources)?

(Please select one response in each row.)

	Never or almost never	About once or twice a month	About once or twice a week	Every day or almost every day	Several times a day	This resource is not available to me outside of school
Desktop or laptop computer	IC171Q01JA01 <input type="radio"/>	IC171Q01JA02 <input type="radio"/>	IC171Q01JA03 <input type="radio"/>	IC171Q01JA04 <input type="radio"/>	IC171Q01JA05 <input type="radio"/>	IC171Q01JA06 <input type="radio"/>
Smartphone (i.e. cell phone with Internet access)	IC171Q02JA01 <input type="radio"/>	IC171Q02JA02 <input type="radio"/>	IC171Q02JA03 <input type="radio"/>	IC171Q02JA04 <input type="radio"/>	IC171Q02JA05 <input type="radio"/>	IC171Q02JA06 <input type="radio"/>
Tablet device (e.g. iPad, Galaxy Book, Surface) or e-book reader (e.g. Amazon Kindle)	IC171Q03JA01 <input type="radio"/>	IC171Q03JA02 <input type="radio"/>	IC171Q03JA03 <input type="radio"/>	IC171Q03JA04 <input type="radio"/>	IC171Q03JA05 <input type="radio"/>	IC171Q03JA06 <input type="radio"/>
Internet access (except on smartphones)	IC171Q04JA01 <input type="radio"/>	IC171Q04JA02 <input type="radio"/>	IC171Q04JA03 <input type="radio"/>	IC171Q04JA04 <input type="radio"/>	IC171Q04JA05 <input type="radio"/>	IC171Q04JA06 <input type="radio"/>
Educational software, games or apps, other learning tools (e.g. Khan Academy, CK-12, or Mathalicious online support)	IC171Q05JA01 <input type="radio"/>	IC171Q05JA02 <input type="radio"/>	IC171Q05JA03 <input type="radio"/>	IC171Q05JA04 <input type="radio"/>	IC171Q05JA05 <input type="radio"/>	IC171Q05JA06 <input type="radio"/>
Video or online games (e.g. used with game consoles such as a PlayStation 4® or Nintendo Wii®, online gaming platforms such as Steam® or gaming apps such as Angry Birds®)	IC171Q06JA01 <input type="radio"/>	IC171Q06JA02 <input type="radio"/>	IC171Q06JA03 <input type="radio"/>	IC171Q06JA04 <input type="radio"/>	IC171Q06JA05 <input type="radio"/>	IC171Q06JA06 <input type="radio"/>

IC172

The following question is about the availability, accessibility and quality of digital resources at your school.

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

(Please think of different kinds of digital resources such as desktop computers, laptops, smartphones and tablet devices as well as educational software and other digital learning tools.)

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
There are enough digital resources for every student at my school.	IC172Q01JA01 <input type="radio"/>	IC172Q01JA02 <input type="radio"/>	IC172Q01JA03 <input type="radio"/>	IC172Q01JA04 <input type="radio"/>
There are enough digital devices with access to the Internet at my school.	IC172Q02JA01 <input type="radio"/>	IC172Q02JA02 <input type="radio"/>	IC172Q02JA03 <input type="radio"/>	IC172Q02JA04 <input type="radio"/>
The school's Internet speed is sufficient.	IC172Q03JA01 <input type="radio"/>	IC172Q03JA02 <input type="radio"/>	IC172Q03JA03 <input type="radio"/>	IC172Q03JA04 <input type="radio"/>
Digital devices function properly at my school.	IC172Q04JA01 <input type="radio"/>	IC172Q04JA02 <input type="radio"/>	IC172Q04JA03 <input type="radio"/>	IC172Q04JA04 <input type="radio"/>
Digital resources are easily accessible within the classroom.	IC172Q05JA01 <input type="radio"/>	IC172Q05JA02 <input type="radio"/>	IC172Q05JA03 <input type="radio"/>	IC172Q05JA04 <input type="radio"/>
Digital learning resources available at my school make learning interesting.	IC172Q06JA01 <input type="radio"/>	IC172Q06JA02 <input type="radio"/>	IC172Q06JA03 <input type="radio"/>	IC172Q06JA04 <input type="radio"/>
The school provides sufficient technical support to help students in their use of digital resources.	IC172Q07JA01 <input type="radio"/>	IC172Q07JA02 <input type="radio"/>	IC172Q07JA03 <input type="radio"/>	IC172Q07JA04 <input type="radio"/>
Teachers at my school have the necessary skills to use digital devices during instruction.	IC172Q08JA01 <input type="radio"/>	IC172Q08JA02 <input type="radio"/>	IC172Q08JA03 <input type="radio"/>	IC172Q08JA04 <input type="radio"/>
Teachers at my school are willing to use digital resources for teaching.	IC172Q09JA01 <input type="radio"/>	IC172Q09JA02 <input type="radio"/>	IC172Q09JA03 <input type="radio"/>	IC172Q09JA04 <input type="radio"/>

