Program for International Student Assessment 2025 (PISA 2025) Main Study Recruitment and Field Test

Appendix C-2

PISA 2025 Field Test Questionnaires - Draft US Adaptations

OMB# 1850-0755 v.28

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

July 2023

Proposed adaptations to PISA 2025 international source questionnaires

The final national field trial questionnaires for the United States are not currently available and will be provided in the updated package in December 2023. The international translation and adaptation activities have begun for the PISA 2025 round. This package provides the current U.S. versions of the questionnaires. There are three general types of adaptations:

1. Deleting items that are problematic to field in the U.S. or which are not germane to the U.S. data collection. Examples of deleted questions from previous rounds are items pertaining to the innovative domain, in which the U.S. did not participate.

   The following questions are deleted from the Student Questionnaire:

Item ID	Question stem and item text	Reason deleted
ST002	Which one of the following <programmes> are you in?	US does not have tracking programs and has traditionally deleted this question.
ST405Q02DA	Which of the following qualifications does your parent or guardian have? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST410Q02A	Which of the following qualifications do your parents or guardians have? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST005Q01JA02	What is the <highest level of schooling> completed by your mother? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST007Q01JA02	What is the <highest level of schooling> completed by your father? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST326	This school year, about how many hours a day do you usually use <digital resources> in the following situations?	USA objects to questions about health/well-being.
ST322	How often do you feel or act the following ways? [Question items ask about feelings/emotions and behaviours/actions related to using digital devices in school and at home.	USA objects to questions about health/well-being. This was also deleted in 2022.

Item ID	Question stem and item text	Reason deleted
ST307	To what extent do you agree or disagree with the following statements? [Question deal with social and emotional characteristics, growth mindset and well-being.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST309	To what extent do you agree or disagree with the following statements? [Question asks about students' self-control.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST301	To what extent do you agree or disagree with the following statements? [Question deals with interest and curiosity in learning new things.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST343	To what extent do you agree or disagree with the following statements? [Question asks about compromise and cooperation.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST311	To what extent do you agree or disagree with the following statements? [Question asks about empathy.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST315	To what extent do you agree or disagree with the following statements? [Question asks about levels of trust.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST303	To what extent do you agree or disagree with the following statements? [Question asks about perspective taking of others.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST305	To what extent do you agree or disagree with the following statements? [Question asks about students' assertiveness.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST345	To what extent do you agree or disagree with the following statements? [Question asks about students' stress resistance.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.
ST313	To what extent do you agree or disagree with the following statements? [Question asks about students' mindset meaning system – fixed or growth.]	USA objects to questions about socio-emotional learning. This was also deleted in 2022.

Item ID	Question stem and item text	Reason deleted
ST461	To what extent do you agree or disagree with the following statements? [Question asks about students' emotional control.]	US feels this is a sensitive question and will illicit negative reactions from schools, parents, and students.
ST462	To what extent do you agree or disagree with the following statements? [Question asks about peer norms about academic effort and performance]	US feels this is a sensitive question and will illicit negative reactions from schools, parents, and students.
ST016	Overall, how satisfied are you with your life as a whole these days?	USA objects to questions about health/well-being.
ST327Q02JA	Which of the following qualifications do you expect to complete? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST396Q02	In your opinion, which level of education do most of your schoolmates expect to complete? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST397Q02	Which of the following qualifications do you think your <parents/guardians> expect or want you to complete? ISCED 3.3	Not relevant to USA education system. Was deleted from US in 2022.
ST196	How easy do you think it would be for you to perform the following tasks on your own? [Awareness of global issues.]	Did not administer in 2018 - part of Global Competence related item set.
LDW21	How well does each of the following statements below describe you? [Asks about students' adaptiveness and ability to overcome obstacles.]	US objects to socio-emotional learning questions.

The following items are deleted from the School Questionnaire:

Item ID	Question stem and item text	Reason deleted
SC410Q01JA(SC234)	Approximately what percentage of teachers in your school have the following characteristics? Teachers who are <immigrants>	US views this as a sensitive question.

Item ID	Question stem and item text	Reason deleted
SC410Q02JA(SC234)	Approximately what percentage of teachers in your school have the following characteristics? Teachers from <ethnic/national minorities or Indigenous communities> backgrounds	US views this as a sensitive question.
SC412Q02	In which <foreign languages[2]> can students learn subjects other than languages (e.g. history, science) in your school? English	English is the standard language of instruction in the US
SC012Q08	How often are the following factors considered when students are admitted to your school? Student's disciplinary record in this or another school	It is illegal for schools to admit students based on this characteristic
SC012Q10	How often are the following factors considered when students are admitted to your school? Student's parental status or pregnancy	It is illegal for schools to admit students based on this characteristic
SC012Q11	How often are the following factors considered when students are admitted to your school? Student's working status	It is illegal for schools to admit students based on this characteristic
SC012Q12	How often are the following factors considered when students are admitted to your school? Student's cultural or ethnic background	It is illegal for schools to admit students based on this characteristic
SC012Q13	How often are the following factors considered when students are admitted to your school? Whether the student has special learning needs	It is illegal for schools to admit students based on this characteristic
SC194	In your school, are questionnaires or other self-assessments used to measure <social and emotional skills> of students in <national modal grade for 15-year-olds>?	USA objects to questions about socio-emotional learning

Item ID	Question stem and item text	Reason deleted
SC197	In your school, are results from <social and emotional skills> assessments used in the following ways? [Question asks about the use of social and emotional learning data in accountability systems.]	USA objects to questions about socio-emotional learning.
SC189Q01JA	Do the following statements apply in your school? The school has a specific policy to encourage the teaching and learning of <social and emotional skills>.	USA objects to questions about socio-emotional learning
SC189Q06JA	Do the following statements apply in your school? There is a mission statement describing the <social and emotional skills> we aim to foster in our school.	USA objects to questions about socio-emotional learning
SC415Q01JA	During the time when your school building had an unplanned closure, to what extent do you feel your school was supported by the following groups? A national educational authority	There is no national authority with jurisdiction over school level actions for this situation.

2. Added items that are national, U.S.-specific items. Percentage of students eligible for free or reduced-price lunch was added to SC211 in school questionnaire and is shown on page 10. Items for students race and ethnicity were added to the student questionnaire and are shown on page 121.

3. Changes to spellings, wording, and phrases to align with American English usage. The source versions are in UK-English.

4. A specific adaptation under consideration is the addition of a third category to student gender. The international source versions now adds an option for a third gender category. This occurs in two items shown below. The proposed adaptations for the U.S. version of these items are shown for the text in carets (<>).

   In the school questionnaire, item SC002 asks for a breakdown of enrollment by gender and allows for a third category:

SC002 **As of <February 1, 2024>, what was the total school enrolment (number of students)?**

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

SC002Q01TA	Number of boys:	_____ 01
SC002Q02TA	Number of girls:	_____ 01
SC002Q03TA	<Another gender>:	_____ 01

In the student questionnaire, item ST004 asks for student gender:

ST004 **What is your gender?**

(Please select one response.)

Female	01
Male	02
<Another gender>	03

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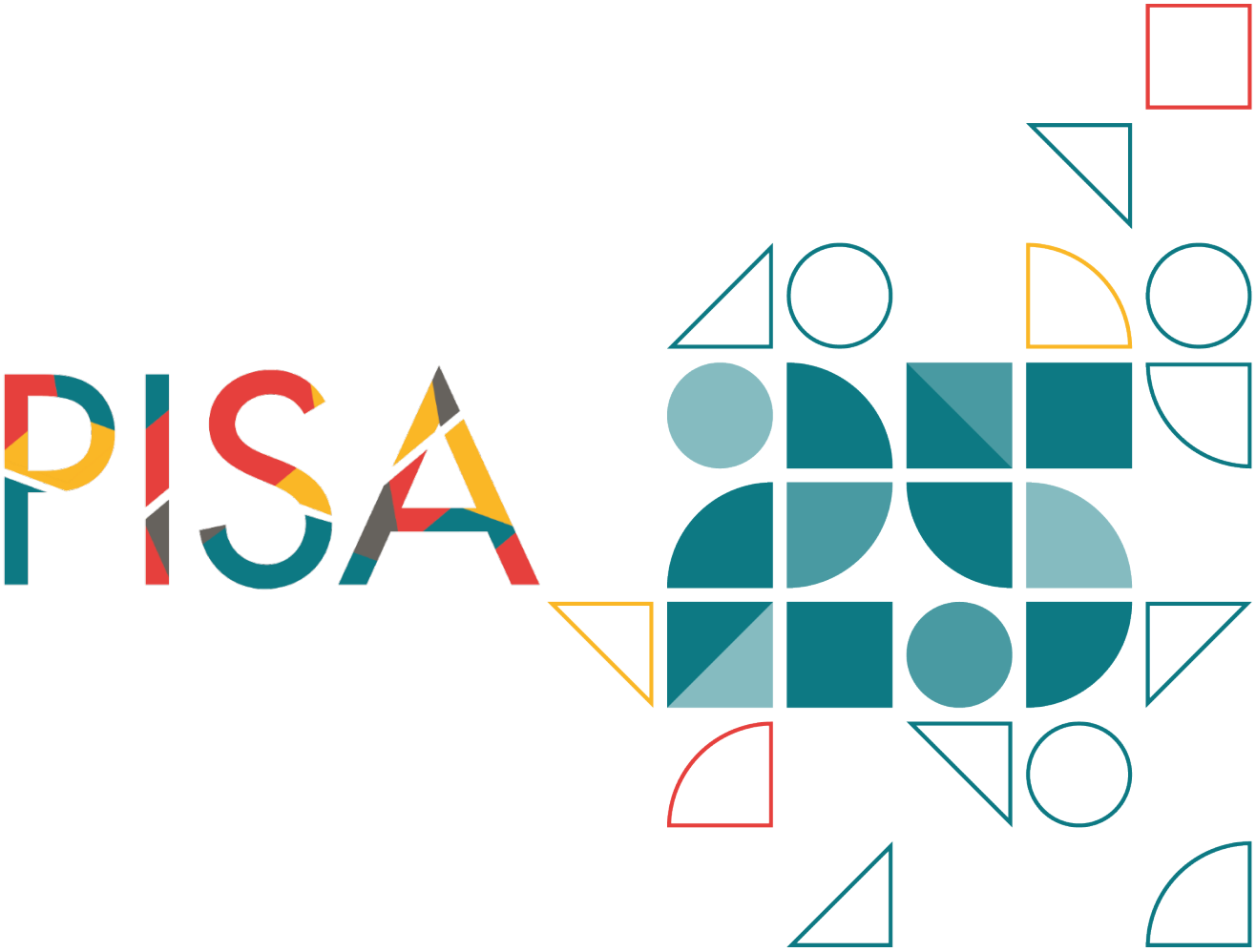
PISA 2025 Field Test

School Questionnaire



SCHOOL QUESTIONNAIRE FOR PISA 2025

Field Trial Version

Version for first NPM Meeting, March 2023

OECD BETTER POLICIES FOR BETTER LIVES | ACER | cApStAn linguistic quality control | HallStat | o·a·t· | Westat

Welcome to the PISA 2025 Computer Based Questionnaires

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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 Interanational Student Assessement (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

Dear <school administrator>,

Thank you for participating in this study. This questionnaire asks for information about:

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

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

The questionnaire should be completed by the principal or designate. It should take about 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.

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

<School reminder note>

SC001

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

(Please select one response.)

SC001Q01TA	A village, hamlet or rural area (fewer than 3,000 people)	☐ 01
SC001Q01TA	A small town (3,000 to about 15,000 people)	☐ 02
SC001Q01TA	A town (15,000 to about 100,000 people)	☐ 03
SC001Q01TA	A city (100,000 to about 1,000,000 people)	☐ 04
SC001Q01TA	A large city (1,000,000 to about 10,000,000 people)	☐ 05
SC001Q01JA	A megacity (with over 10,000,000 people)	☐ 06

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, PISA-D, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	School location
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles.

SC013

Is your school a public or a private school?

(Please select one response.)

SC013Q01TA

A public school ☐ 01

(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.)

SC013Q01TA

A private school ☐ 02

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

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, PISA-D, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	School type
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles. Note that the follow up construct "Type of organisation running school" is not included.

SC016

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

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

		%
SC016Q01TA	Government (includes local, state, and federal)	_____ 01
SC016Q02TA	Student fees or school charges paid by parents or guardians	_____ 01
SC016Q03TA	Benefactors, donations, bequests, sponsorships, parent or guardian fundraising	_____ 01
SC016Q04TA	Other	_____ 01
	Total	*100%*

Consistency check/soft reminder if the sum is not 100: Sum does not add to 100%, please check your response.

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, PISA-D, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	School funding sources
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles.

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

SC011

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

(Please select one response.)

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

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

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

Year(s) Administered	2006, 2009, 2012, 2018, 2022 FT
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	Selection and enrolment
Construct	School competition for students
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: Consistent with previous cycles.

SC002

As of February 1, 2024, what was the total school enrollment (number of students)?

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

SC002Q01TA Number of boys: _____01

SC002Q02TA Number of girls: _____01

SC002Q03TA Number of students who identify as another gender: _____01

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, PISA-D, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	Number of students
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Update to 2025 sample parameters. Optional third category consistent with proposal for student questionnaire gender "<Number of students who are non-binary/diverse>".

SC211

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.)

SC211Q01JA	Students whose heritage language is different from English	01
SC211Q02JA	Students with special learning needs	01
SC211Q03JA	Students from socioeconomically disadvantaged homes	01
SC211Q04JA	Students who are immigrants (not including refugees)	01
SC211Q05JA	Students who have parents who have immigrated	01
SC211Q06JA	Students who are refugees	01
NAT OPT Q1	Students who are eligible for free or reduced-price lunch through the National School Lunch Program	01

Help button

"Special learning needs" students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged (this includes dyslexia and ADHD). 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.

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

Year(s) Administered	2022 FT
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	School culture and climate
Construct	School demographic profile
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: Added examples in brackets into the definition for “Special learning need”, specifically: “(this includes dyslexia and ADHD)”.

SC018

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

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

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

		Full-time	*Part-time*
SC018Q01TA	Teachers in TOTAL	_____01	_____02
SC018Q02TA	Teachers fully certified by the state in their main assignment field	_____01	_____02
SC018Q08JA	Teachers with a Bachelor's degree or equivalent qualification	_____01	_____02
SC018Q09JA	Teachers with a Master's degree or equivalent qualification	_____01	_____02
SC018Q10JA	Teachers with a Doctoral degree or equivalent qualification	_____01	_____02

Year(s) Administered	2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	Number and work-schedule of teachers in school Teacher qualifications (Module 17)
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles.

SC182

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

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

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

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

		Full-time	*Part-time*
SC182Q01WA	Science teachers in TOTAL	_____01	_____02
SC182Q12	Science teachers who are female	_____01	_____02
SC182Q06WA	Science teachers fully certified by a teacher certification authority	_____01	_____02
SC182Q07JA	Science teachers with at least a Bachelor's degree or equivalent	_____01	_____02
SC182Q08JA	Science teachers with at least a Bachelor's or equivalent with a major in a science field	_____01	_____02
SC182Q09JA	Science teachers with at least a Bachelor's degree or equivalent qualification in education	_____01	_____02
SC182Q10JA	Science teachers with an Associate degree but not a Bachelor's degree or equivalent	_____01	_____02
SC182Q11JA	Science teachers with a professional background in a relevant industry (e.g., engineering, research)	_____01	_____02

Year(s) Administered	2003, 2012, 2022
Content Domain Type	Domain-specific
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	A4
Module Label	School type and resources
Construct	Gender composition of science teachers Number of science teachers in school Science teacher qualifications
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed “Teachers of mathematics” to <School science> teachers” (from PISA 2015). Updated mathematics to science. Added item to capture “<School science> teachers who are female”.

SC168

For each type of position listed below, please indicate the number of <u>non-teaching</u> 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.)

SC168Q01JA Personnel for pedagogical support, irrespective of the grade levels/ages they support _____01

Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, and educational media specialists.

SC168Q05JA Personnel focused on student well-being _____01

Including psychologists, nurses, and counsellors

SC168Q02JA School administrative personnel _____01

Including receptionists, secretaries, and administration assistants

SC168Q03JA School management personnel _____01

Including principals, assistant principals, and other staff whose main activity is management

SC168Q04JA Other non-teaching staff _____01

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	Number of non-teaching staff
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: New category added for non-teaching staff focused on student wellbeing.

SC012

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

(Please select one response in each row.)

		Never	*Sometimes*	*Always*
SC012Q01TA	Student's record of academic performance (including placement tests)	☐ 01	☐ 02	☐ 03
SC012Q02TA	Recommendation of feeder schools	☐ 01	☐ 02	☐ 03
SC012Q03TA	Parents' or guardians' endorsement of the instructional or religious philosophy of the school	☐ 01	☐ 02	☐ 03
SC012Q04TA	Whether the student requires or is interested in a special program	☐ 01	☐ 02	☐ 03
SC012Q05TA	Preference given to family members of current or former students	☐ 01	☐ 02	☐ 03
SC012Q06TA	Residence in a particular area	☐ 01	☐ 02	☐ 03

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, PISA-D, 2022
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	Selection and enrolment
Construct	Academic school selectivity
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles. New item suggested. Some countries suggested add "if applicable" in the brackets on Q01. As trend item this has been kept consistent.

SC185

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.)

		Not likely	*Likely*	*Very likely*
SC185Q01WA	Low academic achievement	☐ 01	☐ 02	☐ 03
SC185Q02WA	High academic achievement	☐ 01	☐ 02	☐ 03
SC185Q03WA	Behavioral problems	☐ 01	☐ 02	☐ 03
SC185Q04WA	Special learning needs	☐ 01	☐ 02	☐ 03
SC185Q05WA	Parents' or guardians' request	☐ 01	☐ 02	☐ 03

Year(s) Administered	2000, 2012, 2022
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	Selection and enrolment
Construct	Transfer policy
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles

SC202

Who has the <u>main responsibility</u> for the following at your school?

(Please select one response in each row.)

		Principal	*Teachers or members of the school management team*	*School board*	*Local education authority*	*State education authority*	*National education authority*
SC202Q01JA	Appointing or hiring teachers	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q02JA	Dismissing or suspending teachers from employment	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q03JA	Establishing teachers' starting salaries, including setting pay scales	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q04JA	Determining teachers' salary increases	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q05JA	Formulating the school budget	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q06JA	Deciding on budget allocations	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q07JA	Establishing student disciplinary policies and procedures	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

SC202Q08JA	Establishing student assessment policies, including state or district assessments	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q09JA	Approving students for admission to the school	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q10JA	Choosing which learning materials are used	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q11JA	Determining course content, including state or district curricula	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q12JA	Deciding which courses are offered	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	School autonomy
Construct	Decentralisation of responsibility for decision-making
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC201

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.)