How often do you use digital resources in the following classroom lessons?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>In less than half of the lessons</i>	<i>In about half of the lessons</i>	<i>In more than half of the lessons</i>	<i>In every or almost every lesson</i>	<i>I do not have this subject</i>
English/Language Arts	IC173Q01JA01 <input type="radio"/>	IC173Q01JA02 <input type="radio"/>	IC173Q01JA03 <input type="radio"/>	IC173Q01JA04 <input type="radio"/>	IC173Q01JA05 <input type="radio"/>	IC173Q01JA06 <input type="radio"/>
Mathematics	IC173Q02JA01 <input type="radio"/>	IC173Q02JA02 <input type="radio"/>	IC173Q02JA03 <input type="radio"/>	IC173Q02JA04 <input type="radio"/>	IC173Q02JA05 <input type="radio"/>	IC173Q02JA06 <input type="radio"/>
Science	IC173Q03JA01 <input type="radio"/>	IC173Q03JA02 <input type="radio"/>	IC173Q03JA03 <input type="radio"/>	IC173Q03JA04 <input type="radio"/>	IC173Q03JA05 <input type="radio"/>	IC173Q03JA06 <input type="radio"/>
Computer science, information technology	IC173Q04JA01 <input type="radio"/>	IC173Q04JA02 <input type="radio"/>	IC173Q04JA03 <input type="radio"/>	IC173Q04JA04 <input type="radio"/>	IC173Q04JA05 <input type="radio"/>	IC173Q04JA06 <input type="radio"/>

IC174

The following statements are about the use of digital resources for school related activities in general (i.e. during lessons or when completing homework).

This school year, how often did you use digital resources to conduct the following activities?

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
Create a multi-media presentation with pictures, sound or video	IC174Q01JA01 <input type="radio"/>	IC174Q01JA02 <input type="radio"/>	IC174Q01JA03 <input type="radio"/>	IC174Q01JA04 <input type="radio"/>	IC174Q01JA05 <input type="radio"/>
Write or edit text for a school assignment (e.g. using Google Docs, Microsoft Word)	IC174Q02JA01 <input type="radio"/>	IC174Q02JA02 <input type="radio"/>	IC174Q02JA03 <input type="radio"/>	IC174Q02JA04 <input type="radio"/>	IC174Q02JA05 <input type="radio"/>
Find information online about real-world problems or phenomena (e.g. climate change, natural disasters, political elections).	IC174Q03JA01 <input type="radio"/>	IC174Q03JA02 <input type="radio"/>	IC174Q03JA03 <input type="radio"/>	IC174Q03JA04 <input type="radio"/>	IC174Q03JA05 <input type="radio"/>
Collect and record data (e.g. using data loggers, Microsoft® Access™, Google® Forms, spreadsheets)	IC174Q04JA01 <input type="radio"/>	IC174Q04JA02 <input type="radio"/>	IC174Q04JA03 <input type="radio"/>	IC174Q04JA04 <input type="radio"/>	IC174Q04JA05 <input type="radio"/>
Analyze data that you have collected yourself (e.g. using Microsoft Excel)	IC174Q05JA01 <input type="radio"/>	IC174Q05JA02 <input type="radio"/>	IC174Q05JA03 <input type="radio"/>	IC174Q05JA04 <input type="radio"/>	IC174Q05JA05 <input type="radio"/>
Report or share your results from your own experiments or investigations	IC174Q06JA01 <input type="radio"/>	IC174Q06JA02 <input type="radio"/>	IC174Q06JA03 <input type="radio"/>	IC174Q06JA04 <input type="radio"/>	IC174Q06JA05 <input type="radio"/>
Plan and manage work or projects (e.g. dividing tasks, managing deadlines)	IC174Q07JA01 <input type="radio"/>	IC174Q07JA02 <input type="radio"/>	IC174Q07JA03 <input type="radio"/>	IC174Q07JA04 <input type="radio"/>	IC174Q07JA05 <input type="radio"/>
Track the progress of your own work projects	IC174Q08JA01 <input type="radio"/>	IC174Q08JA02 <input type="radio"/>	IC174Q08JA03 <input type="radio"/>	IC174Q08JA04 <input type="radio"/>	IC174Q08JA05 <input type="radio"/>
Collaborate with other students to create digital content (e.g. presentation, etc.)	IC174Q09JA01 <input type="radio"/>	IC174Q09JA02 <input type="radio"/>	IC174Q09JA03 <input type="radio"/>	IC174Q09JA04 <input type="radio"/>	IC174Q09JA05 <input type="radio"/>
Play digital learning games (e.g. Kahoot, Duolingo)	IC174Q10JA01 <input type="radio"/>	IC174Q10JA02 <input type="radio"/>	IC174Q10JA03 <input type="radio"/>	IC174Q10JA04 <input type="radio"/>	IC174Q10JA05 <input type="radio"/>

IC175

The following statements are about the use of digital resources for school related activities in general (i.e. during lessons or when completing homework).

This school year, how often did you use digital resources for the following activities?

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
Read or listen to feedback sent by my teachers regarding my work and academic results	IC175Q01JA01 <input type="radio"/>	IC175Q01JA02 <input type="radio"/>	IC175Q01JA03 <input type="radio"/>	IC175Q01JA04 <input type="radio"/>	IC175Q01JA05 <input type="radio"/>
Read or listen to feedback sent by other students on my work	IC175Q02JA01 <input type="radio"/>	IC175Q02JA02 <input type="radio"/>	IC175Q02JA03 <input type="radio"/>	IC175Q02JA04 <input type="radio"/>	IC175Q02JA05 <input type="radio"/>
Read or listen to feedback automatically selected for me by an educational software or app	IC175Q03JA01 <input type="radio"/>	IC175Q03JA02 <input type="radio"/>	IC175Q03JA03 <input type="radio"/>	IC175Q03JA04 <input type="radio"/>	IC175Q03JA05 <input type="radio"/>
Revise my work based on feedback received digitally	IC175Q04JA01 <input type="radio"/>	IC175Q04JA02 <input type="radio"/>	IC175Q04JA03 <input type="radio"/>	IC175Q04JA04 <input type="radio"/>	IC175Q04JA05 <input type="radio"/>
Work on drill and practice exercises using an educational software or app	IC175Q05JA01 <input type="radio"/>	IC175Q05JA02 <input type="radio"/>	IC175Q05JA03 <input type="radio"/>	IC175Q05JA04 <input type="radio"/>	IC175Q05JA05 <input type="radio"/>

IC176

The following statements are about the use of digital resources for school-related activities outside of classroom hours.

This school year, how often did you use digital resources for the following activities?

(Please select one response in each row.)

	Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
See my grades or results from specific assignments (e.g. homework or tests)	IC176Q01JA01 <input type="radio"/>	IC176Q01JA02 <input type="radio"/>	IC176Q01JA03 <input type="radio"/>	IC176Q01JA04 <input type="radio"/>	IC176Q01JA05 <input type="radio"/>
Browse the Internet for schoolwork (e.g. for preparing an essay or presentation)	IC176Q02JA01 <input type="radio"/>	IC176Q02JA02 <input type="radio"/>	IC176Q02JA03 <input type="radio"/>	IC176Q02JA04 <input type="radio"/>	IC176Q02JA05 <input type="radio"/>
Browse the Internet to follow up on lessons (e.g. for finding explanations)	IC176Q03JA01 <input type="radio"/>	IC176Q03JA02 <input type="radio"/>	IC176Q03JA03 <input type="radio"/>	IC176Q03JA04 <input type="radio"/>	IC176Q03JA05 <input type="radio"/>
Receive or download assignments or instructions (via digital resources) from my teacher	IC176Q04JA01 <input type="radio"/>	IC176Q04JA02 <input type="radio"/>	IC176Q04JA03 <input type="radio"/>	IC176Q04JA04 <input type="radio"/>	IC176Q04JA05 <input type="radio"/>
Upload my work (e.g. documents or presentations) to a school portal or another platform to share materials with my teacher and/or students	IC176Q05JA01 <input type="radio"/>	IC176Q05JA02 <input type="radio"/>	IC176Q05JA03 <input type="radio"/>	IC176Q05JA04 <input type="radio"/>	IC176Q05JA05 <input type="radio"/>
Communicate with my teacher	IC176Q06JA01 <input type="radio"/>	IC176Q06JA02 <input type="radio"/>	IC176Q06JA03 <input type="radio"/>	IC176Q06JA04 <input type="radio"/>	IC176Q06JA05 <input type="radio"/>
Communicate with other students about schoolwork	IC176Q07JA01 <input type="radio"/>	IC176Q07JA02 <input type="radio"/>	IC176Q07JA03 <input type="radio"/>	IC176Q07JA04 <input type="radio"/>	IC176Q07JA05 <input type="radio"/>
Search for information on school-related activities or assignments	IC176Q08JA01 <input type="radio"/>	IC176Q08JA02 <input type="radio"/>	IC176Q08JA03 <input type="radio"/>	IC176Q08JA04 <input type="radio"/>	IC176Q08JA05 <input type="radio"/>

During a *typical week day*, how much time do you spend doing the following leisure activities?

(Please select one response in each row.)