		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*
SC201Q01JA	Collaborating with teachers to solve classroom discipline problems	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q02JA	Observing instruction in the classroom	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q03JA	Providing feedback to teachers based on observations of instruction in the classroom	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q04JA	Taking actions to support cooperation among teachers to develop new teaching practices	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q05JA	Taking actions to ensure that teachers take responsibility for improving their teaching skills	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q06JA	Taking actions to ensure that teachers feel responsible for their students' learning outcomes	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q07JA	Providing parents or guardians with information on the school and student performance	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

SC201Q08JA	Reviewing school administrative procedures and reports	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q09JA	Resolving problems with the lesson timetable in this school	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q10JA	Collaborating with principals from other schools on difficult work tasks	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC201Q11JA	Working on a professional development plan for this school	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2015, 2022
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	School autonomy
Construct	School management of team behaviours
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC004

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

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

		Number
SC004Q01TA	At your school, what is the total number of students in grade 10?	_____ 01
SC004Q02TA	Approximately, how many desktop or laptop computers are available for these students for educational purposes?	_____ 01
SC004Q03TA	Approximately, how many of these desktop, laptop or computers are connected to the Internet?	_____ 01
SC004Q08JA	Approximately, how many tablet devices (e.g., iPad®, Galaxy Book®, Microsoft Surface, Amazon Fire®) are available for these students for educational purposes?	_____ 01
SC004Q09NA	Approximately, how many e-book readers (i.e., portable device for reading books on screen, e.g. Amazon® KindleTM, Kobo) are available for these students for educational purposes?	_____ 01
SC004Q05NAS	Approximately, how many interactive whiteboards are available in the school altogether?	_____ 01
SC004Q06NA	Approximately, how many data projectors are available in the school altogether?	_____ 01
SC004Q07NA	Approximately, how many desktop or laptop computers with internet connection are available **for teachers** in your school?	_____ 01

Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	School type and resources
Construct	Availability of digital devices
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: SC004Q08JA has been split into separate items on tablets and e-book readers in case school level information on individual devices is desired to be collected. This item focuses on items available through the school, however some feedback suggested including student's own smart phones (and whether they are allowed to use them at school).

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC190 **Do the following statements apply to your school?**

(Please select one response in each row.)

		Yes	*No*
SC190Q01JA	The school has a written statement about the general use of digital devices on the school premises.	☐ 01	☐ 02
SC190Q02JA	The use of cell phones is not allowed on the school premises.	☐ 01	☐ 02
SC190Q05JA	The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	☐ 01	☐ 02
SC190Q06JA	Teachers establish rules for when students may use digital devices during lessons.	☐ 01	☐ 02
SC190Q07JA	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.	☐ 01	☐ 02
SC190Q08JA	The school has a specific program to prepare students for responsible internet behavior.	☐ 01	☐ 02
SC190Q09JA	The school has a specific policy about using social networks (e.g. Twitter®, TikTok®, YouTube®) in teaching and learning.	☐ 01	☐ 02
SC190Q10JA	The school has a specific program to promote collaboration on the use of digital devices among teachers.	☐ 01	☐ 02
SC190Q11JA	The school has a scheduled time for teachers to meet, to share, evaluate or develop instructional materials and approaches that employ digital devices.	☐ 01	☐ 02

Year(s) Administered	2022 (adapted from 2018)
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Organisation of student learning at school
Construct	Digital device / ICT policies
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC173

To the best of your knowledge, how often have the majority of school staff done each of the following during the 2022-2023 school year?

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

(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*
SC173Q01JA	They helped students of different backgrounds to recognize the similarities that exist between them.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q02JA	They encouraged students of different backgrounds to resolve disagreements by finding common ground.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q03JA	They supported activities or organizations that encourage students' expression of diverse identities.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q04JA	They taught students how to respond to discrimination.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q05JA	They taught students to be inclusive of others with different backgrounds.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q06JA	They provided additional support for students from disadvantaged backgrounds.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022 FT
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	School culture and climate
Construct	School diversity / Multi-cultural views
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: Question has been revised based on feedback to reference the last academic year. Feedback highlights difficult some school leaders may have answering this item. Queries around interpretation of "Never/almost never" response, particular to Q01 and Q02, whether this means it doesn't occur or it doesn't happen.

SC172

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

(Please select one response in each row.)

		Not at all	*Small extent*	*Moderate extent*	*Large extent*
SC172Q01JA	Cheating	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q02JA	Profanity	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q03JA	Vandalism	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q04JA	Theft	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q05JA	Intimidation or verbal abuse among students (including texting, emailing, etc.)	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q06JA	Physical injury caused by students to other students	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q07JA	Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q08JA	Physical injury caused by students to teachers or non-teaching staff	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	School culture and climate
Construct	Disorder and delinquent behaviour at school
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC017

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

(Please select one response in each row.)

		Not at all	*Very little*	*To some extent*	*A lot*
SC017Q01NA	A lack of teaching staff	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q02NA	Inadequate or poorly qualified teaching staff	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q03NA	A lack of assisting staff	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q04NA	Inadequate or poorly qualified assisting staff	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q05NA	A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q06NA	Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q07NA	A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q09JA	A lack of digital resources (e.g., desktop or laptop computers, internet access, learning management systems or school learning platforms)	☐ 01	☐ 02	☐ 03	☐ 04
SC017Q10JA	Inadequate or poor quality digital resources (e.g., desktop or laptop computers, internet access, learning management systems or school learning platforms)	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	School culture and climate
Construct	Factors hindering instruction Shortage of teaching and non-teaching staff; Shortage of educational material and physical infrastructure; Shortage of digital resources
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC250

How often does your school offer students the opportunity to take part in the following activities?

(Please select one response in each row.)

		Not at all	*Sometimes*	*Frequently*	*Very frequently*
SC250Q01	Growing a school garden	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q02	Creation of environmental student groups	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q03	Whole school or community trash collection	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q04	Whole school walk to school/ride a bike to school days	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q05	Banning single use plastics in school lunches and/or cafeterias	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q06	Recycling programs	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q07	Field trips to national, state, or local parks	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q08	Field trips to investigate waste management (e.g., sewage works, landfills)	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q09	Inviting guest speakers with special interests in the environment (e.g., biologists, environmental scientists environmental advocates) to talk to staff and students	☐ 01	☐ 02	☐ 03	☐ 04
SC2507Q10	Creation of environmental school groups consisting of staff, students, parents and interested community members for whole school sustainability	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q11	Monitoring energy usage as a school community	☐ 01	☐ 02	☐ 03	☐ 04

SC250Q12	Auditing the biodiversity of school grounds, local parks, and recreation areas	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q13	Celebrating school achievement when reaching set environmental goals	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q14	Providing teachers access to professional development in environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q15	Sharing knowledge from indigenous peoples from their own country or from other countries	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q16	Environmental community science (i.e., activities where members of the community collect data for scientists) projects (e.g., counting and identifying plants and animals in local area)	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q17	Supporting communities who have suffered natural disasters (e.g., storms, wildfires, drought)	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q18	Showcasing environmental achievement and policies in school newsletters, on websites and school displays	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q19	Engaging with a local environmental organization	☐ 01	☐ 02	☐ 03	☐ 04
SC250Q20	Applying for funding for environmental activities	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	School practices, policies and infrastructure
Framework Cell	A4
Module Label	Science Identity
Construct	School activities for environmental agency
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025.

Notes for translation/adaptation:

Citizen science is a type of scientific research where the public collect data to pass on to research scientists.

Indigenous Peoples are inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live.

SC251

How strongly do you agree with the following statements?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
SC251Q01	My school teaches environmental issues in many subjects at school.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q02	In science my school teaches environmental issues as a topic.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q03	In science my school teaches environmental issues within other topics.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q04	My school organizes field trips so that students can investigate environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q05	My school encourages teachers to demonstrate or do experiments to explain environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q06	My school encourages the use of a range of source materials (e.g., documentaries, articles) to discuss environmental issues in class.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q07	My school promotes solutions to environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q08	My school promotes how they conserve energy in the school to the broader school community.	☐ 01	☐ 02	☐ 03	☐ 04
SC251Q09	My school formally assesses students' knowledge of environmental issues	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	School practices, policies and infrastructure
Framework Cell	A4
Module Label	Science Identity
Construct	School activities for environmental agency (perhaps should be curriculum implementation for environmental agency) School survey
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New (not reviewed)

Question notes: New question for PISA 2025.

<School science> includes all <school sciences> courses referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses. The term <school science> has been used to explicitly distinguish from <broad science>. Please use a suitable generic term for a higher order concept summarizing these <school science> courses that most closely approximates this distinction.

SC169 **Does your school offer career guidance to students in grade 10?**

(Please select one response.)

SC169Q01JA Yes ☐ 01

SC169Q01JA No ☐ 02

This is a filter question:
If the answer is “No” respondents proceed to SC171.
Else respondents answer SC210 and SC170.

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Post-secondary preparedness and expectations
Construct	Career guidance is offered by the school
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

This is a filtered question:
Only if SC169 is something other than “No”.
Else proceed to SC171.

SC210 **Which of the statements below best describes the situation for students in grade 10 at your school?**

(Please select one response.)

SC210Q01JA Career guidance is sought voluntarily by students. ☐01

SC210Q01JA Career guidance is formally scheduled into students’ time at school. ☐02

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Post-secondary preparedness and expectations
Construct	Career guidance is voluntary or compulsory
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

This is a filtered question:
Only if SC169 is something other than “No”.
Else proceed to SC171.

SC170 **Who has the <u>main responsibility</u> for career guidance of students in grade 10 at your school?**

(Please select one response.)

SC170Q01JA	All teachers share the responsibility for career guidance.	☐ 01
SC170Q01JA	Specific teachers have the main responsibility for career guidance.	☐ 02
SC170Q01JA	One or more specific career guidance counselors **employed** at school have the main responsibility for career guidance.	☐ 03
SC170Q01JA	One or more specific career guidance counselors who regularly **visit** the school have the main responsibility for career guidance.	☐ 04

Year(s) Administered	2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Post-secondary preparedness and expectations
Construct	Career guidance responsibility at school
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

<u>Notes for translation/adaptation:</u>

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC171

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

(Please select one response in each row.)

		Yes	*No*
SC171Q01JA	Information about internships	☐ 01	☐ 02
SC171Q02JA	Information about future careers	☐ 01	☐ 02
SC171Q03JA	Information about future educational opportunities	☐ 01	☐ 02
SC171Q04JA	Information about student financing (e.g., student loans or grants)	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Post-secondary preparedness and expectations
Construct	Information for students about future educational/ work/career paths
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC180

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

(Please select one response.)

SC180Q01JA Yes ☐ 01

SC180Q01JA No ☐ 02

Year(s) Administered	2012, 2022
Content Domain Type	Domain-specific
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	A4
Module Label	Experiences out of regular school hours
Construct	School offering additional School science lessons, tutoring arrangements
Routing Information (if applicable)	NO
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>.

SC160

What is the purpose of these additional science lessons?

(Please select one response.)

SC160Q01WA	Enrichment only	☐ 01
SC160Q01WA	Remedial only	☐ 02
SC160Q01WA	Both enrichment and remedial	☐ 03
SC160Q01WA	Without differentiation depending on the prior achievement level of the students	☐ 04

Year(s) Administered	2018
Content Domain Type	Domain-specific
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	A4
Module Label	Experiences out of regular school hours
Construct	Purpose of school offering additional School science
Routing Information (if applicable)	This question is only administered to school respondents who answer “yes” to SC180.
Status from PISA 2022 (Unchanged, modified, new)	New (adapted from 2018)

Question notes: Adapted from 2018 item. Changed test language to <school science>.

SC212

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

(Please select one response in each row.)

		Yes	*No*
SC212Q01JA	Room(s) where the students can do their homework	☐ 01	☐ 02
SC212Q02JA	Staff help with homework	☐ 01	☐ 02
SC212Q03JA	Peer-to-peer tutoring	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Experiences out of regular school hours
Construct	School offering study help
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC053

During the 2022-2023 school year, which of the following activities does your school offer to students in grade 10?

(Please select one response in each row.)

		Yes	*No*
SC053Q01TA	Band, orchestra or choir	☐ 01	☐ 02
SC053Q02TA	School play or school musical	☐ 01	☐ 02
SC053Q03TA	School yearbook, newspaper or magazine	☐ 01	☐ 02
SC053Q04TA	Volunteering or community service activities	☐ 01	☐ 02
SC053Q12NA	Science club	☐ 01	☐ 02
SC053Q13NA	Science competitions, e.g., Science Olympiad	☐ 01	☐ 02
SC053Q07TA	Chess club	☐ 01	☐ 02
SC053Q08TA	Club with a focus on computers (e.g., programming or coding)	☐ 01	☐ 02
SC053Q09TA	Art club or art activities	☐ 01	☐ 02
SC053Q10TA	Sporting team or sporting activities	☐ 01	☐ 02
SC053Q12TA	Environmental protection activities	☐ 01	☐ 02

Year(s) Administered	2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Experiences out of regular school hours
Construct	Extracurricular activities offered
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics club and mathematics competition to science club and science competition. Addition of "Environmental protection activities" added based on feedback.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC059

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

(Please select one response in each row.)

		Yes	*No*
SC059Q02NA	If we ever have some extra funding, a big share goes into improvement of our science teaching.	☐ 01	☐ 02
SC059Q03NA	Science teachers are among our best educated staff members.	☐ 01	☐ 02
SC059Q09NA	Good science teachers are harder to attract compared with other subject teachers.	☐ 01	☐ 02
SC059Q04NA	Compared to similar schools, we have a better equipped laboratory or laboratories.	☐ 01	☐ 02
SC059Q05NA	The laboratory materials are in good shape.	☐ 01	☐ 02
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	☐ 01	☐ 02
SC059Q07NA	We have extra laboratory staff that help support science teaching.	☐ 01	☐ 02
SC059Q08NA	Our school spends extra money on up-to-date science equipment.	☐ 01	☐ 02

Year(s) Administered	2015
Content Domain Type	Domain-specific
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	A4
Module Label	School type and resources
Construct	Science-related resources in school
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New (retained from PISA 2015)

Question notes: Q01 removed and Q05 rephrased based on feedback. New item proposed follow Q03 about difficulties attracting good <school science> teachers.

SC175

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.)

SC175Q01JA Science

SC175Q02JA Average minutes in a class period across all subjects, including science

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

Consistency check/soft reminder if no response on any item on the screen: To enter a response of “0” (zero) for a question, please move the slider to the “0” position on the scale.

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Organisation of student learning at school
Construct	Average time in class period
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC176

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

(Please select one response.)

SC176Q01JA	15 students or fewer	☐ 01
SC176Q01JA	16-20 students	☐ 02
SC176Q01JA	21-25 students	☐ 03
SC176Q01JA	26-30 students	☐ 04
SC176Q01JA	31-35 students	☐ 05
SC176Q01JA	36-40 students	☐ 06
SC176Q01JA	41-45 students	☐ 07
SC176Q01JA	46-50 students	☐ 08
SC176Q01JA	More than 50 students	☐ 09

Year(s) Administered	2022 (Adapted from 2018)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Organisation of student learning at school
Construct	Average number of students in science classes
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>.

SC003

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

(Please select one response.)

SC003Q01TA	15 students or fewer	☐ 01
SC003Q01TA	16-20 students	☐ 02
SC003Q01TA	21-25 students	☐ 03
SC003Q01TA	26-30 students	☐ 04
SC003Q01TA	31-35 students	☐ 05
SC003Q01TA	36-40 students	☐ 06
SC003Q01TA	41-45 students	☐ 07
SC003Q01TA	46-50 students	☐ 08
SC003Q01TA	More than 50 students	☐ 09

Year(s) Administered	2022 (Adapted from 2018)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Organisation of student learning at school
Construct	Average number of students in test language classes
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC177

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

(Please select one response in each row.)

		Student	*Parent(s) or Guardian(s)*	*School staff*	*Not applicable*
SC177Q01JA	Choosing a student's science course(s)	☐ 01	☐ 02	☐ 03	☐ 04
SC177Q02JA	Choosing the level of difficulty of a student's science course(s)	☐ 01	☐ 02	☐ 03	☐ 04
SC177Q03JA	Choosing the number of science courses that a student takes	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Organisation of student learning at school
Construct	Responsibility for selection of science courses
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>.

SC186

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

(Please select one response in each row.)

		Required	*Optional*	*Courses in this subject are not available*	*It changes across the programs offered by the school*
SC186Q03JA	Science	☐ 01	☐ 02	☐ 03	☐ 04
SC186Q01JA	Mathematics	☐ 01	☐ 02	☐ 03	☐ 04
SC186Q02JA	English/Language Arts	☐ 01	☐ 02	☐ 03	☐ 04
SC186Q05FL	World languages (at least one)	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022 FT
Content Domain Type	Domain-specific
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	A4
Module Label	Organisation of student learning at school
Construct	Required or optional course-taking
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified from 2022 FT

Question notes: Propose to change the order to reflect focus for 2025.

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

SC187

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

(Please select one response in each row.)

		For all classes	*For some classes*	*Not for any classes*
SC187Q01WA	Science classes include similar content, but at different levels of difficulty.	☐ 01	☐ 02	☐ 03
SC187Q02WA	Different classes include different content or sets of science topics that have different levels of difficulty (e.g., physics, chemistry or biology).	☐ 01	☐ 02	☐ 03
SC187Q03WA	Students are grouped by ability within their science classes.	☐ 01	☐ 02	☐ 03
SC187Q04WA	In science classes, teachers use pedagogy suitable for students with mixed abilities (i.e., students are not grouped by ability).	☐ 01	☐ 02	☐ 03

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	A4
Module Label	Organisation of student learning at school
Construct	Ability grouping in science classes
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to science. Changed wording to better suit science domain. Based on feedback, there have been minor change in Q01 and Q02 replacing "study" with "include" and the wording in Q04 has been simplified to "mixed abilities".

SC178

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

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

		%
SC178Q01JA	Grade C or above	_____ 01
SC178Q02JA	Below grade C	_____ 01

Consistency check/soft reminder if the sum is not 100: Sum does not add to 100%, please check your response.

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	A4
Module Label	Organisation of student learning at school
Construct	Percentage of students who received marks below, at/above the pass mark in science class in their last report
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to science.

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.)

		For all subjects	*For some subjects*	*Not for any subjects*
SC042Q01TA	Students are grouped by ability into different classes.	☐ 01	☐ 02	☐ 03
SC042Q02TA	Students are grouped by ability within their classes.	☐ 01	☐ 02	☐ 03

Year(s) Administered	2006, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Organisation of student learning at school
Construct	Ability grouping for all subjects
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC063

Which of the following science courses were available to grade 10 students last year or this year?

(Please select all that apply.)

SC063Q01	Physics	☐ 01
SC063Q02	Chemistry	☐ 02
SC063Q03	Biology	☐ 03
SC063Q04	Earth and space (e.g., geology, astronomy)	☐ 04
SC063Q05	Earth sciences (e. g., geography, oceanography, meteorology)	☐ 05
SC063Q06	Environmental science (e. g. ecology)	☐ 06
SC063Q07	Applied sciences and technology (e. g. aerospace)	☐ 07
SC063Q08	General or integrated science course	☐ 08

Year(s) Administered	2015
Content Domain Type	Domain specific
Policy Content Area	School Practices, Policies and Infrastructure
Framework Cell	A4
Module Label	Exposure to Science Content
Construct	School courses offered to students
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Status from PISA 2022 (Unchanged, modified, new)	New (modified from 2015)

Question notes: New item matching Student questionnaire item, based on Questionnaire Framework.