	No time at all	Less than 1 hour a day	Between 1 and 3 hours a day	More than 3 hours and up to 5 hours a day	More than 5 hours and up to 7 hours a day	7 hours a day or more
Play video-games (using my smartphone, a gaming console or an online platform or apps)	IC177Q01JA01 <input type="radio"/>	IC177Q01JA02 <input type="radio"/>	IC177Q01JA03 <input type="radio"/>	IC177Q01JA04 <input type="radio"/>	IC177Q01JA05 <input type="radio"/>	IC177Q01JA06 <input type="radio"/>
Browse social networks (e.g. Instagram, Facebook)	IC177Q02JA01 <input type="radio"/>	IC177Q02JA02 <input type="radio"/>	IC177Q02JA03 <input type="radio"/>	IC177Q02JA04 <input type="radio"/>	IC177Q02JA05 <input type="radio"/>	IC177Q02JA06 <input type="radio"/>
Browse the Internet (excluding social networks) for fun (e.g. reading news, listening to podcasts and music or watching videos)	IC177Q03JA01 <input type="radio"/>	IC177Q03JA02 <input type="radio"/>	IC177Q03JA03 <input type="radio"/>	IC177Q03JA04 <input type="radio"/>	IC177Q03JA05 <input type="radio"/>	IC177Q03JA06 <input type="radio"/>
Look for practical information online (e.g. find a place, book a train ticket, buy a product)	IC177Q04JA01 <input type="radio"/>	IC177Q04JA02 <input type="radio"/>	IC177Q04JA03 <input type="radio"/>	IC177Q04JA04 <input type="radio"/>	IC177Q04JA05 <input type="radio"/>	IC177Q04JA06 <input type="radio"/>
Communicate and share digital content on social networks or any communication platform (e.g. Facebook, Instagram, Twitter, emails, chat)	IC177Q05JA01 <input type="radio"/>	IC177Q05JA02 <input type="radio"/>	IC177Q05JA03 <input type="radio"/>	IC177Q05JA04 <input type="radio"/>	IC177Q05JA05 <input type="radio"/>	IC177Q05JA06 <input type="radio"/>
Read, listen to or view informational materials to learn how to do something (e.g. tutorial, podcast)	IC177Q06JA01 <input type="radio"/>	IC177Q06JA02 <input type="radio"/>	IC177Q06JA03 <input type="radio"/>	IC177Q06JA04 <input type="radio"/>	IC177Q06JA05 <input type="radio"/>	IC177Q06JA06 <input type="radio"/>
Create or edit my own digital content (pictures, videos, music, computer programs)	IC177Q07JA01 <input type="radio"/>	IC177Q07JA02 <input type="radio"/>	IC177Q07JA03 <input type="radio"/>	IC177Q07JA04 <input type="radio"/>	IC177Q07JA05 <input type="radio"/>	IC177Q07JA06 <input type="radio"/>

During a *typical weekend* day, how much time do you spend using digital resources for the following leisure activities?

(Please select one response in each row.)

	No time at all	Less than 1 hour a day	Between 1 and 3 hours a day	More than 3 hours and up to 5 hours a day	More than 5 hours and up to 7 hours a day	7 hours a day or more
Play video-games (using my smartphone, a gaming console or an online platform or apps)	IC178Q01JA01 <input type="radio"/>	IC178Q01JA02 <input type="radio"/>	IC178Q01JA03 <input type="radio"/>	IC178Q01JA04 <input type="radio"/>	IC178Q01JA05 <input type="radio"/>	IC178Q01JA06 <input type="radio"/>
Browse social networks (e.g. Instagram, Facebook)	IC178Q02JA01 <input type="radio"/>	IC178Q02JA02 <input type="radio"/>	IC178Q02JA03 <input type="radio"/>	IC178Q02JA04 <input type="radio"/>	IC178Q02JA05 <input type="radio"/>	IC178Q02JA06 <input type="radio"/>
Browse the Internet (excluding social networks) for fun (e.g. reading news, listening to podcasts and music or watching videos)	IC178Q03JA01 <input type="radio"/>	IC178Q03JA02 <input type="radio"/>	IC178Q03JA03 <input type="radio"/>	IC178Q03JA04 <input type="radio"/>	IC178Q03JA05 <input type="radio"/>	IC178Q03JA06 <input type="radio"/>
Look for practical information online (e.g. find a place, book a train ticket, buy a product)	IC178Q04JA01 <input type="radio"/>	IC178Q04JA02 <input type="radio"/>	IC178Q04JA03 <input type="radio"/>	IC178Q04JA04 <input type="radio"/>	IC178Q04JA05 <input type="radio"/>	IC178Q04JA06 <input type="radio"/>
Communicate and share digital content on social networks or any communication platform (e.g. Facebook, Instagram, Twitter, emails chat)	IC178Q05JA01 <input type="radio"/>	IC178Q05JA02 <input type="radio"/>	IC178Q05JA03 <input type="radio"/>	IC178Q05JA04 <input type="radio"/>	IC178Q05JA05 <input type="radio"/>	IC178Q05JA06 <input type="radio"/>
Read, listen to or view informational materials to learn how to do something (e.g. tutorial, podcast)	IC178Q06JA01 <input type="radio"/>	IC178Q06JA02 <input type="radio"/>	IC178Q06JA03 <input type="radio"/>	IC178Q06JA04 <input type="radio"/>	IC178Q06JA05 <input type="radio"/>	IC178Q06JA06 <input type="radio"/>
Create or edit my own digital content (pictures, videos, music, videos, computer programs)	IC178Q07JA01 <input type="radio"/>	IC178Q07JA02 <input type="radio"/>	IC178Q07JA03 <input type="radio"/>	IC178Q07JA04 <input type="radio"/>	IC178Q07JA05 <input type="radio"/>	IC178Q07JA06 <input type="radio"/>