SC25M15

To what extent can grade 10 students choose the following for their science courses?

(Please select one response in each row.)

		They cannot choose at all	*They can choose to a certain extent*	*They can choose freely*
SC25M15Q01	Students can choose the science course(s) they study.	☐ 01	☐ 02	☐ 03
SC25M15Q02	Students can choose the level of difficulty.	☐ 01	☐ 02	☐ 03
SC25M15Q03	Students can choose the number of science courses.	☐ 01	☐ 02	☐ 03
SC25M15Q05	Students can choose from different teachers teaching the same course(s).	☐ 01	☐ 02	☐ 03

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	School Practices, Policies and Infrastructure
Framework Cell	A4
Module Label	Exposure to Science Content
Construct	Freedom in science curriculum choice
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New item matching Student questionnaire item, based on Questionnaire Framework.

SC027

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

(Please select one response in each row.)

		Yes	*No*
SC027Q02NA	Our school invites specialists to conduct in-service training for teachers.	☐ 01	☐ 02
SC027Q03NA	Our school organizes in-service workshops which deal with specific issues that our school faces.	☐ 01	☐ 02
SC027Q04NA	Our school organizes in-service workshops for specific groups of teachers (e.g., newly appointed teachers).	☐ 01	☐ 02

Year(s) Administered	2015, 2022
Content Domain Type	General
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	B3
Module Label	Teacher Qualification, Training, and Professional Development
Construct	In-house professional development
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are propose from PISA 2022. Suggestion to combine this with SC183, with a column each for broad professional development and for science specific professional development.

SC183

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

(Please select one response in each row.)

		Yes	*No*
SC183Q02JA	Our school invites specialists to conduct in-service training for science teachers.	☐ 01	☐ 02
SC183Q03JA	Our school organizes in-service workshops, which deal with specific issues that our science teachers face.	☐ 01	☐ 02
SC183Q04JA	Our school organizes in-service workshops for specific science teachers (e.g., newly appointed teachers).	☐ 01	☐ 02

Year(s) Administered	2022 (Adapted from 2015)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Teacher Qualification, Training, and Professional Development
Construct	In-house professional development (for science teachers)
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Update “Teachers of mathematics” to “<School science> teachers” as used in PISA 2015.

SC184

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

(Please select one response in each row.)

		Yes	*No*
SC184Q01JA	Science content	☐ 01	☐ 02
SC184Q02JA	Science pedagogy/instruction	☐ 01	☐ 02
SC184Q03JA	Science curriculum	☐ 01	☐ 02
SC184Q04JA	Integrating digital resources into science instruction	☐ 01	☐ 02
SC184Q06JA	Science assessment	☐ 01	☐ 02
SC184Q07JA	Addressing individual students' needs (e.g., differentiated learning, differentiated instruction)	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Teacher Qualification, Training, and Professional Development
Construct	Areas of professional development for science teachers
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Updated Mathematics. Adopted PISA 2015 language <school science>. Removed 2022 item on 'Improving students' critical thinking or problem solving skills'.

SC018

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

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

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

		Full-time	*Part-time*
SC018Q01TA	Teachers in TOTAL	_____01	_____02
SC018Q02TA	Teachers fully certified by the state in their main assignment field	_____01	_____02
SC018Q08JA	Teachers with a Bachelor's degree or equivalent	_____01	_____02
SC018Q09JA	Teachers with a Master's degree or equivalent	_____01	_____02
SC018Q10JA	Teachers with a Doctoral degree or equivalent	_____01	_____02

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

Year(s) Administered	2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B3
Module Label	School Type and Infrastructure (item SC018Q01TA), Teacher Qualification, Training, and Professional Development (other items)
Construct	Teacher qualifications
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC025

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

A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a 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).)

SC025Q01NA All teaching staff at your school

01

SC025Q02NA Science teaching staff at your school

01

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

Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	B3
Module Label	Teacher Qualification, Training, and Professional Development
Construct	Teacher professional development
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Language from PISA 2015 adopted for 2025.

SC198

In your school, are science 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*
SC198Q01JA	Science achievement data are posted publicly (e.g., in the media)	☐ 01	☐ 02
SC198Q02JA	Science achievement data are tracked over time by an administrative authority	☐ 01	☐ 02
SC198Q03JA	Science achievement data are provided directly to parents or guardians	☐ 01	☐ 02

Year(s) Administered	2022 (Adapted from 2018)
Content Domain Type	Domain-specific
Policy Content Area	Governance, system-level practices and policies
Framework Cell	A5
Module Label	Assessment, Evaluation, and Accountability
Construct	Use of science achievement data in accountability systems
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Mathematics changed to <School science> consistent with PISA 2015.

SC037

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

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

(Please select one response in each row.)

		Yes, this is mandatory, e.g. based on district or ministry policies	*Yes, based on school initiative*	*No*
SC037Q01TA	Internal evaluation/Self-evaluation	☐ 01	☐ 02	☐ 03
SC037Q02TA	External evaluation	☐ 01	☐ 02	☐ 03
SC037Q03TA	Written specification of the school's curricular profile and educational goals	☐ 01	☐ 02	☐ 03
SC037Q04TA	Written specification of student performance standards	☐ 01	☐ 02	☐ 03
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	☐ 01	☐ 02	☐ 03
SC037Q06NA	Systematic recording of student test results and graduation rates	☐ 01	☐ 02	☐ 03
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	☐ 01	☐ 02	☐ 03
SC037Q08TA	Teacher mentoring	☐ 01	☐ 02	☐ 03
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	☐ 01	☐ 02	☐ 03

SC037Q11JA	Implementation of a standardized policy for science subjects (i.e., school curriculum with shared instructional materials accompanied by staff development and training)	☐ 01	☐ 02	☐ 03

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

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

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Governance, system-level practices and policies
Framework Cell	B5
Module Label	Assessment, Evaluation, and Accountability
Construct	School evaluation
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Updated mathematics to <school science> in Q11.

SC200

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.)

		Yes	*No*	*Not applicable*
SC200Q01JA	The results of external evaluation led to changes in school policies.	☐ 01	☐ 02	☐ 03
SC200Q02JA	We used the data to plan specific action for school development.	☐ 01	☐ 02	☐ 03
SC200Q03JA	We used the data to plan specific action for the improvement of teaching.	☐ 01	☐ 02	☐ 03
SC200Q04JA	We put measures derived from the results of external evaluations into practice.	☐ 01	☐ 02	☐ 03

Help Button: *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.*

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Governance, system-level practices and policies
Framework Cell	B5
Module Label	Assessment, Evaluation, and Accountability
Construct	School evaluation
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC034

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.)

		Never	*1-2 times a year*	*3-5 times a year*	*Monthly*	*More than once a month*
SC034Q01NA	Mandatory standardized tests, e.g., state or district tests	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC034Q02NA	Non-mandatory standardized tests (e.g., publicly or commercially available standardised test material like PSAT)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC034Q03TA	Teacher-developed tests	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC034Q04TA	Teachers' judgmental ratings	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

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

This is a filter question:
If SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 ("Never"), respondents proceed to SC035.
Else respondents answer SC212.

Year(s) Administered	2015, 2022
Content Domain Type	General
Policy Content Area	Governance, system-level practices and policies
Framework Cell	B5
Module Label	Assessment, Evaluation, and Accountability
Construct	Use of assessments
Routing Information (if applicable)	If SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 (“Never”), then school respondents are routed to SC035.
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

This is a filtered question:
Only if SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 ("Never"), respondents proceed to SC035.
Else proceed to SC212.

SC035

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.)

		Standardized tests A		*Teacher-developed tests* B	
		Yes	*No*	*Yes*	*No*
SC035Q01N	To guide students' learning	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q02T	To inform parents or guardians about their child's progress	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q03T	To make decisions about students' retention or promotion	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q04T	To group students for instructional purposes	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q05T	To compare the school to district, state, or national performance	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q06T	To monitor the school's progress from year to year	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q07T	To make judgements about teachers' effectiveness	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	☐ 01	☐ 02	☐ 01	☐ 02

SC035Q09N	To adapt teaching to the students' needs	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q10T	To compare the school with other schools	☐ 01	☐ 02	☐ 01	☐ 02
SC035Q11N	To award certificates to students	☐ 01	☐ 02	☐ 01	☐ 02

Help Button: *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.*

Year(s) Administered	2015, 2022
Content Domain Type	General
Policy Content Area	Governance, system-level practices and policies
Framework Cell	B5
Module Label	Assessment, Evaluation, and Accountability
Construct	Use of assessments
Routing Information (if applicable)	This question is only administered to school respondents whose answer to SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 ("Never").
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC032

During the 2022-2023 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*
SC032Q01TA	Tests or assessments of student achievement	☐ 01	☐ 02
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	☐ 01	☐ 02
SC032Q03TA	Principal or senior staff observations of lessons	☐ 01	☐ 02
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	☐ 01	☐ 02

Year(s) Administered	2003, 2009, 2012, 2015, 2022
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Assessment, Evaluation, and Accountability
Construct	Monitoring teacher practices
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC193

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*
SC193Q01WA	A change in salary	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q02WA	A financial bonus or another kind of monetary reward	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q03WA	Opportunities for professional development activities	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q04WA	A change in the likelihood of career advancement	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q05WA	Public recognition from you	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q06WA	Changes in work responsibilities that make the job more attractive	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q07WA	A role in school development initiatives (e.g., curriculum development group, development of school objectives)	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022 (Adapted from 2012)
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Assessment, Evaluation, and Accountability
Construct	Feedback to teachers
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022. Countries highlighted similar item in TALIS (asking frequency rather than impact) and therefore suggested this could be removed.

SC064

During the 2022-2023 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 participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

		%
SC064Q05WA	Discussed their child's behavior with a teacher on the parents' or guardians' own initiative	01
SC064Q06WA	Discussed their child's behavior on the initiative of one of their child's teachers	01
SC064Q01TA	Discussed their child's progress with a teacher on the parents' or guardians' own initiative	01
SC064Q02TA	Discussed their child's progress on the initiative of one of their child's teachers	01
SC064Q04NA	Volunteered in physical or extra-curricular activities, (e.g., building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	01
SC064Q03TA	Participated in local school government (e.g., parent council or school management committee)	01
SC064Q07WA	Assisted in fundraising for the school	01

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

Consistency check/soft reminder if no response on any item on the screen: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Parent or Guardian Support
Construct	Parent/Guardian participation in school activities
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

SC192

During the 2022-2023 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.)

		Never or almost never	*A few times a year*	*A few times a month*	*Once a week or more*
SC192Q01JA	Invited parents or guardians to volunteer for school activities	☐ 01	☐ 02	☐ 03	☐ 04
SC192Q02JA	Initiated communications with parents or guardians about school programs	☐ 01	☐ 02	☐ 03	☐ 04
SC192Q03JA	Initiated communications with parents or guardians about their child's progress	☐ 01	☐ 02	☐ 03	☐ 04
SC192Q04JA	Included parents or guardians in making school decisions	☐ 01	☐ 02	☐ 03	☐ 04
SC192Q05JA	Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	☐ 01	☐ 02	☐ 03	☐ 04
SC192Q06JA	Provided information to parents or guardians about how to help students improve their skills in science	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Parent or Guardian Support
Construct	School's encouragement of parental involvement
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Modification of last item from mathematics to science, no futher changes.

SC155

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

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

(Please select one response in each row.)

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

SC155Q12	The curriculum of the school is suited for using digital devices effectively.	☐ 01	☐ 02	☐ 03	☐ 04
SC155Q13	The school has sufficient supporting staff to solve technical problems.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	Preparedness for digital learning
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new, removed)	Unchanged

Question notes: This will have some overlap with ICT Familiarity Questionnaire, and this was consistent in PISA 2022. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire framework. New items added for LDW.

SC224

Overall, how prepared do you feel your school is for providing remote instruction if your school building closed to students for an extended period in the future?

(Please select one response.)

SC224Q01JA	Not prepared at all	☐ 01
SC224Q01JA	Not very prepared	☐ 02
SC224Q01JA	Well prepared	☐ 03
SC224Q01JA	Very well prepared	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	Feeling of preparedness for future school closures
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new, removed)	Unchanged

Question notes: This remains relevant for all crises.

SC158

Is there any formal curriculum for the following topics at the middle and upper school level?

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

(Please select one response in each row.)

		Yes	*No*
SC158Q01H	Climate change and global warming	☐ 01	☐ 02
SC158Q02H	Global health equity (e.g., access to healthcare)	☐ 01	☐ 02
SC158Q04H	Migration (movement of people)	☐ 01	☐ 02
SC158Q07H	International conflicts	☐ 01	☐ 02
SC158Q08H	Hunger or malnutrition in different parts of the world	☐ 01	☐ 02
SC158Q09H	Causes of poverty	☐ 01	☐ 02
SC158Q12H	Equality between men and women	☐ 01	☐ 02

Year(s) Administered	2018
Content Domain Type	General Constructs
Policy Content Area	Teaching Practices and learning opportunities
Framework Cell	B3
Module Label	Global Crises Module
Construct	Global issues curriculum
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new, removed)	New

Question notes: New item adapted from 2018.

SC174

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

(Please select one response.)

None	☐ 01
One	☐ 02
Two	☐ 03
Three	☐ 04
Four	☐ 05
Five	☐ 06
Six or more	☐ 07

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School practices, policies, and infrastructure
Framework Cell	B4
Module Label	Migration and Language Exposure
Construct	Number of foreign instructional languages taught at school
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: We have proposed to convert this into a close-ended question from what was used in PISA 2022.

SC150

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

(Please select one response in each row.)

		Yes	*No*
SC150Q01IA	These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication).	☐ 01	☐ 02
SC150Q02IA	Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication).	☐ 01	☐ 02
SC150Q03IA	Before transferring to regular classes, these students receive some instruction in school subjects through their heritage language.	☐ 01	☐ 02
SC150Q04IA	These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.	☐ 01	☐ 02
SC150Q05IA	Class size is reduced to cater to the special needs of these students.	☐ 01	☐ 02

Year(s) Administered	2018, 2022
Content Domain Type	General
Policy Content Area	School practices, policies and infrastructure
Framework Cell	B4
Module Label	Migration and Language Exposure
Construct	Instruction opportunities for students whose heritage language is not the school's primary language of instruction
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2022 FT (not included in MS)

Question notes: No changes proposed from the 2022 FT. Suggestion to either change skill to capability or change example to "reading, use of grammar and vocabulary, communication".

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC163 **Which of the following world languages[2] can students in grade 10 take at your school this school year?**

(Please consider regular lessons as well as other learning activities offered by the school.)
(Please select all that apply.)

SC163Q02	*French*	☐ 01
SC163Q03	*Chinese languages (e.g., Cantonese, Mandarin)*	☐ 02
SC163Q04	*German*	☐ 03
SC163Q05	*Spanish*	☐ 04
SC163Q06	*Italian*	☐ 05
SC163Q07	*Japanese*	☐ 06
SC163Q08	*Russian*	☐ 07
SC163Q09	*Arabic*	☐ 08
SC163Q10	*Vietnamese*	☐ 09
SC163Q11	*Tagolog*	☐ 10
SC163Q13	*Other language*	☐ 11
SC163Q14	*No world languages are offered in my school*	☐ 12

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Government and school policies
Framework Cell	N/A
Module Label	Foreign Language Assessment
Construct	Languages learned at school

Routing information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This was requested to be included in the main questionnaire for all countries by the FLA team.

Notes for translation/adaptation:

<Foreign languages²> - Foreign languages are all modern languages formally taught in school settings, other than the main language of instruction. <English²> - The English language. <Language 1> | <Language 2> | < …etc. > - Concerning the language list: Given the very strong interest in this question for the Foreign Language Assessment, countries are recommended to ensure that the languages spoken at home are identified for as many students as possible. So, we recommend including all languages that are expected to be spoken by at least 1% of students. In addition, countries should ensure that all answer options (checkbox vertical list) from PISA2018 ST022 are retained to allow for trends. These languages should be included in addition to the other languages explicitly listed among the answer options of this question. <National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled".

SC204

Do the following statements on compulsory language learning apply to your school?

(Please select one response in each row.)

		Yes	*No*	*It changes across the programs offered by the school*
SC20401	Learning at least one world language[2] is compulsory in grade 10.	☐ 01	☐ 02	☐ 03
SC20402	Learning English[2] is compulsory in grade 10.	☐ 01	☐ 02	☐ 03

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Government and school policies
Framework Cell	N/A
Module Label	Foreign Language Assessment
Construct	Availability of foreign languages
Routing information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This was requested to be included in the main questionnaire for all countries by the FLA team.

Notes for translation/adaptation:

<Foreign language[2]> - Foreign language is any modern language formally taught in school settings, other than the main language of instruction. <National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country. Where it is possible that a sampled school does not offer tuition at this grade level, an explanatory note can be added: "If your school does not teach this grade then answer this question for an adjacent grade where most of your 15-year-old students are enrolled". <English[2]> - The English language.

SC255

In your school, what percentage of grade 10 students learn other subjects (e.g. history, science) in the following world languages[2]?

(Please select one response in each row.)

		None	*1% to 25%*	*26% to 50%*	*51% to 75%*	*More than 75%*
SC25501	In any world language[2]	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC25502	In English[2]	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Government and school policies Teaching practices
Framework Cell	N/A
Module Label	Foreign Language Assessment
Construct	Languages learned at school Joint learning of language- and non-language related content
Routing information (if applicable)	.
Status from PISA 2022 (unchanged, modified, new)	New

Question notes: This was requested to be included in the main questionnaire for all countries by the FLA team.

Notes for translation/adaptation:

<National modal grade for 15-year-olds> should be replaced with the actual name of the grade attended by most 15-year-olds in your country.

SC261

During the 2022-2023 academic year, what percentage of all digital devices in your school had access to the following software?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops and tablet computers.)

(Please select one response in each row.)

		None	*1-25%*	*26-50%*	*51-75%*	*76-100%*
SC261Q01	Word processor (e.g., Microsoft® Word™)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q02	Software for creating a multi-media presentation (e.g., Microsoft® PowerPoint™)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q03	Software to create and edit videos (e.g., iMovie, Final Cut Pro, InShot, Adobe Premiere)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q04	Software to create and edit music (e.g., Audacity, GarageBand)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q05	Software for programming (e.g., Scratch, Python, Java)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q06	Software to collect and record data (e.g., data loggers, Microsoft® Access™, Google® Form, spreadsheets)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q07	Software for building or editing webpages (e.g., WordPress, Wix)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q08	Learning management system (e.g., Moodle, Schoology, Canvas)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q09	Software for online collaborative work (e.g,. Miro, Google Jamboard)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC261Q10	Virtual or augmented reality software	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	School type and resources (Module 11)
Construct	Availability of learning software
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

Question notes: We propose to add this question (focussing on software) in addition to question SC004 (focussing on hardware). The list of items was developed to cover the content of a question that is administered in student, parent, and teacher questionnaires.