IC179

The following statements are about your views on school rules regarding digital resources

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>
Students should not be allowed to bring cell phones to class.	IC179Q01JA01 <input type="radio"/>	IC179Q01JA02 <input type="radio"/>	IC179Q01JA03 <input type="radio"/>	IC179Q01JA04 <input type="radio"/>
Students should not be allowed to bring their own laptop (or tablet device) to class.	IC179Q02JA01 <input type="radio"/>	IC179Q02JA02 <input type="radio"/>	IC179Q02JA03 <input type="radio"/>	IC179Q02JA04 <input type="radio"/>
Students should collaborate with teachers to decide on the rules regarding the use of digital devices during lessons.	IC179Q03JA01 <input type="radio"/>	IC179Q03JA02 <input type="radio"/>	IC179Q03JA03 <input type="radio"/>	IC179Q03JA04 <input type="radio"/>
The school should set up filters to prevent students from going on social media.	IC179Q04JA01 <input type="radio"/>	IC179Q04JA02 <input type="radio"/>	IC179Q04JA03 <input type="radio"/>	IC179Q04JA04 <input type="radio"/>
The school should set up filters to prevent students from playing games online.	IC179Q05JA01 <input type="radio"/>	IC179Q05JA02 <input type="radio"/>	IC179Q05JA03 <input type="radio"/>	IC179Q05JA04 <input type="radio"/>
Teachers should monitor what students do on their laptops.	IC179Q06JA01 <input type="radio"/>	IC179Q06JA02 <input type="radio"/>	IC179Q06JA03 <input type="radio"/>	IC179Q06JA04 <input type="radio"/>

The next statements are about the quality, credibility and accuracy of information online.

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>
I trust what I read online.	IC180Q01JA01 <input type="radio"/>	IC180Q01JA02 <input type="radio"/>	IC180Q01JA03 <input type="radio"/>	IC180Q01JA04 <input type="radio"/>
When searching for information online I compare different sources.	IC180Q02JA01 <input type="radio"/>	IC180Q02JA02 <input type="radio"/>	IC180Q02JA03 <input type="radio"/>	IC180Q02JA04 <input type="radio"/>
I check the accuracy of online information before sharing it on social networks.	IC180Q03JA01 <input type="radio"/>	IC180Q03JA02 <input type="radio"/>	IC180Q03JA03 <input type="radio"/>	IC180Q03JA04 <input type="radio"/>
I discuss the accuracy of online information with my teachers or in class.	IC180Q04JA01 <input type="radio"/>	IC180Q04JA02 <input type="radio"/>	IC180Q04JA03 <input type="radio"/>	IC180Q04JA04 <input type="radio"/>
I discuss the accuracy of online information with friends or other students.	IC180Q05JA01 <input type="radio"/>	IC180Q05JA02 <input type="radio"/>	IC180Q05JA03 <input type="radio"/>	IC180Q05JA04 <input type="radio"/>
I discuss the accuracy of online information with my parents (or family).	IC180Q06JA01 <input type="radio"/>	IC180Q06JA02 <input type="radio"/>	IC180Q06JA03 <input type="radio"/>	IC180Q06JA04 <input type="radio"/>
I try to flag wrong information when I encounter it online.	IC180Q07JA01 <input type="radio"/>	IC180Q07JA02 <input type="radio"/>	IC180Q07JA03 <input type="radio"/>	IC180Q07JA04 <input type="radio"/>
I share made-up information on social networks without flagging its inaccuracy.	IC180Q08JA01 <input type="radio"/>	IC180Q08JA02 <input type="radio"/>	IC180Q08JA03 <input type="radio"/>	IC180Q08JA04 <input type="radio"/>

IC181

The following question is about your experience when browsing online content or using social media.