SC262

Does your school apply the following type of policy or rule for students in grade 10?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops and tablet computers.)
(Please select all that apply.)

		Yes	*No*
SC262Q01	Each student is provided with a digital device to use at school.	☐ 01	☐ 02
SC262Q02	Students have to share a digital device in the classroom because there are not enough devices for each student.	☐ 01	☐ 02
SC262Q03	Digital devices are used for extracurricular activities at school.	☐ 01	☐ 02
SC262Q04	The use of digital devices is restricted to the computer laboratories.	☐ 01	☐ 02
SC262Q05	Students can bring the school's digital devices home for educational purposes.	☐ 01	☐ 02
SC262Q06	Students bring their own digital devices for learning at school.	☐ 01	☐ 02

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	Organisation of student learning at school (Module 14)
Construct	Policy on provision of digital devices
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC263

How often are the following digital resources used for instruction at your school?

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

(Please select one response in each row.)

		Never or almost never	*Some lessons*	*Many lessons*	*Every lesson or almost every lesson*
SC263Q01	Word-processor software (e.g., Microsoft® Word™)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q02	Presentation software (e.g,. Microsoft® PowerPoint™)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q03	Video and photo software for capture and editing (e.g., Windows Photo™, iMovie, Adobe Photoshop).	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q04	Concept mapping software (e.g., Inspiration, Webspiration)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q05	Data logging and monitoring tools that capture real-world data (e.g., speed, temperature) for analysis (e.g., Logger Pro™)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q06	Simulations and modelling software (e.g., NetLogo)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q07	Digital role-play games where students have to complete quests or inquiries	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q08	Practice programs or apps where teachers decide which questions are presented to students (e.g., Quizlet, Kahoot)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q09	Internet-based applications for collaborative work (e.g., Google Docs, OneNote, Padlet)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q10	Graphing or drawing software	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q11	Software for using 3D printers at school	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q12	Search engines on the internet (e.g., Google)	☐ 01	☐ 02	☐ 03	☐ 04

SC263Q13	A learning management system (e.g., Moodle, Schoology, Canvas)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q14	E-portfolios	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q15	Social media (e.g., Facebook, Twitter, Instagram)	☐ 01	☐ 02	☐ 03	☐ 04
SC263Q16	Repositories of videos (e.g., YouTube)	☐ 01	☐ 02	☐ 03	☐ 04
Help button	*Digital resources refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).*				

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	Organisation of student learning at school (Module 14)
Construct	Frequency of use of digital resources
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

Question notes: This question was added to get information on the frequency of use of specific digital software and tools. Items were adapted from Q5 and Q6 of the ICILS 2018 ICT Coordinator Questionnaire by ICILS2018.

SC264

During 2022-2023 school year, did teachers in your school engage in the following forms of professional development related to teaching with digital resources?

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

(Please select one response in each row.)

		Yes	*No*
SC264Q01	Courses/seminars attended in person	☐ 01	☐ 02
SC264Q02	Online courses/seminars (e.g., MOOCs, webinars)	☐ 01	☐ 02
SC264Q03	Conferences delivered by researchers, teachers or other professionals	☐ 01	☐ 02
SC264Q04	Formal qualification programs (e.g., a degree program)	☐ 01	☐ 02
SC264Q05	Observation visits to other schools	☐ 01	☐ 02
SC264Q06	Observation visits to business premises, public organizations, or non-governmental organizations	☐ 01	☐ 02
SC264Q07	Coaching as part of a formal school arrangement	☐ 01	☐ 02
SC264Q08	Regular discussions with other teachers at school, for example in working groups	☐ 01	☐ 02
SC264Q09	Participation in professional networks/communities of practice	☐ 01	☐ 02

Help button

Digital resources refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	Teacher Qualification, Training, and Professional Development (Module 17)

Construct	Training of teachers on use of digital resources (methods)
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC265

During the 2022-2023 school year, how many teachers at your school took part in professional development activities on the following topics?

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

(Please select one response in each row.)

		None or hardly any	*Some of them*	*Most of them*	*All or nearly all*
SC265Q01	Identifying, assessing and selecting digital resources for teaching	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q02	Creating, modifying and sharing digital resources	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q03	Integrating digital resources in teaching	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q04	Communicating with students and parents using digital devices	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q05	Using digital resources to collaborate with other teachers	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q06	Supporting students' autonomous learning with digital resources	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q07	Using digital resources for student assessment	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q08	Ensuring the inclusion of all students when using digital resources and devices	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q09	Using digital resources to personalize learning	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q10	Teaching media literacy to students	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q11	Teaching students how to create and modify digital content in multiple formats	☐ 01	☐ 02	☐ 03	☐ 04
SC265Q12	Teaching students how to use digital technologies safely and ethically	☐ 01	☐ 02	☐ 03	☐ 04

Help button

<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	N/A
Module Label	Teacher Qualification, Training, and Professional Development
Construct	Training of teachers on use of digital resources (content)
Routing Information (if applicable)	If any of the answers is 01 (“Yes”) to SC264, respondents proceed to SC265. Else proceed to proposed question SC266
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC266

What priority is given to the following objectives of teaching at your school?

(Please select one response in each row.)

		No priority	*Low priority*	*Medium priority*	*High priority*
SC266Q01	To enhance students' capacity to learn on their own	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q02	To support students' capacity to plan, monitor and evaluate their learning	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q03	To teach students when and how they should seek for help in their study	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q04	To teach students how to use the feedback they receive from teachers	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q05	To give students advice on how to manage negative emotions related to learning (e.g., frustration, anxiety, boredom)	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q06	To teach students how to give feedback to each other as part of group work	☐ 01	☐ 02	☐ 03	☐ 04
SC266Q07	To train students carry out complex projects over multiple days	☐ 01	☐ 02	☐ 03	☐ 04

Years Administered	New
Content Domain Type	General
Policy Content Area	Self-regulated learning
Framework Cell	
Module Label	Organisation of student learning at school
Construct	Priority assigned to Self-regulated learning
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC267

How often is instruction in your school organized in the following manner?

(Please select one response in each row.)

		Never or almost never	*Some lessons*	*Many lessons*	*Every lesson or almost every lesson*
SC267Q01	Students are taught remotely via online lessons.	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q02	Students work individually with digital devices in the classroom.	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q03	Students study on their own using online materials distributed to them	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q04	Logs from Learning Management Systems (e.g., Moodle, Schoology, Canvas) are used for assessment.	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q05	Students participate in online collaborative activities (e.g., digital presentations or projects).	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q06	Students learn online through courses offered by external providers (e.g., teachers in other schools, universities, commercial software).	☐ 01	☐ 02	☐ 03	☐ 04
SC267Q07	Students create or edit digital, open resources (e.g., public blogs, wikis, videos, podcasts)	☐ 01	☐ 02	☐ 03	☐ 04

Years Administered	New
Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	Organisation of student learning at school
Construct	Use of online learning

Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC268

To what extent do you agree or disagree with the following statements about your school's purposes to teach using digital resources?

(Please select one response in each row.)

(If you do not have or use digital resources, please select "Does not apply".)

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

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*	*Does not apply*
SC268Q01	We use digital resources to make teaching more effective.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q02	We use digital resources to strengthen students' skills to learn on their own.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q03	We use digital resources to provide personalized learning opportunities.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q04	We use digital resources to enhance students' capacity to work in groups.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q05	We use digital resources to help students learn how to use them safely outside of school.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q06	We use digital resources to track students' progress.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q07	We use digital resources to help low-achieving students catch up with their peers.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC268Q08	We use digital resources to engage high-achieving students.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Help button

Digital resources refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

Years Administered	New

Content Domain Type	General
Policy Content Area	Digital learning
Framework Cell	
Module Label	Organisation of student learning at school (Module 14)
Construct	Motivation for using digital resources
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new, removed)	New

SC209

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

(Please select one response in each row.)

		Yes	*No*
SC209Q01JA	I have shared information about the PISA test administration with the staff at my school.	☐ 01	☐ 02
SC209Q02JA	I have shared information about the PISA test administration with the students at my school.	☐ 01	☐ 02
SC209Q03JA	I have shared information about the PISA test administration with the parents or guardians of students at my school.	☐ 01	☐ 02
SC209Q04JA	I have spoken to teachers at my school about the importance of the PISA test.	☐ 01	☐ 02
SC209Q05JA	I have spoken to parents or guardians about the importance of the PISA test.	☐ 01	☐ 02
SC209Q06JA	I have encouraged the students at my school to do their best during the PISA test.	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student Attitudes, Feelings, and Behaviors
Framework Cell	B2
Module Label	Effort on PISA Achievement Test and Questionnaires
Construct	Principal's support of PISA administration / encouragement of teachers and students to take PISA test seriously and/or prep for PISA test
Routing Information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Optional module for school closures

SC213

In the last 12 months, approximately how many school days was your school building closed to students because of the following reasons?

Please count the time that your school was closed to the majority of students.

Do not count the time that your school was scheduled to be closed for school holiday or vacations.

If your school had to close and reopen multiple times, please count all closing times.

(Please enter a number for each response. Enter "0" (zero) if the school building was not closed to students.)

SC213Q01JA	COVID-19	_____01
SC213Q02JA	A health-related emergency, other than COVID-19	_____01
SC213Q03JA	Extreme weather (e.g., floods, heatwave, extreme cold, wildfires)	_____01
SC213Q04JA	Seismic activity (e.g., earthquake)	_____01
SC213Q05JA	Political conflict (e.g., social unrest)	_____01
SC213Q06JA	Another reason (e.g., strikes or demonstrations, air pollution)	_____01

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure
Routing Information (if applicable)	This is a filter question: If the answer is “0” for all items Item 1 proceed to SC223. Else proceed to SC214.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: Changed the response options so that it is not COVID specific, with more granular data collected on other reasons for school closures. The response options are the same as for the modified STQ347.

SC214

During the time when your school building had an unplanned closure, how was instruction in your school organized?

(Please select one response in each row.)

		None of the classes	*Less than half of the classes*	*About half of the classes*	*More than half of the classes*	*All or almost all of the classes*
SC214Q01JA	Classes were taught remotely using digital devices.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC214Q02JA	Students were asked to complete classes on their own based on materials distributed to them.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC214Q03JA	Classes were cancelled and not replaced by remote instruction.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure
Routing Information (if applicable)	This is a filtered question: If the answer is not "0" for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire Framework.

SC215 **During the time when your school building had an unplanned closure, did your school make the following resources available to students to support their learning?**

(Please select one response in each row.)

		Yes	*No*
SC215Q01JA	Paper textbooks, workbooks, or worksheets	☐ 01	☐ 02
SC215Q02JA	Digital textbooks, workbooks, or worksheets	☐ 01	☐ 02
SC215Q03JA	Real-time lessons by a teacher from my school on a video communication program (e.g. Zoom™, Google® Meet™, Microsoft® Teams)	☐ 01	☐ 02
SC215Q04JA	Recorded lessons or other digital material created by teachers from my school	☐ 01	☐ 02
SC215Q05JA	Recorded lessons or other digital material created by others outside of school	☐ 01	☐ 02
SC215Q06JA	Additional instructional resources for students with special learning needs	☐ 01	☐ 02
SC215Q07JA	Additional instructional resources for students whose heritage language is not English	☐ 01	☐ 02
SC215Q08JA	Lessons broadcast over television or radio	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure
Routing Information (if applicable)	This is a filtered question: If the answer is not “0” for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire Framework.

SC216

During the time when your school building had an unplanned closure, to what extent was your school's capacity to provide remote instruction hindered by the following issues?

(Please select one response in each row.)

		Not at all	*Very little*	*To some extent*	*A lot*
SC216Q01JA	Lack of access to digital devices among students	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q02JA	Lack of access to digital devices among teachers	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q03JA	Lack of access to the Internet among students	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q04JA	Lack of access to the Internet among teachers	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q05JA	Lack of learning management systems or school learning platforms (e.g. Edmodo®, Moodle®, Google® Classroom™, Canvas)	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q06JA	Lack of educational materials for distance learning (e.g., textbooks, workbooks, worksheets, instructional videos)	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q07JA	Difficulty getting in touch with students while school buildings were closed	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q08JA	Shortage of teachers available to provide remote instruction	☐ 01	☐ 02	☐ 03	☐ 04
SC216Q09JA	Lack of experience in providing remote instruction among teachers	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure
Routing Information (if applicable)	This is a filtered question: If the answer is not “0” for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire Framework.

SC217

During the time when your school building had an unplanned closure, were teachers in your school asked to do the following things?

(Please select one response in each row.)

		Yes	*No*
SC217Q01JA	Communicate with students through written notes or letters	☐ 01	☐ 02
SC217Q02JA	Communicate with students through email	☐ 01	☐ 02
SC217Q03JA	Conduct virtual office hours or meetings with students	☐ 01	☐ 02
SC217Q04JA	Answer students' questions over the phone	☐ 01	☐ 02
SC217Q05JA	Initiate calls to students (e.g. phone, video call)	☐ 01	☐ 02
SC217Q06JA	Ask parents or guardians for their help with their child's distance learning	☐ 01	☐ 02
SC217Q07JA	Initiate communications (e.g. email, phone, video call) with parents or guardians about their child's progress	☐ 01	☐ 02
SC217Q08JA	Provide information to parents or guardians about how to help their child with school work	☐ 01	☐ 02
SC217Q10JA	Keep track of students' completion of distance learning assignments	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure
Routing Information (if applicable)	This is a filtered question: If the answer is not “0” for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire framework.

SC221

During the time when your school building had an unplanned closure, were the following resources used to support teachers in providing remote instruction?

(Please select one response in each row.)

		Yes	*No*
SC221Q01JA	Regular meetings with other teachers and staff	☐ 01	☐ 02
SC221Q02JA	Online platforms and tools for self-directed or collaborative learning (e.g., online forums, discussion boards, professional communities)	☐ 01	☐ 02
SC221Q03JA	Tools that help teachers develop remote instruction plans (e.g., digital lesson planners, compiled resources and guides offered by organizations)	☐ 01	☐ 02
SC221Q04JA	Professional development activities focused on how to provide remote instruction	☐ 01	☐ 02

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure preparation
Routing Information (if applicable)	This is a filtered question: If the answer is not "0" for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire Framework.

SC222

During the time when your school building had an unplanned closure, to what extent do you feel your school was supported by the following groups?

(Please select one response in each row.)

		Not at all	*Very little*	*To some extent*	*A lot*
		☐	☐	☐	☐
SC222Q02JA	A state educational authority	☐ 01	☐ 02	☐ 03	☐ 04
SC222Q03JA	A district educational authority	☐ 01	☐ 02	☐ 03	☐ 04
SC222Q04JA	Students' parents or guardians	☐ 01	☐ 02	☐ 03	☐ 04
SC222Q05JA	Private donors	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Governance, System-level Policies and Practices
Framework Cell	B5
Module Label	Global Crises Module
Construct	School closure support
Routing Information (if applicable)	This is a filtered question: If the answer is not "0" for all items Item 1 of SC213.
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been modified so that it refers to all school closures, not just those caused by COVID. Additionally, stem slightly modified, with 'did' replaced by 'do' as we are interested in how they feel now, not how they felt in the past.

SC223

Did your school take any of the following actions to prepare for remote instruction?

(Please select one response in each row.)

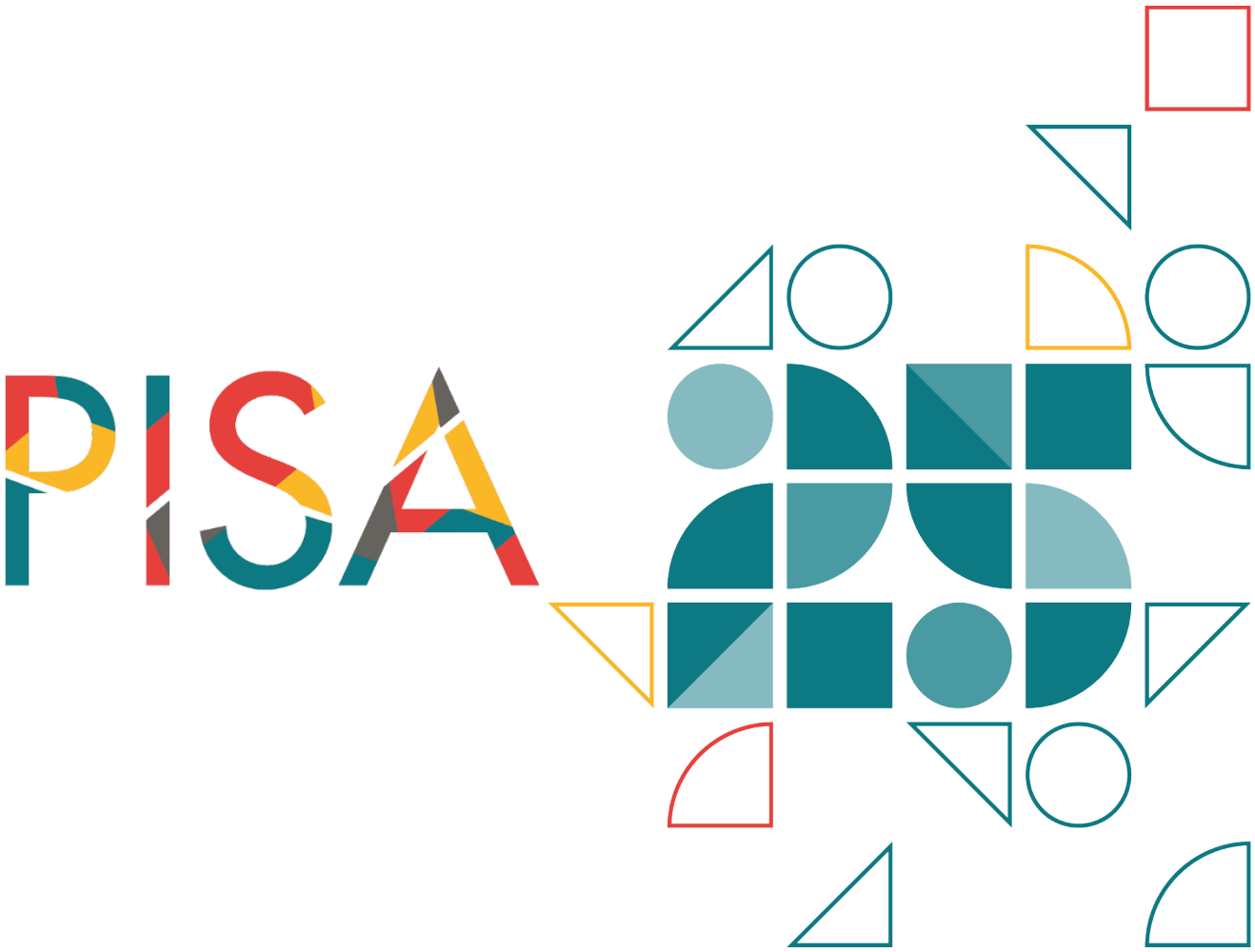
		Yes, as a standard practice before COVID-19	*Yes, in response to COVID-19*	*No*
SC223Q01JA	Training teaching staff on the use of video communication programs (e.g., Zoom™, Google® MeetTM, Microsoft® Teams)for remote instruction	☐ 01	☐ 02	☐ 03
SC223Q02JA	Training students on the use of video communication programs (e.g., Zoom™, Google® MeetTM, Microsoft® Teams)for remote instruction	☐ 01	☐ 02	☐ 03
SC223Q03JA	Preparing digital material for remote instruction (e.g., reorganizing existing resources, designing new resources)	☐ 01	☐ 02	☐ 03
SC223Q04JA	Preparing paper-based material for remote instruction (e.g., reorganizing existing resources, designing new resources)	☐ 01	☐ 02	☐ 03
SC223Q05JA	Adapting existing curriculum plans for remote instruction (e.g., modifying course requirements, sequence of lessons, grading policies)	☐ 01	☐ 02	☐ 03
SC223Q06JA	Preparing digital materials for assessing student learning via online assessment (e.g., quizzes, tests)	☐ 01	☐ 02	☐ 03
SC223Q07JA	Compiling instructional resources for parents or guardians to support their child's learning outside the school	☐ 01	☐ 02	☐ 03

SC223Q08JA	Ensuring that students have access to digital devices for remote instruction	☐ 01	☐ 02	☐ 03
SC223Q09JA	Ensuring that teaching staff have access to digital resources for remote instruction	☐ 01	☐ 02	☐ 03
SC223Q10JA	Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction	☐ 01	☐ 02	☐ 03
SC223Q11JA	Running workshops for parents and caregivers to advise on how to support remote instruction'	☐ 01	☐ 02	☐ 03

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School closure preparation
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new, removed)	Unchanged

Question notes: The scale options refer to COVID; it was deemed that this is appropriate, because it has been the most significant global crises affecting school closures. Also, this item could be used to measure school resiliency and readiness, as directed in the PISA 2025 questionnaire framework.

PISA 2025 Field Test
Student Questionnaire



STUDENT QUESTIONNAIRE FOR PISA 2025

Field Trial Version

Version for first NPM Meeting, March 2023

OECD BETTER POLICIES FOR BETTER LIVES | ACER | cApStAn linguistic quality control | HallStat | o·a·t | Westat

Welcome to the PISA 2025 Computer Based Questionnaires

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ST001 **What grade are you in?**

ST001Q01TA *(Please select from the drop-down menu to answer the question.)*

Select... ▼

Grade 7

Grade 8

Grade 9 01

Grade 10

Grade 11

Grade 12

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Grade
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is consistent with previous cycles.

ST003

On what date were you born?

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

ST003Q01TA	Day	*Select...* ▼ 1 2 3 4 5 6 7 8 9 10 …	01
ST003Q02TA	Month	*Select...* ▼ January February March April May June July August September October November December	01
ST003Q03TA	Year	*Select...* ▼ 2007 2008 2009 2010 2011	01

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

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Date of birth
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is consistent with previous cycles

ST004

What is your gender?

(Please select one response.)

Female ☐ 01

Male ☐ 02

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Gender
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: The stem has been changed to "What is your gender?". An additional optional category has been added for country adaptations. We understand that some countries will opt to maintain the existing response frame (Female, Male). Other countries can adapt this item as appropriate.

National OPT Q1 **Which best describes you?**

(Please select one response.)

I am Hispanic or Latino	☐ 01
I am not Hispanic or Latino	☐ 02

National OPT Q2 **Which of these categories best describes your race?**

(Please select one response.)

White	☐ 01
Black or African American	☐ 02
Asian	☐ 03
American Indian or Alaska Native	☐ 04
Native Hawaiian or other Pacific Islander	☐ 05

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.)

ST227Q01JA	I live in one home.	☐ 01
ST227Q01JA	I live some of the time in one home and some of the time in another home.	☐ 02
ST227Q01JA	Other (e.g., I live in a foster home, I live in a shelter, I do not live in a permanent home)	☐ 03

Year(s) Administered	2022 FT
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Students' home
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: This item was included in the 2022 Field Trial, however not maintained for the Main Study. This is responding to the specific construct "Students' home" in the 2025 Questionnaire Framework. We are not proposing any changes based on stakeholder feedback.

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

ST250 **Which of the following are in your home?**

(Please select one response in each row.)

		Yes	*No*
ST250Q01JA	A room of your own	☐ 01	☐ 02
ST250Q02JA	A computer (laptop, desktop, or tablet) that you can use for school work	☐ 01	☐ 02
ST250Q03JA	Educational Software or Apps	☐ 01	☐ 02
ST250Q04JA	Your own <cell phone> with Internet access (e.g., smartphone)	☐ 01	☐ 02
ST250Q05JA	Internet access (e.g., Wi-fi) (excluding through smartphones)	☐ 01	☐ 02
ST360Q01	< item subject to selection >	☐ 01	☐ 02
ST360Q02	< item subject to selection >	☐ 01	☐ 02
ST360Q03	< item subject to selection >	☐ 01	☐ 02
ST360Q04	< item subject to selection >	☐ 01	☐ 02
ST360Q05	< item subject to selection >	☐ 01	☐ 02
ST360Q06	< item subject to selection >	☐ 01	☐ 02

Available items subject to selection by national centres – choose up to 6

	Yes	*No*

ST360Q01	Electric lighting	☐ 01	☐ 02
ST360Q02	Tap water for consumption	☐ 01	☐ 02
ST360Q03	A driveway or garage	☐ 01	☐ 02
ST360Q04	A garbage-collection service	☐ 01	☐ 02
ST360Q05	A stove or burner for cooking	☐ 01	☐ 02
ST360Q06	A table to have meals	☐ 01	☐ 02
ST360Q07	A vacuum cleaner	☐ 01	☐ 02
ST360Q08	A refrigerator or freezer	☐ 01	☐ 02
ST360Q09	A sewer connection	☐ 01	☐ 02
ST360Q10	A sewing machine	☐ 01	☐ 02
ST360Q11	Air conditioner and/or heating devices	☐ 01	☐ 02
ST360Q12	A guest room	☐ 01	☐ 02
ST360Q13	A quiet place/room to study	☐ 01	☐ 02
ST360Q14	A swimming pool or outdoor hot tub/jacuzzi	☐ 01	☐ 02
ST360Q15	A house security system (including alarms or surveillance cameras)	☐ 01	☐ 02
ST360Q16	A smart TV	☐ 01	☐ 02
ST360Q17	A dishwasher	☐ 01	☐ 02
ST360Q18	Your own tablet	☐ 01	☐ 02
ST360Q19	A subscription to TV or streaming services (cable TV, satellite TV, Netflix, Hulu, Disney+, Amazon Prime)	☐ 01	☐ 02
ST360Q20	Domestic workers (housekeeper, gardener, driver)	☐ 01	☐ 02
ST360Q21	A subscription to a newspaper	☐ 01	☐ 02

Year(s) Administered	New (Adjusted from PISA 2022)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Home possessions
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 to include group items

Question notes: This question has been retained from PISA 2022 (ST250). Modified to add items subject to selection by national centres (ST260) to better contextualise ESCS. ACER will provide guidelines for countries on selecting these items.

ST251 **How many of these items are there at your home?**

(Please select one response in each row.)

		None	*One*	*Two*	*Three or more*
ST251Q01JA	Cars, vans, or trucks	☐ 01	☐ 02	☐ 03	☐ 04
ST251Q02JA	Mopeds or motorcycles	☐ 01	☐ 02	☐ 03	☐ 04
ST251Q03JA	Rooms with a bath or shower	☐ 01	☐ 02	☐ 03	☐ 04
ST251Q04JA	Rooms with a toilet	☐ 01	☐ 02	☐ 03	☐ 04
ST251Q06JA	Musical instruments (e.g. guitar, piano, violin	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Home possessions
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question has been retained from PISA 2022 (ST251).

ST253

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.)

ST253Q01JA	There are no digital devices with screens.	☐ 01
ST253Q01JA	One	☐ 02
ST253Q01JA	Two	☐ 03
ST253Q01JA	Three	☐ 04
ST253Q01JA	Four	☐ 05
ST253Q01JA	Five	☐ 06
ST253Q01JA	6 to 10	☐ 07
ST253Q01JA	More than 10	☐ 08

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Digital devices in the home
Routing Information (if applicable)	Students who select options 02-08 (1 or more digital devices) will be routed to ST254.
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST253).

This is a filter question: If the answer is something else than "There are no digital devices with screens." respondents proceed to ST254. Else proceed to ST255.

ST254

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.*
ST254Q01JA	Televisions	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST254Q02JA	Desktop computers	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST254Q03JA	Laptop computers or notebooks	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST254Q04JA	Tablets (e.g., iPad, Galaxy Book, Surface, Chromebook)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST254Q05JA	E-book readers (e.g., Amazon Kindle)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST254Q06JA	Cell phones with Internet access (i.e., smartphone)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Digital devices in the home
Routing Information (if applicable)	Only students who indicated they have one or more digital devices in questions ST253 will see this question.
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST254). This is a filtered question: Only if ST253 is something else than "There are no digital devices with screens." Else proceed to ST255.

ST255

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.)

ST255Q01JA	There are no books.	☐ 01
ST255Q01JA	1-10 books	☐ 02
ST255Q01JA	11-25 books	☐ 03
ST255Q01JA	26-100 books	☐ 04
ST255Q01JA	101-200 books	☐ 05
ST255Q01JA	201-500 books	☐ 06
ST255Q01JA	More than 500 books	☐ 07

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Books in the home
Routing Information (if applicable)	Students who select options 02-07 (1 or more books) go to ST256.
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST254). This is a filter question: If the answer is something else than "There are no books." respondents proceed to ST256. Else proceed to ST230.

ST256

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*
ST256Q01JA	Religious books (e.g., Bible, Quaran)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q01JA	Classical literature (e.g., Shakespeare, Austen, Twain)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q03JA	Contemporary literature	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q06JA	Books on science	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q07JA	Books on art, music, or design	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q08JA	Technical reference books (e.g., software operations guide, automotive repair manual)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q09JA	Dictionaries	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST256Q10JA	Books to help with your school work	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Books in the home
Routing Information (if applicable)	Only students who selected options 02-07 (1 or more books in their home) in ST255 will see this question.
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST254). This is a filtered question: Only if ST255 is something else than "There are no books". Else proceed to ST230.

This is a filtered question:
Only if ST227 is "I live in one home."
If ST227 is "I live some of the time in one home and some of the time in another home." proceed to ST229.
Else proceed to ST230.

ST228

How many of the following people usually live at home with you?

(Please provide a number in each row.)

ST228Q03JA	Older brother(s) and sister(s) (including foster / half / step)	_____ 01
ST228Q04JA	Younger brother(s) and sister(s) (including foster / half / stepsisters) including those of the same age	_____ 01
ST228Q05JA	Grandparent(s)	_____ 01
ST228Q06JA	Other relatives (e.g., aunt, uncle, cousin)	_____ 01

Drop down response options: None, One, Two, Three, Four, Five or more

Year(s) Administered	2009, 2012, 2022 FT
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Students' home
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: The original item was included in the 2022 Field Trial, however not maintained for the Main Study.

ST274

Do you possess the following items for your own personal use?

If not, indicate whether the reason is that your parents or guardians cannot afford it or some other reason.

(Please select one response in each row.)

		Yes	*No, cannot afford it*	*No, other reason*
ST274Q01JA	Two pairs of properly fitting shoes, including a pair of water-resistant boots or shoes	☐ 01	☐ 02	☐ 03
ST274Q02JA	Some new (not second-hand) clothes	☐ 01	☐ 02	☐ 03
ST274Q08JA	Outdoor leisure equipment (e.g., bicycle, roller skates, skateboard)	☐ 01	☐ 02	☐ 03
ST274Q09JA	Indoor games (e.g., board games, card games, video game console)	☐ 01	☐ 02	☐ 03

Year(s) Administered	New to PISA 2025 FT
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Material well being
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question is new for PISA 2025 FT. Items have been used in the Eurostat Income and living conditions survey, Material and social deprivation indicators (non-included indicators are already in PISA).

Only children lacking an item for affordability reasons (and not by choice or due to any other reasons) are considered deprived of the item. Those lacking the item "for other reasons" are treated, together with those who have the item, as not deprived.

The first item may need to be adapted regionally, depending on what is appropriate.

ST275

Do you do the following activities regularly?

If not, indicate whether the reason is that your parents or guardians cannot afford it or some other reason.

(Please select one response in each row.)

		Yes	*No, cannot afford it*	*No, other reason*
ST275Q01JA	Eat fresh fruit and vegetables daily	☐ 01	☐ 02	☐ 03
ST275Q02JA	Eat protein (e.g., meat, fish, tofu, beans, lentils) daily	☐ 01	☐ 02	☐ 03

Available items subject to selection by national centres – choose up to 2

ST275Q03JA	Hold celebrations on special occasions	☐ 01	☐ 02	☐ 03
ST275Q04JA	Attend leisure activities that cost money, such as sport events, cinema, or concert, etc.	☐ 01	☐ 02	☐ 03
ST275Q05JA	Invite friends to play and eat from time to time	☐ 01	☐ 02	☐ 03
ST275Q06JA	Participate in school trips and school events that cost money	☐ 01	☐ 02	☐ 03
ST275Q07JA	Spend at least one-week away from home on holiday every year	☐ 01	☐ 02	☐ 03

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Material well being

Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question in new for PISA 2025 FT. Items have been used in the Eurostat Income and living conditions survey, Material and social deprivation indicators (non-included indicators are already in PISA). Note that the wording of the stem and some items have been modified.

Only children lacking an item for affordability reasons (and not by choice or due to any other reasons) are considered deprived of the item. Those lacking the item “for other reasons” are treated, together with those who have the item, as not deprived.

Item subject to selection by national centres.

ST278 **What is the floor of your home mostly made of?**

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

(Please select one response.)

ST278Q01JA	Earth, sand or dung	☐ 01
ST278Q01JA	Wood planks, palm or bamboo	☐ 02
ST278Q01JA	Parquet, polished wood	☐ 03
ST278Q01JA	Vinyl, asphalt strips or PVC tiles	☐ 04
ST278Q01JA	Ceramic or porcelain tiles	☐ 05
ST278Q01JA	Cement	☐ 06
ST278Q01JA	Stone	☐ 07

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Home infrastructure – material well-being
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question in new for PISA 2025 FT. Items have been used in ERCE and PISA-D.

This is a filtered question:
Only if ST227 is "I live some of the time in one home and some of the time in another home."
Else proceed to ST230.

ST229

How many of the following people usually live at your home(s) with you?

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

(Please provide a number in each column.)

		At my main home	*At my other homes(s)*
ST229Q03JA	Older brother(s) and sister(s) (including foster / half / step).	☐ 01	☐ 02
ST229Q04JA	Younger brother(s) and sister(s) (including foster / half / step) including those of the same age	☐ 01	☐ 02
ST229Q05JA	Grandparent(s)	☐ 01	☐ 02
ST229Q06JA	Other relatives (e.g., aunt, uncle, cousin).	☐ 01	☐ 02

Drop down response options: None, One, Two, Three, Four, Five or more

Year(s) Administered	2022 FT
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Students' home
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2022 FT)

Question notes: The original item was included in the 2022 Field Trial, however not maintained for the Main Study. This is responding to the specific construct "Students' home" in the 2025 Questionnaire Framework. Based on stakeholder feedback we have removed the options for parents (captured in

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Number of siblings
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Proposed change to specifically collect number of older and younger siblings, living with the respondent ("Living with you") or living elsewhere ("Living in another home"). Foster brothers and sisters added to the question stem.

ST231 *In this questionnaire, a "parent or guardian" is a person who is mainly responsible for taking care of a child on a regular basis.*

This may include:

- *Mothers or fathers*
- *Step - parents*
- *Foster parents*
- *Grandparents*
- *Adult siblings*
- *Other guardians*

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

(Please select one response.)

ST231Q01JA	None	☐ 01
ST231Q02JA	One	☐ 02
ST231Q03JA	Two	☐ 03
ST231Q04JA	Three	☐ 04
ST231Q05JA	Four or more	☐ 05

NOTE for OAT – If the student selects none – the next set of items are completely skipped.

If the student selects one – items ST232, ST… are administered.

If the student selects two, three, four or more, items ST235, … are submitted (data is only collected for up to two parents

ST232

In the following questions you will be asked about your parent or guardian.

To which of these are you referring to as your parent or guardian 1?

(Please select one response)

ST232Q01A	Mother	☐ 01
ST232Q01B	Step-mother, foster mother or adoptive mother	☐ 02
ST232Q01C	Father	☐ 03
ST232Q01D	Step-father, foster father, adoptive father	☐ 04
ST232Q01E	Grandmother	☐ 05
ST232Q01F	Grandfather	☐ 06
ST232Q01G	Older sister of adult age (including foster, stepsister, half-sister, stepsister, half-sister)	☐ 07
ST232Q01H	Older brother of adult age (including foster, stepbrother, half-brother, stepbrother, half-brother)	☐ 08
ST232Q01I	Other relative (e.g., aunt, uncle, cousin)	☐ 09
ST232Q01J	Other adult (e.g., family friend)	☐ 10

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Number of guardians
Routing Information (if applicable)	Only students who selected “One” parent or guardian (option 02) in ST231 will see this question.

Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: The parent/guardian terminology is used in PISA to capture modern living arrangements that do not conform with the mother/father dualism (eg, having same-sex parents), but also that consider living in extended families (eg, with grandparents) where other people may have a role in taking care and raising the student (eg, siblings of adult age, grandparents) and, therefore, influence her or his laerning environment.

This is a filtered question. Only if ST231 is “One”.

This question is new for PISA 2025 FT. The item establishes the relationship between the student and the guardian for which information on education and occupation is provided in following items.

- If student selects Mother in this question, it goes to ST233 – 1 Parent branch A (Mother)
- If student selects Step-Mother in this question, it goes to ST233 – 1 Parent branch B (Step-Mother)
- If student selects Father in this question, it goes to ST233 – 1 Parent branch C (Father)
- If student selects Step-Father in this question, it goes to ST233 – 1 Parent branch D (Step-Father)
- If student selects Grandmother in this question, it goes to ST233 – 1 Parent branch E (Grandmother) – **see example below**

- If student selects Grandfather in this question, it goes to ST233 – 1 Parent branch F (Grandfather)
- If student selects Older Sister in this question, it goes to ST233 – 1 Parent branch G (Older Sister)
- If student selects Older Brother in this question, it goes to ST233 – 1 Parent branch H (Older Brother)
- If student selects Other relative in this question, it goes to ST233 – 1 Parent branch I (Other relative)
- If student selects Other Adult in this question, it goes to ST233 – 1 Parent branch J (Other Adult)

1 Parent – Branch E (Grandmother)

ST233

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)

You selected 'Grandmother as your parent or guardian

ST233Q01JA	Completed junior high or middle school	☐ 01
ST233Q03JA	High school diploma or equivalent	☐ 01
ST233Q04JA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01 ☐
ST233Q05JA	Associate's degree	☐ 01
ST233Q06JA	Bachelor's degree or equivalent	☐ 01
ST233Q07JA	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01
ST233Q08JA	Doctoral degree or equivalent	☐ 01
ST233Q09JA	My parent or guardian does not have any of these qualifications.	☐ 01

Year(s) Administered	Modified from PISA 2022 FT
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian education (One guardian home)
Routing Information (if applicable)	Only students who selected one parent or guardian (option 02) in ST231 will see this question.