How upset were you the last time the following situations occurred?

(Please select one response in each row.)

	<i>This did not happen to me</i>	<i>Not at all upset</i>	<i>A little upset</i>	<i>Quite upset</i>	<i>Very upset</i>
Encountering content online that was inappropriate for my age	IC181Q01JA01 <input type="radio"/>	IC181Q01JA02 <input type="radio"/>	IC181Q01JA03 <input type="radio"/>	IC181Q01JA04 <input type="radio"/>	IC181Q01JA05 <input type="radio"/>
Encountering discriminatory content online (e.g. about race, gender, sexual orientation or physical appearance)	IC181Q02JA01 <input type="radio"/>	IC181Q02JA02 <input type="radio"/>	IC181Q02JA03 <input type="radio"/>	IC181Q02JA04 <input type="radio"/>	IC181Q02JA05 <input type="radio"/>
Receiving unkind, vulgar or offending messages, comments or videos	IC181Q03JA01 <input type="radio"/>	IC181Q03JA02 <input type="radio"/>	IC181Q03JA03 <input type="radio"/>	IC181Q03JA04 <input type="radio"/>	IC181Q03JA05 <input type="radio"/>
Information about me was publicly displayed online without my consent	IC181Q04JA01 <input type="radio"/>	IC181Q04JA02 <input type="radio"/>	IC181Q04JA03 <input type="radio"/>	IC181Q04JA04 <input type="radio"/>	IC181Q04JA05 <input type="radio"/>

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>
I am interested in learning more about digital resources.	IC182Q01JA01 <input type="radio"/>	IC182Q01JA02 <input type="radio"/>	IC182Q01JA03 <input type="radio"/>	IC182Q01JA04 <input type="radio"/>
I am interested in learning computer programming.	IC182Q02JA01 <input type="radio"/>	IC182Q02JA02 <input type="radio"/>	IC182Q02JA03 <input type="radio"/>	IC182Q02JA04 <input type="radio"/>
I am interested in learning digital resources because it could be useful in a job.	IC182Q03JA01 <input type="radio"/>	IC182Q03JA02 <input type="radio"/>	IC182Q03JA03 <input type="radio"/>	IC182Q03JA04 <input type="radio"/>

To what extent are you able to do the following tasks when using digital resources?

(Please select one response in each row.)