	Students who select "This parent or guardian does not have any of these qualifications" (option 09) will be routed to ST234 – Branch E (Grandmother). Students who select options 01 to 08 are routed to ST330 – Branch E (Grandmother).
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians.

Question notes: Modified from PISA 2022 field trial, taking into account the filter for number of parent/guardians. Response options align with the ISCED 2011 classification.

The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

1 Parent – Branch E (Grandmother)

ST234 **Can your parent or guardian do the following?**

(Please select all that apply.)

You selected 'Grandmother' as your parent or guardian

ST234Q01JA	My parent or guardian can read in *English*.	☐ 01
ST234Q02JA	My parent or guardian can write in *English*.	☐ 01
ST234Q03JA	My parent or guardian can neither read nor write in *English*.	☐ 01
ST234Q04JA	I don't know whether my parent or guardian can read or write in *English*.	☐ 01
ST234Q05JA	My parent or guardian can read in *another language besides English*.	☐ 01
ST234Q06JA	My parent or guardian can write in *another language besides English*.	☐ 01
ST234Q07JA	My parent or guardian can neither read nor write in *another language besides English*.	☐ 01
ST234Q08JA	I don't know whether my parent or guardian can read or write in *another language besides English*.	☐ 01

Year(s) Administered	New (Adapted from 2022 field trial)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian education (One guardian home)
Routing Information (if applicable)	Only students who selected one parent or guardian (option 02) in ST231 and "This parent or guardian does not have any of these qualifications" (option 09) in ST233 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1

Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians and adding differentiation about language.

Question notes: This is a filtered question: Only if ST231 is "One" and ST233 is "My parent or guardian does not have any of these qualifications". Specification of language in which parents/guardians can read or write provides evidence of cultural capital even in the absence of educational qualifications.

1 Parent – Branch E (Grandmother)

ST330

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.)

You selected 'Grandmother' as your parent or guardian

ST331Q01JA	Yes	☐ 01
ST331Q01JA	No	☐ 02
ST331Q01JA	I don't know.	☐ 03

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian occupation (One guardian home)
Routing Information (if applicable)	Only students who selected one guardian (option 02) in ST231 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians.

Question notes: This is a filtered question: Only if ST231 is "One". The item was included in the 2022 Field Trial, however not maintained for the Main Study.

1 Parent – Branch E (Grandmother)

ST332

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

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

You selected 'Grandmother' as your parent or guardian

ST332Q01JA

What is your parent's or guardian's main job?
(e.g., school teacher, cook, sales manager, lawyer)

Please type in the job title _____ 01

ST332Q02JA

What does your parent or guardian do in her or 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 she or he does or did in that job.

_____ 01

Year(s) Administered New (adapted from	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parent or guardian occupation (One guardian)
Routing Information (if applicable)	Only students who selected "one parent or guardian" (option 02) in ST231 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account who the student selected as parent or guardian and replacing "their" by "her or his", and "they do" by "she or he does" in the stem.

Question notes: This is a filtered question: Only if ST231 is "One".

ST235

In the following questions you will be asked about your parents or guardians. If you have more than two parents or guardians think about the two parents or guardians who have spent the most time raising and taking care of you.

Who are your parents or guardians?

(Please select one in each column)

		Parent or guardian #1	*Parent or guardian #2*
ST232Q01A	Mother	☐ 01	☐ 02
ST232Q01B	Step-mother, foster mother, adoptive mother	☐ 01	☐ 02
ST232Q01C	Father	☐ 01	☐ 02
ST232Q01D	Step-father, foster father, adoptive father	☐ 01	☐ 02
ST232Q01E	Grandmother	☐ 01	☐ 02
ST232Q01F	Grandfather	☐ 01	☐ 02
ST232Q01G	Older sister of adult age (including foster, stepsister, half-sister)	☐ 01	☐ 02
ST232Q01H	Older brother of adult age (including foster, stepbrother, half-brother)	☐ 01	☐ 02
ST232Q01I	Other relative (e.g., aunt, uncle, cousin)	☐ 01	☐ 02
ST232Q01J	Other adult (e.g., family friend)	☐ 01	☐ 02

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Basic demographics
Construct	Number of guardians

Routing Information (if applicable)	Only students who selected “Two”, “Three”, or “Four or more” parents or guardians (options 03, 04 and 05) in ST231 will see this question.
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: The parent/guardian terminology is used in PISA to capture modern living arrangements that do not conform with the mother/father dualism (eg, having same-sex parents), but also that consider living in extended families (eg, with grandparents) where other people may have a role in taking care and raising the student (eg, siblings of adult age, grandparents) and, therefore, influence her or his laerning environment.

This is a filtered question. Only if ST231 is “Two”, “Three” or “”Four or more”.

This question is new for PISA 2025 FT. The item establishes the relationship between the guardian for which information on education and occupation is provided in following items and the student.

- If student selects Mother for parent 1 and Father for parent 2 in this question, it goes to ST236 – 2 Parents branch A (Mother/Father)
- If student selects Mother for parent 1 and Step-Mother for parent 2 in this question, it goes to ST236 – 2 Parents branch B (Mother/ Step-mother, foster mother, adoptive mother)
- If student selects Mother for parent 1 and Step-Mother for parent 2 in this question, it goes to ST236 – 2 Parents branch C (Mother/ Step-father, foster father, adoptive father) **see example below**
- If student selects Mother for parent 1 and Step-Mother for parent 2 in this question, it goes to ST236 – 2 Parents branch D (Mother/Grandmother)
- There will be corresponding items for all possible combinations of parents or guardians.

2 Parents branch C (Mother/ Step-father, foster father, adoptive father)

ST236

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)

You selected Mother as your parent or guardian #1

You selected Step-father, foster father, adoptive father as your parent or guardian #2

		Parent or guardian #1	*Parent or guardian #2*
ST236Q01A	Completed junior high or middle school	☐ 01	☐ 02
ST236Q03A	High school diploma or equivalent	☐ 01	☐ 02
ST236Q04A	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01	☐ 02
ST236Q05A	Associate's degree	☐ 01	☐ 02
ST236Q06A	Bachelor's degree or equivalent	☐ 01	☐ 02
ST236Q07A	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01	☐ 02
ST236Q08A	Doctoral degree or equivalent	☐ 01	☐ 02
ST236Q09A	This parent or guardian does not have any of these qualifications.	☐ 01	☐ 02

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian education (Two guardian home)
Routing Information (if applicable)	Only students who selected Two, Three, or Four or more parents or guardians (options 03, 04 and 05) in ST231 will see this question. Students who select "This parent or guardian does not have any of these qualifications." For any parent or guardian (option 09) will be routed to ST237 – 2 parents Branch Mother or ST238 – 2 parents Branch Step-Father.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians.

Question notes: Modified from PISA 2022 field trial, taking into account the filter for number of parent/guardians. Response options align with the ISCED 2011 classification.

The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

This is a filtered question: Only if ST231 is “Two”, “Three”, or “Four or more”. This question was adapted from PISA 2022 FT. Option “I don’t know what qualifications my parent or guardian has” included in PISA 2022 FT has been deleted. Evidence indicates that including the “I don’t know” option can lead to significant amount of missing data.

This is a filter question: Students who select select "This parent or guardian does not have any of these qualifications." For any parents or guardian (option 09) will be routed to ST237 or ST238 for parent or guardian #1 and #2, respectively.

- If student selects ‘This parent or guardian does not have any of these qualifications’ for parent #1 in this question, it goes to ST237 – 2 Parents branch Mother no qualifications.
- If student selects ‘This parent or guardian does not have any of these qualifications’ for parent #2 in this question, it goes to ST238 – 2 Parents branch Step-father, foster father, adoptive father no qualifications.

2 Parents – branch Mother no qualifications

ST237 **Can your parent or guardian 1 do the following?**

(Please select all that apply.)

You selected 'Mother' as your parent or guardian #1

ST237Q01JA	My parent or guardian can read in *English*.	☐ 01
ST237Q02JA	My parent or guardian can write in *English*.	☐ 01
ST237Q03JA	My parent or guardian can neither read nor write in *English*.	☐ 01
ST237Q04JA	I don't know whether my parent or guardian can read or write in *English*.	☐ 01
ST237Q05JA	My parent or guardian can read in *another language besides English*.	☐ 01
ST237Q06JA	My parent or guardian can write in *another language besides English*.	☐ 01
ST237Q07JA	My parent or guardian can neither read nor write in *another language besides English*.	☐ 01
ST234Q08JA	I don't know whether my parent or guardian can read or write in *another language besides English*.	☐ 01

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian education (Two parents or guardians' home)
Routing Information (if applicable)	Only students who selected Two, Three, or Four or more parents or guardians (options 03, 04 and 05) in ST231 and "This parent or guardian does not have any of these qualifications." (option 09) referring to parent or guardian #1 in ST236, will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1

Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians and adding differentiation about language.

Question notes: This is a filtered question: Only if ST231 is "Two", "Three", or "Four or more" and ST236 is "This parent or guardian does not have any of these qualifications.", referring to parent or guardian #1. Specification of language in which parents/guardians can read or write provides evidence of cultural capital even in the absence of educational qualifications.

ST238

Can your parent or guardian #2 do the following?

(Please select all that apply.)

You selected 'Step-father, foster father, adoptive father no qualifications' as your parent or guardian #2

ST238Q01JA	My parent or guardian can read in *English*.	☐ 01
ST238Q02JA	My parent or guardian can write in *English*.	☐ 01
ST238Q03JA	My parent or guardian can neither read nor write in *English*.	☐ 01
ST238Q04JA	I don't know whether my parent or guardian can read or write in *English*.	☐ 01
ST238Q05JA	My parent or guardian can read in *another language besides English*.	☐ 01
ST238Q06JA	My parent or guardian can write in *another language besides English*.	☐ 01
ST238Q07JA	My parent or guardian can neither read nor write in *another language besides English*.	☐ 01
ST238Q08JA	I don't know whether my parent or guardian can read or write in *another language besides English*.	☐ 01

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian education (Two parents or guardians' home)
Routing Information (if applicable)	Only students who selected Two, Three, or Four or more parents or guardians (options 03, 04 and 05) in ST231 and "This parent or guardian does not have any of these qualifications." (option 09) referring to parent or guardian #2 in ST236, will see this question.
Within-Construct Matrix Sampling	

Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians and adding differentiation about language.

Question notes: This is a filtered question: Only if ST231 is "Two", "Three", or "Four or more" and ST236 is "This parent or guardian does not have any of these qualifications.", referring to parent or guardian #2. Specification of language in which parents/guardians can read or write provides evidence of cultural capital even in the absence of educational qualifications.

2 Parents branch C (Mother/ Step-father, foster father, adoptive father)

ST244

Do 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.)

You selected 'Mother' as your parent or guardian #1

You selected 'Step-father, foster father, adoptive father' as your parent or guardian #2

		Yes	*No*	*I don't know*
ST244Q01JA	Parent or guardian #1	☐ 01	☐ 02	☐ 03
ST244Q02JA	Parent or guardian #2	☐ 01	☐ 02	☐ 03

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parental/Guardian occupation (two guardian home)
Routing Information (if applicable)	Only students who selected Two, Three, or Four or more parents or guardians (options 03, 04 and 05) in ST231 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account the filter for number of parent/guardians.

Question notes: This is a filtered question: Only if ST231 is "Two", "Three", or "Four or more". A similar item was included in the 2022 Field Trial, however not maintained for the Main Study.

2 Parents – branch Mother job

ST248

The following questions concern your parent's or guardian's #1 job.

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

You selected 'Mother' as your parent or guardian #1

ST248Q01JA

What is your parent or guardian #1 main job?
(e.g., school teacher, cook, sales manager, lawyer)

Please type in the job title. _____ 01

ST248Q02JA

What does your parent or guardian #1 does in her or 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 she or he does or did in that job.*

_____ 01

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parent or guardian occupation (two guardian home)
Routing Information (if applicable)	Only students who selected "two parents or guardians" (option 03) in ST231 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account who the student selected as parents or guardians and replacing "their" by "her or his", and "they do" by "she or he does" in the stem.

Question notes: This is a filtered question: Only if ST231 is "Two".

2 Parents – branch Step-father, foster father, adoptive father job

ST249

The following questions concern your parent's or guardian's #2 job.

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

You selected 'Step-father, foster father, adoptive father' as your parent or guardian #2

ST249Q01JA

What is your parent or guardian #2 main job?
(e.g., school teacher, cook, sales manager, lawyer)

Please type in the job title. _____ 01

ST249Q02JA

What does your parent or guardian #2 does in her or his main job?
(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, practices law)*Please use a sentence to describe the kind of work she or he does or did in that job.*

_____ 01

Year(s) Administered	New (Adapted from PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Parent or guardian occupation (two guardian home)
Routing Information (if applicable)	Only students who selected two parents or guardians (option 03) in ST231 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	Booklet 1

Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 FT, taking into account who the student selected as parents or guardians and replacing “their” by “her or his”, and “they do” by “she or he does” in the stem.

Question notes: This is a filtered question: Only if ST231 is “Two”.

In the following questions you will be asked about your mother and father.

ST005

What is the highest level of schooling completed by your mother?

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

(Please select one response.)

ST005Q01JA High school diploma or equivalent ☐ 01

ST005Q01JA Junior high or middle school ☐ 02

ST005Q01JA Primary or elementary school ☐ 03

ST005Q01JA She did not complete Primary or elementary school. ☐ 04

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Mother's education
Routing Information (if applicable)	Students who selected one or more parents or guardians (options 02, 03, or 04) or did not give a response in ST231 are routed to this question.
Within-Construct Matrix Sampling	No
Booklet Number	Booklet 2
Status from PISA 2022 (Unchanged, modified, new)	

Question notes: This question has been retained from PISA 2022 (ST005). Response options align with the ISCED 2011 classification.

The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

ST006

Does your mother have any of the following qualifications?

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

(Please select one response in each row.)

		Yes	*No*
ST006Q01JA	Doctoral degree or equivalent	☐ 01	☐ 02
ST006Q02JA	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01	☐ 02
ST006Q03JA	Bachelor's degree or equivalent	☐ 01	☐ 02
ST006Q04JA	Associate's degree	☐ 01	☐ 02
ST006Q05JA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01	☐ 02

ear(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Mother's education
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST006). Response options align with the ISCED 2011 classification. The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

ST007

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

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

(Please select one response.)

ST007Q01JA	High school diploma or equivalent	☐ 01
ST007Q01JA	Junior high or middle school	☐ 03
ST007Q01JA	Primary or elementary school	☐ 04
ST007Q01JA	He did not complete Primary or elementary school.	☐ 05

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Father's education
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST007). Response options align with the ISCED 2011 classification.

The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

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

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

(Please select one response in each row.)

		Yes	*No*
ST008Q01JA	Doctoral degree or equivalent	☐ 01	☐ 02
ST008Q02JA	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01	☐ 02
ST008Q03JA	Bachelor's degree or equivalent	☐ 01	☐ 02
ST008Q04JA	Associate's degree	☐ 01	☐ 02
ST008Q05JA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01	☐ 02

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Father's education
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST008). Response options align with the ISCED 2011 classification.

The categories need to be specified using country-specific terms that will be understood by the students. Each qualification needs to be mapped to the ISCED classification of educational levels (see ISCED 2011 Operational Manual: Guidelines for Classifying National Educational Programmes and Related Qualifications, 2015 Edition, OECD).

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

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

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

Please type in the job title _____ 01

ST014Q02TA What does your mother do in her main job?
(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, practices law)

Please use a sentence to describe the kind of work she does or did in that job.

_____ 01

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Mother's occupation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST014).

ST015

The following two questions concern your father's job:

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

ST015Q01TA

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

Please type in the job title _____ 01

ST015Q02TA

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

_____ 01

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Father's occupation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST015).

ST258

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

(Please select one response.)

ST258Q01JA	Never or almost never	☐ 01
ST258Q01JA	About once a week	☐ 02
ST258Q01JA	2 to 3 times a week	☐ 03
ST258Q01JA	4 to 5 times a week	☐ 04
ST258Q01JA	Every day or almost every day	☐ 05

Year(s) Administered	New (Adjusted from PISA 2022)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Economic, social, and cultural status (ESCS)
Construct	Food insecurity
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Modified from PISA 2022 to specify that information collected is about home food insecurity

Question notes: This question has been modified from PISA 2022 (ST258).

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*
ST259Q01JA	Where would you say <u>your family stands at this time</u>?	☐ 01	☐ 03	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 1(
ST259Q02JA	Where do you think you <u>will stand when you are 30</u>?	☐ 01	☐ 03	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 1(

Year(s) Administered	PISA 2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Economic, social, and cultural status (ESCS)
Construct	Subjective socioeconomic status
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	Common Part (Booklets 1 and 2)
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question has been retained from PISA 2022 (ST259).

ST260

“Status in society” refers to a person's standing or importance in relation to other people within a society.

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Neither agree or disagree*	*Agree*	*Strongly agree*
ST260Q01	Your status in society is something that you can’t really change very much.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST260Q02	You can do things differently, but you can’t really change your status in society.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST260Q03	You can do things to become wealthier and more successful in society.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Years administered	NEW
Content Domain Type	General
Policy Content Area	Governance, System-Level Policies and Practices
Framework Cell	B5
Module Label	Social and emotional characteristics, growth mindset and well-being
Construct	Students’ perception of social mobility
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: These items were adapted from a study by Alexander Browman & colleagues (2017).

ST019

In what country were you and your parents or guardians born?

(Please select one response in each column.)

	You ST019AQ01T	*Parent or guardian #1* ST019AQ02T	*Parent or guardian #2* ST019AQ03T
United States* *Note: The United States refers to the 50 states, District of Columbia, and U.S. military bases abroad.	☐ 01	☐ 01	☐ 01
Other country	☐ 06	☐ 06	☐ 06
I don't know.	☐ 07	☐ 07	☐ 07

This is a filter question:
If the answer is something else than "the United States" for ST019AQ01T ("You") respondents proceed to ST021.
Else proceed to ST022.

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Migration and language exposure
Construct	Country of birth of student and parents
Routing Information (if applicable)	If students are not born in the United States, they skip to ST021. For student only.
Within-Construct Matrix Sampling	
Booklet Number	

Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Change to ask about country of birth for all two potential parents (to depend on routing).

ST021

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

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

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

ST021Q01TA

Select... ▼

age 0-1	01
age 1	02
age 2	03
age 3	04
age 4	05
age 5	06
age 6	07
age 7	08
age 8	09
age 9	10
age 10	11
age 11	12
age 12	13
age 13	14
age 14	15
age 15	16
age 16	17

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Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Migration and language exposure
Construct	Age of arrival in country of test
Routing Information (if applicable)	This question is to be answered only if respondent did not select the United States In item “you” column in ST019.
Within-Construct Matrix Sampling	

Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes proposed from PISA 2022.

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

(Please select one response.)

ST022Q01TA English ☐ 01

ST022Q01TA Spanish ☐ 02

ST022Q01TA Other language ☐ 05

Year(s) Administered	2000, 2003, 2006, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Migration and language exposure
Construct	Primary home language
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes proposed from PISA 2022. Note adaptation process will need to ensure that all FLA countries include English and PISA reading test language as options.

ST333 **How many languages in total do you and other people living with you use to communicate at home?**

(Please select one response.)

ST333Q01JA One ☐ 01

ST333Q01JA Two ☐ 02

ST333Q01JA Three ☐ 03

ST333Q01JA Four or more ☐ 04

Year(s) Administered	New (used only in PISA 2022 FT)
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Migration and language exposure
Construct	Number of languages spoken at home
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from PISA 2022 FT

Question notes: No changes proposed from PISA 2022.

ST226

How long have you been enrolled at this school?

(Please select one response.)

ST226Q01JA	Three or more school years, not including this school year	☐ 01
ST226Q01JA	Two school years, not including this school year	☐ 02
ST226Q01JA	One school year, not including this school year	☐ 03
ST226Q01JA	I came to this school at the start of this school year.	☐ 04
ST226Q01JA	I came to this school after the start of this school year.	☐ 05

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Educational career
Construct	Time attended current school
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST125

How old were you when you started pre-school?

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

ST125Q01NA

Years *Select...*

1 year or younger	01
2 years	02
3 years	03
4 years	04
5 years	05
6 years or older	06
I did not attend pre-school	07
I attended pre-school but do not remember when I started	08
I do not know if I attended pre-school	09

Drop-down menu, offering answers “1 year or younger”, “2 years”, “3 years”, “4 years”, “5 years”, “6 years or older”, “I did not attend <ISCED 0>”, “I attended <ISCED 0> but do not remember when I started”, "I do not know if I attended <ISCED 0>".

Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Educational career
Construct	Age started ISCED 0
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: In response to stakeholder feedback, we have proposed the modification of the response options. We have added “I attended <ISCED 0> but do not remember when I started”, "I do not know if I attended <ISCED 0>". We believe this will address the information required to dissagregate the information, but it does introduce a higher reading load.
The questionnaire framework includes this note:

Question for Core 1: In PISA 2018 there were issues in the design of the question of attendance of ISCED 0: response categories “I didn’t attend” and “I don’t remember” were conflated. This made it impossible to measure trends. Can we separate into 2 items: i) Did you attend ISCED 0 (yes/no), ii) For how long did you attend ISCED 0? (I don’t remember)? Or go back to previous way of asking?

ST127 **Have you ever repeated a grade?**

(Please select one response in each row.)

		No, never	*Yes, once*	*Yes, twice or more*
ST127Q01TA	At 1-6	☐ 01	☐ 02	☐ 03
ST127Q02TA	At 7-9	☐ 01	☐ 02	☐ 03
ST127Q03TA	At 10-12	☐ 01	☐ 02	☐ 03

Year(s) Administered	2003, 2009, 2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Educational career
Construct	Grade repetition
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST062

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

(Please select one response in each row.)

		Never	*One or two times*	*Three or four times*	*Five or more times*
ST062Q01TA	I skipped a whole school day.	☐ 01	☐ 02	☐ 03	☐ 04
ST062Q02TA	I skipped some classes.	☐ 01	☐ 02	☐ 03	☐ 04
ST062Q03TA	I arrived late for school.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	Student truancy
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles. Feedback from countries that some students may include missing school due to competitions or other valid reasons as skipping school/classes. Suggestions were made to modify to add “without valid reason”.

ST267

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST267Q01JA	The teachers at my school are respectful towards me.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q02JA	If I walked into my classes upset, my teachers would be concerned about me.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q03JA	If I came back to visit my school three years from now, my teachers would be excited to see me.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q04JA	I feel intimidated by the teachers at my school.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q05JA	When my teachers ask how I am doing, they are really interested in my answer.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q06JA	The teachers at my school are friendly to me.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q07JA	The teachers at my school are interested in students' well-being.	☐ 01	☐ 02	☐ 03	☐ 04
ST267Q08JA	The teachers at my school are mean to me.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	Quality of student-teacher relationships
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	

Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Minor changes are proposed from PISA 2022: items 06 and 08 have been changed from “towards me” to “to me”.

ST034

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

(Please select one response in each row.)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
ST034Q01TA	I feel like an outsider (or left out of things) at school.	☐ 01	☐ 02	☐ 03	☐ 04
ST034Q02TA	I make friends easily at school.	☐ 01	☐ 02	☐ 03	☐ 04
ST034Q03TA	I feel like I belong at school.	☐ 01	☐ 02	☐ 03	☐ 04
ST034Q04TA	I feel awkward and out of place in my school.	☐ 01	☐ 02	☐ 03	☐ 04
ST034Q05TA	Other students seem to like me.	☐ 01	☐ 02	☐ 03	☐ 04
ST034Q06TA	I feel lonely at school.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	Sense of belonging
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles.

ST038

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

(Some experiences can also happen in social media.)

(Please select one response in each row.)

		Never or almost never	*A few times a year*	*A few times a month*	*Once a week or more*
ST038Q03NA	Other students left me out of things on purpose.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q04NA	Other students made fun of me.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q05NA	I was threatened by other students.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q06NA	Other students took away or destroyed things that belonged to me.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q07NA	I got hit or pushed around by other students.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q08NA	Other students spread nasty rumors about me.	☐ 01	☐ 02	☐ 03	☐ 04
ST038Q09NA	Information about me that was upsetting was published online without my consent.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	Being bullied
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	

Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Item added to capture element of cyberbullying (Q09). Minor change was made to last item based on stakeholder feedback.

ST265

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

(Please select one response in each row.)

		Strongly agree	*Agree*	*Disagree*	*Strongly Disagree*
ST265Q01JA	I feel safe on my way to school.	☐ 01	☐ 02	☐ 03	☐ 04
ST265Q02JA	I feel safe on my way home from school.	☐ 01	☐ 02	☐ 03	☐ 04
ST265Q03JA	I feel safe in my classrooms at school.	☐ 01	☐ 02	☐ 03	☐ 04
ST265Q04JA	I feel safe at other places at school (e.g., hallway, cafeteria, restroom).	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	PISA-D, 2022 FT, MS
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	Personal Safety
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from PISA 2022

Question notes: No changes are proposed from PISA 2022.

ST266

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

(Please select one response in each row.)

		Yes	*No*
ST266Q01JA	Our school was vandalized.	☐ 01	☐ 02
ST266Q02JA	I witnessed a fight on school property in which someone got hurt.	☐ 01	☐ 02
ST266Q03JA	I saw gangs in school.	☐ 01	☐ 02
ST266Q04JA	I heard a student threaten to hurt another student.	☐ 01	☐ 02
ST266Q05JA	I saw a student carrying a gun or knife at school.	☐ 01	☐ 02

Year(s) Administered	PISA-D, 2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	School culture and climate
Construct	School safety risks
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST294

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*
ST294Q01JA	Eat breakfast	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q02JA	Study for school or homework	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q06JA	Do household chores	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q07JA	Look after younger family members	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q08JA	Look after older family members	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q09JA	Work as part of the family business (e.g., on a farm, in a shop)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q04JA	Work for pay	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST294Q05JA	Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Experiences out of regular school hours
Construct	Activities before school
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Question modified to expand household responsibilities for looking after younger/older family members and commercial work.

ST295

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*
ST295Q01JA	Eat dinner	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q02JA	Study for school or homework	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q06JA	Do household chores	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q07JA	Look after younger family members	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q08JA	Look after older family members	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q09JA	Work as part of the family business (e.g., on a farm, in a shop)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q04JA	Work for pay	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST295Q05JA	Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Experiences out of regular school hours
Construct	Activities after school
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Question modified to expand household responsibilities for looking after younger/older family members and commercial work.

Since the last review, items from the previous question have been incorporated into this question for consitency.

ST263

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Neither agree nor disagree*	*Agree*	*Strongly agree*
ST263Q02JA	You have a certain amount of intelligence, and you really can't do much to change it.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST263Q04JA	You have a certain amount of science ability, and you really can't do much to change it.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Years Administered	2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings and behaviours
Framework Cell	B2
Module Label	Social and emotional characteristics, growth mindset and well-being
Construct	Students' growth mindset in science, (Q04) Students' growth mindset (general intelligence) (Q02)
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question has been updated based on feedback from Growth Mindset experts (Dweck and Yeager). General intelligence and science ability have been maintained. The proposal would be to rotate the second item to the major domain with each future cycle of PISA.

ST268

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST268Q03JA	Science is one of my favorite subjects.	☐ 01	☐ 02	☐ 03	☐ 04
ST268Q06JA	Science is easy for me.	☐ 01	☐ 02	☐ 03	☐ 04
ST268Q09JA	I want to do well in my science class.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	
Module Label	Subject-specific beliefs, attitudes, feelings, and behaviours (2022)
Construct	Favourite subjects and self-concept in science
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	

Question notes: This has been included as it was introduced in 2022, the idea would be to rotate the 3 items to fit the major domain each cycle.

ST369

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Neither agree or disagree*	*Agree*	*Strongly agree*
ST369Q01	When I do well my parents tell me I worked hard.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q02	If I did well, my parents would be proud of how smart I am	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q03	Even if I did poorly in the subject, my parents would still believe in me/respect me	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q04	If I didn't do well in a subject, my parents would try to make me feel better	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q05	If I did well, my parents would be proud of how hard I tried	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q06	If I did poorly, my parents would help me understand what I could do differently to succeed	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q07	If I didn't do well in a subject, my parents would make me feel bad about myself	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q08	If I did poorly, my parents would think that I didn't try enough	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST369Q09	If I did poorly in the subject, I would worry that my parents would not be proud of me	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Social and emotional characteristics, growth mindset and well-being
Construct	Parents' feedback to students
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New for PISA 2025. Revised based on feedback.

ST059

How many class periods per week are you typically <u>required to attend</u> for the following subjects?

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

ST059Q01TA	Number of class periods per week in English/Language Arts	_____ 01
ST059Q02TA	Number of class periods per week in mathematics	_____ 01
ST059Q03TA	Number of class periods per week in science	_____ 01
ST059Q04HA	Number of class periods per week in foreign language	_____ 01
ST059Q05HA	Total Number of class periods per week in all subjects, including subjects not listed above	_____ 01

Year(s) Administered	2012, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Organisation of student learning at school
Construct	Class periods per week in core subjects and all subjects
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified (from PISA 2018)

Question notes: Similar to 2022, but used PISA 2018 formulation. New item added to capture total class periods for all subjects

ST129

How easy do you think it would be for you to perform the following tasks on your own?

(Please select one response in each row.)

		I could do this easily	*I could do this with a bit of effort*	*I would struggle to do this on my own*	*I couldn't do this*
From 2015	Recognize the science question that underlies a newspaper report on a health issue.	☐	☐	☐	☐
From 2015	Explain why earthquakes occur more frequently in some areas than in others.	☐	☐	☐	☐
From 2015	Describe the role of antibiotics in the treatment of disease.	☐	☐	☐	☐
From 2015	Identify the science question associated with the disposal of garbage.	☐	☐	☐	☐
From 2015	Predict how changes to an environment will affect the survival of certain species.	☐	☐	☐	☐
From 2015	Interpret the scientific information provided on the labelling of food items.	☐	☐	☐	☐
From 2015	Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars.	☐	☐	☐	☐
Modified From 2015	Identify the better of two explanations for the causes of climate change	☐	☐	☐	☐
New	Conduct a scientific investigation where the dependent and independent variables are identified.	☐	☐	☐	☐
New	Recognize flaws in scientific argument.	☐	☐	☐	☐

New	Identify the trustworthiness of scientific information.	☐	☐	☐	☐
New	Investigate the sustainability of a practice or product.	☐	☐	☐	☐
New	Correctly judge the reliability of different sources of online scientific information.	☐	☐	☐	☐
From 2018	Explain how carbon-dioxide emissions affect global climate change.	☐	☐	☐	☐
From 2018	Explain why some countries suffer from the effects of global climate change more than others.	☐	☐	☐	☐

Year(s) Administered	2006, 2015, 2018
Content Domain Type	Domain-specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Science self-efficacy
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified from 2015 Two addition items added from PISA 2018 student questionnaire – Global competences module

Question notes: New items added to reflect changes to framework 2022. Translation issues noted by some countries for "science question". Wording issue for "Identify the science question" – "a" instead of "the" works better. Item related to "two explanations" changed from "acid rain" to "climate change" based on feedback. Dependent/Independent variables moved to adaptable term. Items from PISA 2018 added based on stakeholder feedback.

ST130

The following question asks about your experience in learning science topics.

How much do you agree with the statements below?

(Please tick only one box in each row)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
From 2015	Learning advanced science topics would be easy for me	☐	☐	☐	☐
From 2015	I can usually give good answers to test questions on science topics	☐	☐	☐	☐
From 2015	I learn science topics quickly	☐	☐	☐	☐
From 2015	Science topics are easy for me	☐	☐	☐	☐
From 2015	When I am being taught science, I can understand the concepts very well	☐	☐	☐	☐
From 2015	I can easily understand new ideas in science	☐	☐	☐	☐
NEW	I get higher grades in science than my peers do	☐	☐	☐	☐
NEW	I consistently get good grades in science	☐	☐	☐	☐
NEW	I get higher grades in science than I do in other subjects	☐	☐	☐	☐

Year(s) Administered	2006, 2015
Content Domain Type	Science self-concept
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Science self-concept
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from PISA 2015, with new item additions

Question notes: This question retains ST130 intact from PISA 2015, with three new item additions added to include social, temporal and dimensional comparisons (Jansen, Scherer & Schroeders, 2015).

<School science> includes all <school sciences> courses referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses. The term <school science> has been used to explicitly distinguish from <broad science>. Please use a suitable generic term for a higher order concept summarizing these <school science> courses that most closely approximates this distinction.

ST094

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
From 2015	I generally have fun when I am learning science topics.	☐	☐	☐	☐
From 2015	I like reading about science.	☐	☐	☐	☐
From 2015	I am happy working on science topics.	☐	☐	☐	☐
From 2015	I enjoy acquiring new knowledge in science.	☐	☐	☐	☐
From 2015	I am interested in learning about science.	☐	☐	☐	☐

Year(s) Administered	2015
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Enjoyment of Science
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes proposed

<Broad science> refers to all topics covered in academic or popular science and technology. This encompasses all possible disciplines in the natural sciences (e.g. physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>), including applied sciences, technology and engineering. In contrast to <school science>, <broad science> is not limited to subjects or courses that are taught at school.

ST113

How much do you agree with the statements below?

(Please select one response in each row.)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
From 2015	Making an effort in my science class(es) is worth it because this will help me in the work I want to do later on.	☐	☐	☐	☐
From 2015	What I learn in my science class(es) is important for me because I need this for what I want to do later on.	☐	☐	☐	☐
From 2015	Studying my science class(es) is worthwhile for me because what I learn will improve my career prospects.	☐	☐	☐	☐
From 2015	Many things I learn in my science class(es) will help me to get a job.	☐	☐	☐	☐
New	A science degree can help you get many different types of jobs	☐	☐	☐	☐

Year(s) Administered	2006, 2015
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Instrumental Motivation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015 with additional item

Question notes: New item added as recommended in framework to show the transferability of science.

<School science> includes all <school sciences> courses referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses. The term <school science> has been used to explicitly distinguish from <broad science>. Please use a suitable generic term for a higher order concept summarizing these <school science> courses that most closely approximates this distinction.

ST131

How much do you agree with the statements below?

(Please select one response in each row.)

		Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
ST131Q01	A good way to know if something is true is to do an experiment.	☐	☐	☐	☐
ST131Q02	Good answers are based on evidence from many different experiments.	☐	☐	☐	☐
ST131Q03	It is good to try experiments more than once to make sure of your findings.	☐	☐	☐	☐
ST131Q04	One important part of science is doing experiments to come up with ideas about how things work.	☐	☐	☐	☐
ST131Q05	It is good to have a hypothesis or question before starting an experiment.	☐	☐	☐	☐
ST131Q06	Science uses models to help develop theories about the world	☐	☐	☐	☐
ST131Q07	Some ideas in science today are different than what scientists used to think.	☐	☐	☐	☐
ST131Q08	Ideas in science sometimes change.	☐	☐	☐	☐
ST131Q09	The ideas in science science books sometimes change.	☐	☐	☐	☐
ST131Q10	Information from one source should be checked from a range of other trustworthy sources before it is accepted.	☐	☐	☐	☐
ST131Q11	In science, there can be more than one way for scientists to test their ideas.	☐	☐	☐	☐
ST131Q12	There are some questions that scientists cannot answer.	☐	☐	☐	☐

ST131Q13	New discoveries can change what scientists think is true.	☐	☐	☐	☐
ST131Q14	Sometimes science scientists change their minds about what is true in science.	☐	☐	☐	☐
ST131Q15	It is important for scientists to have other scientists in their field of expertise to support the findings of their work	☐	☐	☐	☐
ST131Q16	The benefits of science and research are greater than potential damage	☐	☐	☐	☐
ST131Q17	We should rely more on common sense and less on scientific studies	☐	☐	☐	☐

Year(s) Administered	2015
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Epistemic beliefs
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015 with new item additions

Question notes: The question is retained from 2015, with the addition of new items. Further changes made based on stakeholder review.

<Broad science> refers to all topics covered in academic or popular science and technology. This encompasses all possible disciplines in the natural sciences (e.g. physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>), including applied sciences, technology and engineering. In contrast to <school science>, <broad science> is not limited to subjects or courses that are taught at school.

ST092

How informed are you about the following environmental issues?

(Please select one response in each row.)

		I have never heard of this	*I have heard about this but I would not be able to explain what it is really about*	*I know something about this and could explain the general issue*	*I am familiar with this and I would be able to explain this well*
From 2015	The increase of greenhouse gases in the atmosphere	☐	☐	☐	☐
From 2015	The use of genetically modified organisms (GMOs)	☐	☐	☐	☐
New	Advantages of renewable Energy	☐	☐	☐	☐
From 2015	Nuclear waste	☐	☐	☐	☐
From 2015	The consequences of clearing forests for other land use	☐	☐	☐	☐
From 2015	Air pollution	☐	☐	☐	☐
From 2015	Energy shortages	☐	☐	☐	☐
From 2015	Extinction of plants and animals	☐	☐	☐	☐
NEW	Loss of Biodiversity	☐	☐	☐	☐
From 2015	Water shortages	☐	☐	☐	☐
NEW	Water pollution	☐	☐	☐	☐
‘New	Effects of plastic pollution	☐	☐	☐	☐

New	Causes of food waste	☐	☐	☐	☐
New	The effects of sea levels rise	☐	☐	☐	☐

Year(s) Administered	2006, 2015
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Environmental awareness
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	2015 question retained, with new additions

Question notes: Question retained from 2015 with new additions. Some items from 2015 may be less relevant for PISA 2025. Further modification of items following stakeholder review.