	<i>I cannot do this</i>	<i>I struggle to do this on my own</i>	<i>I can do with a bit of effort</i>	<i>I can easily do this</i>	<i>I don't know what this is</i>
Search for and find relevant information online	IC183Q01JA01 <input type="radio"/>	IC183Q01JA02 <input type="radio"/>	IC183Q01JA03 <input type="radio"/>	IC183Q01JA04 <input type="radio"/>	IC183Q01JA05 <input type="radio"/>
Assess the quality of information you found online	IC183Q02JA01 <input type="radio"/>	IC183Q02JA02 <input type="radio"/>	IC183Q02JA03 <input type="radio"/>	IC183Q02JA04 <input type="radio"/>	IC183Q02JA05 <input type="radio"/>
Share practical information with a group of students	IC183Q03JA01 <input type="radio"/>	IC183Q03JA02 <input type="radio"/>	IC183Q03JA03 <input type="radio"/>	IC183Q03JA04 <input type="radio"/>	IC183Q03JA05 <input type="radio"/>
Collaborate with other students on a group assignment	IC183Q04JA01 <input type="radio"/>	IC183Q04JA02 <input type="radio"/>	IC183Q04JA03 <input type="radio"/>	IC183Q04JA04 <input type="radio"/>	IC183Q04JA05 <input type="radio"/>
Explain to other students how to share digital content online or on a school platform	IC183Q05JA01 <input type="radio"/>	IC183Q05JA02 <input type="radio"/>	IC183Q05JA03 <input type="radio"/>	IC183Q05JA04 <input type="radio"/>	IC183Q05JA05 <input type="radio"/>
Edit digital photos or other digital images	IC183Q06JA01 <input type="radio"/>	IC183Q06JA02 <input type="radio"/>	IC183Q06JA03 <input type="radio"/>	IC183Q06JA04 <input type="radio"/>	IC183Q06JA05 <input type="radio"/>
Write or edit text for a school assignment	IC183Q07JA01 <input type="radio"/>	IC183Q07JA02 <input type="radio"/>	IC183Q07JA03 <input type="radio"/>	IC183Q07JA04 <input type="radio"/>	IC183Q07JA05 <input type="radio"/>
Collect and record data (e.g. using data loggers, Microsoft Access, Google Forms, spreadsheets)	IC183Q08JA01 <input type="radio"/>	IC183Q08JA02 <input type="radio"/>	IC183Q08JA03 <input type="radio"/>	IC183Q08JA04 <input type="radio"/>	IC183Q08JA05 <input type="radio"/>
Create a multi-media presentation (with sound, pictures, or video)	IC183Q09JA01 <input type="radio"/>	IC183Q09JA02 <input type="radio"/>	IC183Q09JA03 <input type="radio"/>	IC183Q09JA04 <input type="radio"/>	IC183Q09JA05 <input type="radio"/>
Create, update and maintain a webpage or a blog	IC183Q10JA01 <input type="radio"/>	IC183Q10JA02 <input type="radio"/>	IC183Q10JA03 <input type="radio"/>	IC183Q10JA04 <input type="radio"/>	IC183Q10JA05 <input type="radio"/>
Change the settings of a device or app to improve the way it operates	IC183Q11JA01 <input type="radio"/>	IC183Q11JA02 <input type="radio"/>	IC183Q11JA03 <input type="radio"/>	IC183Q11JA04 <input type="radio"/>	IC183Q11JA05 <input type="radio"/>
Change the settings of a device or app in order to protect my data and privacy	IC183Q12JA01 <input type="radio"/>	IC183Q12JA02 <input type="radio"/>	IC183Q12JA03 <input type="radio"/>	IC183Q12JA04 <input type="radio"/>	IC183Q12JA05 <input type="radio"/>
Select the most efficient program or app that allows me to carry out a specific task	IC183Q13JA01 <input type="radio"/>	IC183Q13JA02 <input type="radio"/>	IC183Q13JA03 <input type="radio"/>	IC183Q13JA04 <input type="radio"/>	IC183Q13JA05 <input type="radio"/>
Create a computer program (e.g., in Python, Java, Scratch)	IC183Q14JA01 <input type="radio"/>	IC183Q14JA02 <input type="radio"/>	IC183Q14JA03 <input type="radio"/>	IC183Q14JA04 <input type="radio"/>	IC183Q14JA05 <input type="radio"/>
Identify the source of an error in a software after considering a list of potential causes	IC183Q15JA01 <input type="radio"/>	IC183Q15JA02 <input type="radio"/>	IC183Q15JA03 <input type="radio"/>	IC183Q15JA04 <input type="radio"/>	IC183Q15JA05 <input type="radio"/>
Break down a problem and represent a solution as a series of logical steps, such as an algorithm	IC183Q16JA01 <input type="radio"/>	IC183Q16JA02 <input type="radio"/>	IC183Q16JA03 <input type="radio"/>	IC183Q16JA04 <input type="radio"/>	IC183Q16JA05 <input type="radio"/>

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