ST092

How informed are you about the following aspects of Human-caused climate change?

(Please select one response in each row.)

		I have never heard of this	*I have heard about this but I would not be able to explain what it is really about*	*I know something about this and could explain the general issue*	*I am familiar with this and I would be able to explain this well*
New	The difference between natural and human-caused climate change	☐	☐	☐	☐
New	The relationship between global warming and climate change	☐	☐	☐	☐
New	The difference between weather and climate	☐	☐	☐	☐
New	The causes of global warming	☐	☐	☐	☐
New	The effects of global warming	☐	☐	☐	☐
New	The varying impacts of climate change	☐	☐	☐	☐

Year(s) Administered	New
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Climate change awareness

Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

ST093

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

(Please select one response in each row.)

		Improve	*Stay about the same*	*Get worse*
From 2015	Air pollution	☐	☐	☐
From 2015	Energy shortages	☐	☐	☐
From 2015	Extinction of plants and animals	☐	☐	☐
NEW	Loss of biodiversity	☐	☐	☐
From 2015	Clearing of forests for other land use	☐	☐	☐
From 2015	Water shortages	☐	☐	☐
New	Water pollution	☐	☐	☐
From 2015	Nuclear waste	☐	☐	☐
From 2015	The increase of greenhouse gases in the atmosphere	☐	☐	☐
New	The causes of climate change	☐	☐	☐
New	The effects of climate change	☐	☐	☐
New	That humans have contributed to changes in our climate systems	☐	☐	☐
New	Effects of plastic pollution	☐	☐	☐
New	Causes of food waste	☐	☐	☐
New	Advantages of renewable Energy	☐	☐	☐

New	Climate change impacts varies across nations	☐	☐	☐
New	Effects of sea level rise	☐	☐	☐

Year(s) Administered	2006, 2015
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Environmental concern
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	2015 question retained, with new additions

Question notes: Question retained from 2015 with new additions. Further modification following stakeholder reivew. Similar question from TALIS considered, but not implemented. GMO item from 2015 removed (lower priority).

ST257 **How often have you been involved with the following activities in the last 12 months?**

(Please select one response in each row.)

		Never	*Once*	*A few times*	*Many times*
ST257Q01	Exploring a community environmental issue	☐	☐	☐	☐
ST257Q02	Working with others to positively impact the environment	☐	☐	☐	☐
ST257Q03	Joining a peaceful march or rally related to an environmental issue	☐	☐	☐	☐
ST257Q04	Contacting a decision maker to suggest a change about an environmental issue	☐	☐	☐	☐
ST257Q05	Posting concerns about an environmental issue on social media	☐	☐	☐	☐
ST257Q06	Asking experts for advice about an environmental issue	☐	☐	☐	☐
ST257Q07	Turning off lights when nobody is using a room	☐	☐	☐	☐
ST257Q08	Walking, riding a bicycle, or using public transportation rather than use a car to travel short distances (approximately 3 mi	☐	☐	☐	☐
ST257Q09	Making purchases based on how sustainable the products are	☐	☐	☐	☐
ST257Q10	Conserving household water	☐	☐	☐	☐
ST257Q11	Attending meetings or workshops about environmental issues	☐	☐	☐	☐
ST257Q12	Raising awareness of a particular environmental issue within the community with others	☐	☐	☐	☐
ST257Q13	Stop eating certain foods to minimize the impact on the environment	☐	☐	☐	☐

ST257Q14	Not buying products because of a company	☐	☐	☐	☐
ST257Q15	Discuss with friends and family how to hav environment	☐	☐	☐	☐
ST257Q16	Ask someone to stop doing something harn	☐	☐	☐	☐
ST257Q17	Invite friends or others at school to take pa the environment	☐	☐	☐	☐
ST257Q18	Participation in environmental community where members of the community collect research > activities	☐	☐	☐	☐

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Environmental agency
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New for PISA 2025

Question notes: New question for PISA 2025. Decision makers can include government, shop owners, principals, CEOs, etc..

ST261

How much do you agree or disagree with the following reasons for why you may not have participated in activities that positively impact the environment in the last year?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST261Q01	I do not have enough time	☐	☐	☐	☐
ST261Q02	My friends are not interested	☐	☐	☐	☐
ST261Q03	I do not know how	☐	☐	☐	☐
ST261Q04	I do not think I can	☐	☐	☐	☐
ST261Q05	No one I know is participating in activities to benefit the environment	☐	☐	☐	☐
ST261Q06	It is not important to me	☐	☐	☐	☐
ST261Q07	I do not believe my actions will make a difference	☐	☐	☐	☐
ST261Q08	Someone else will take care of the problem	☐	☐	☐	☐
ST261Q09	Technological advances will resolve the problems	☐	☐	☐	☐
ST261Q10	I do not have the resources	☐	☐	☐	☐

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Environmental agency (reasons why action is not taken)
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New for PISA 2025

Question notes: This is a newly developed question.

ST262

How much do you agree or disagree with the following statements about what you have learned in school about environmental issues?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST262Q01	I have participated in my school's decision-making processes about environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q02	What I learn in school encourages me to consider what I can do to impact the local environment positively'	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q03	What I learn in school encourages me to positively impact national and global environmental issues (e.g., Climate change)	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q04	I have learned in school that when I use more energy at home, I might be contributing to global climate change	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q05	I have learned in school that most plastic bags do not biodegrade and instead they break into smaller parts and enter the food chain	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q06	I take part in activities organized by the school to help improve the living conditions of others (e.g., those affected by drought, wildfires, or food shortages)	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q07	As a result of what I have learned in school, I have become more respectful of other cultures' knowledges about the environment.	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q08	I take part in activities organized by my school to improve habitats for other living things.	☐ 01	☐ 02	☐ 03	☐ 04

ST262Q09	As a result of what I have learned in school, I know how to positively impact the environment whilst working with others	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q10	I have learned in school how others are positively impacting the environment.	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q11	At school, I have learned to eat sustainably	☐ 01	☐ 02	☐ 03	☐ 04
ST262Q12	From school I have learned that I can make a difference.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	School support for environmental agency
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025.

ST264

In the past 12 months how often have you done the following activities?

(Please select one response in each row.)

		Never or almost never	*Once*	*Twice*	*Three times*	*Four times*	*Five or more times*
ST264Q01	Watch science-related documentaries (e.g., about animals, health)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q02	Visit local museums that include science-related displays (e.g., natural history, space).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q03	Visit zoos, aquariums, or other wildlife centers	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q04	Discuss new inventions with friends or family	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q05	Spend time gardening	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q06	Visit a waterway (e.g., beach, river).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q07	Ask more knowledgeable people you live with how things work around the house (e.g. how bread rises, how the house gets its electricity).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q08	Talk to someone close to you about their work in science	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q09	Attend science clubs	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q10	Use science kits at home	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q11	Enter science competitions	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q12	Fix things at home	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST264Q13	Conduct a science investigation at home	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Science capital
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025.

ST269

How strongly do you agree with the following statements?

(Please select one response in each row.)

		Strongly agree	*Disagree*	*Agree*	*Strongly disagree*
ST269Q01	In my school and local community there are environmental groups that inspire me to take part in their work	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q02	I believe that my school and local community can contribute to positively impacting global environmental issues (e.g., climate change, habitat restoration).	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q03	I believe that by working with my local community we can reduce waste (e.g., plastic, clothing cardboard, glass).	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q04	I believe that by working with my local community we can play an important role in positively impacting the environment	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q05	I believe that by working with my local community we can reduce the use of fossil fuels	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q06	I believe that by working with my school we can reduce their energy consumption	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q07	I believe that by working with my parents and grandparents and their friends, we can positively impact global environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
ST269Q08	I can positively impact the environment by working with others	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2

Module Label	Science Identity
Construct	Collective efficacy regarding environmental issues
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025.

ST270

How much do you agree with the following statements about environmental issues?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST270Q01	I believe people are taking important steps to resolve environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q02	Science will provide solutions to resolve environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q03	I know how to work with others to positively impact the environment.	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q04	Improvements in the environment are making me hopeful for the future	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q05	I know that there are things that I can do to positively impact the environment	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q06	If people work together, we can resolve environmental issues	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q07	Even though I take action to positively impact the environment, the issues are too complex for me to make a difference	☐ 01	☐ 02	☐ 03	☐ 04
ST270Q08	The environmental issues caused by humans are too big and complex to be resolved	☐ 01	☐ 02	☐ 03	☐ 04
ST219Q06HA	Looking after the global environment is important to me	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Student Beliefs, Attitudes, Feelings and Behaviours
Framework Cell	A2
Module Label	Science Identity
Construct	Hope regarding environmental issues
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025. Modifications to items made based on stakeholder review.

ST271

How much do you agree or disagree with the following statements?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST271Q01	My teachers discuss environmental issues in many classes at school.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q02	In science we learn about environmental issues as a topic.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q03	My teacher takes us on field trips to investigate environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q04	My class discusses current environmental issues reported in the news.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q05	My class discusses solutions to environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q06	My teacher provides opportunities to research environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04
ST271Q07	I am assessed on my environmental knowledge	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2006, 2015
Content Domain Type	Science self-concept
Policy Content Area	School practices, policies and infrastructure
Framework Cell	A2
Module Label	Science Identity
Construct	School activities for environmental agency (student)
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question has been added since the previous stakeholder review in response to OECD feedback.

ST071

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

This is only learning in subjects that you are also learning at school, which you spend extra time on outside of normal school hours. The learning may be given at school, at your home or somewhere else and includes tutoring. This does not include homework.

(Please enter a number. Enter "0" (zero) if you do not attend additional instruction in this subject.)

ST071Q01 Science _____(hours)__01

ST071Q04 English/Language arts _____(hours)__01

ST071Q05 Other Subjects _____(hours)__01

Year(s) Administered	2012, 2015
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Time spent in additional instruction outside regular school hours (by core subjects and in total)
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (Adapted from 2012 and 2015)

Question notes: Adapted from 2012 and 2015 items, order reflects primary domain. Clarifications made to the instructions.

ST297

This school year, which types of additional Science instruction do you participate in?

(Please select one response in each row.)

		Yes	No
ST297Q01JA	Individual tutoring with a person in the same room	☐ 01	☐ 02
ST297Q05JA	Small group study or practice (2 to 7 students) where the tutor and the students are in the same room	☐ 01	☐ 02
ST297Q06JA	Large group study or practice (8 or more students) where the tutor and the students are in the same room	☐ 01	☐ 02
ST297Q02JA	Individual real-time lessons given by a tutor on a video communication program (e.g., Zoom™, Google® Meet™, Microsoft® Teams)	☐ 01	☐ 02
ST297Q04JA	Group real-time lessons given by a tutor on a video communication program (e.g. Zoom™, Google® Meet™, Microsoft® Teams)	☐ 01	☐ 02
ST297Q03JA	Internet, computer program or application or video-recorded lessons	☐ 01	☐ 02
ST297Q07JA	Other additional science instruction	☐ 01	☐ 02
ST297Q08JA	I do not participate in additional science instruction.	☐ 01	☐ 02

This is a filter question:
If the answer is something else than “I do not participate in additional <School science> instruction.” respondents proceed to ST298
Else proceed to ST334.

Year(s) Administered	2022 (Adapted from 2015 Educational Career)
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Type of additional science instruction
Routing Information (if applicable)	Students who select anything but “<I do not participate in <additional School science instruction>” will be routed to ST298.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>. Items have been modified from 2022.

ST298

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

(Please select all that apply.)

		Yes	*No*
ST298Q01NA	I want to learn more.	☐ 01	☐ 02
ST298Q02NA	I want to prepare for exams.	☐ 01	☐ 02
ST298Q03NA	My teachers recommended it.	☐ 01	☐ 02
ST298Q04NA	My parents recommended it.	☐ 01	☐ 02
ST098Q08NA	My friends participate in it.	☐ 01	☐ 02
ST298Q05NA	I want to improve my grades.	☐ 01	☐ 02
ST298Q06NA	I need help understanding the class material.	☐ 01	☐ 02
ST298Q07NA	It is necessary for a job that I would like to have in the future.	☐ 01	☐ 02

This is a filtered question:

Only if ST297 is something else than "I do not participate in <additional School science instruction>.".

Else proceed to ST334.

Year(s) Administered	2022 (Adapted from 2015 Educational Career)
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Purpose of participation in additional science instruction
Routing Information (if applicable)	Only students who selected anything but "<I do not participate in <additional School
	science instruction>" in ST297 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>. New item added.

ST302

Do you attend more or less hours of additional instruction per week during holidays or during test preparation times (e.g., prior to final exams)?

(Please select one response in each row.)

		More lessons	*About the same*	*Fewer lessons*
ST302Q01	During test preparation	☐ 01	☐ 02	☐ 03
ST302Q02	During holidays	☐ 01	☐ 02	☐ 03

Year(s) Administered	2015
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Timing of additional science instruction
Routing Information (if applicable)	Only students who selected anything but "<I do not participate in <additional School science instruction>" in ST297 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2015)

Question notes: Question from 2015 FT Educational Career items, examining when additional instruction is undertaken (ie. During test preparation or during holidays).

ST304

Who are the providers of your additional science instruction?

(Please select one response in each row.)

		Yes	*No*
ST304Q01	Teachers from my regular school	☐ 01	☐ 02
ST304Q02	Teachers from other schools	☐ 01	☐ 02
ST304Q03	Tutors or instructors from a business or commercial company	☐ 01	☐ 02
ST304Q04	Tutors or instructors from the school districts	☐ 01	☐ 02
ST304Q05	Tutors or instructors from a not-for-profit organization or community club	☐ 01	☐ 02
ST304Q06	Computer software or app from a business or commercial company	☐ 01	☐ 02
ST304Q07	Computer software or app from the school district	☐ 01	☐ 02
ST304Q08	Computer program from a not-for-profit organization or community club	☐ 01	☐ 02
ST304Q09	An older student	☐ 01	☐ 02

Year(s) Administered	NEW
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Providers of additional science instruction
Routing Information (if applicable)	Only students who selected anything but "<I do not participate in <additional School
	science instruction>" in ST297 will see this question.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New item proposed to collect provider of additional science instruction.

ST296

In a typical school week, approximately how -many hours do you spend on homework in the following subjects?

(Please enter a number in each row. Enter "0" (zero) if you have not spent any time on homework in this subject.)

ST296Q03JA	Science homework	_____(hours)__01
ST296Q05	English/Language Arts homework	_____(hours)__01
ST296Q06	World languages (other than English/Language Arts) homework	_____(hours)__01
ST296Q04JA	Total time for all homework in all subjects, including subjects not listed above	_____(hours)__01

Year(s) Administered	2022
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Time spent on homework and private study
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Order changed to reflect primary domain.

ST299

In a typical school week, approximately how many hours do you spend studying in the following subjects?

"Studying" refers to learning or revising on school- related subjects at your own pace without the help or direction of a teacher or tutor.

(Please enter a number in each row. Enter "0" (zero) if you have not spent any time studying in this subject.)

ST299Q01	Science	_____(hours)__01
ST299Q02	English/Language Arts	_____(hours)__01
ST299Q03	World languages (other than English/Language Arts)	_____(hours)__01
ST299Q04	Total time for all studying in all subjects, including subjects not listed above	_____(hours)__01

Year(s) Administered	New
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Time spent on homework and private study
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New item to collect time on self-study / private study.

ST306

During your science lessons, does your teacher do the following?

(Please select all that apply.)

		Yes	*No*
ST306Q01NA	Discuss the homework in class.	☐ 01	☐ 02
ST306Q02NA	Monitor whether homework was completed.	☐ 01	☐ 02
ST306Q03NA	Correct homework assignments.	☐ 01	☐ 02
ST306Q04NA	Give you feedback on your homework.	☐ 01	☐ 02

Year(s) Administered	NEW
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Use of homework in science classes instruction
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New item proposed to understand the use of homework in science classes.

ST146

How often do you do these things?

(Please select one response in each row.)

		Very often	*Regularly*	*Sometimes*	*Never or hardly ever*
ST146Q01TA	Watch TV programs about science	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q02TA	Borrow or buy books or magazines on science topics	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q03TA	Visit web sites about science topics	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q04TA	Read science magazines or science articles in newspapers	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q05TA	Attend a science-related club	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q06NA	Simulate natural phenomena in computer programs/virtual labs	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q07NA	Simulate technical processes in computer programs/virtual labs	☐ 01	☐ 02	☐ 03	☐ 04
ST146Q08	Visit web sites of ecology organizations or follow news of science, environmental, or ecology organizations via blogs and microblogging	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2006, 2015 (Modified)
Content Domain Type	Domain-specific
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Science experience out of regular school (science activities)
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: Changed mathematics to <school science>. New items added.

ST308

How is this additional instruction paid for?

(Please select one response in each row.)

		Yes	*No*
ST308Q01	School district pays for or provides it.	☐ 01	☐ 02
ST308Q02	My school pays for or provides it.	☐ 01	☐ 02
ST308Q03	My family pays for it.	☐ 01	☐ 02
ST308Q04	I pay for it.	☐ 01	☐ 02
ST308Q05	Other people or organizations pay for it (e.g., foundations, friends).	☐ 01	☐ 02
ST308Q06	Nobody pays for it.	☐ 01	☐ 02
ST308Q07	I do not know	☐ 01	☐ 02

Year(s) Administered	2015 FT Educational Career
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	A2
Module Label	Experiences out of regular school hours
Construct	Financial cost of additional instruction for families
Routing Information (if applicable)	Only students who selected anything other than 01 for any items from ST071 will see this question
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Since the previous version we have added an "I don't know option".

ST310 **Where do you attend this additional instruction?**

(Please select all that apply.)

		Yes	*No*
ST310Q01	In my regular school building	☐ 01	☐ 02
ST310Q02	At some other place (i.e., not in my regular school building)	☐ 01	☐ 02
ST310Q03	Online	☐ 01	☐ 02

Year(s) Administered	2015 Educational Career
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Experiences out of regular school hours
Construct	Location of additional instruction
Routing Information (if applicable)	Only students who selected anything other than 01 for any items from ST071 will see this question
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2015)

Question notes: Item from 2015 Educational Career questionnaire. Additional item proposed for online based additional instruction.

ST312

How many years altogether have you attended additional instruction?

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

ST312Q01 Years: *Select...* ▼

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

Year(s) Administered	2015 Educational Career
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Experiences out of regular school hours
Construct	Years attending additional instruction
Routing Information (if applicable)	Only students who selected anything other than 01 for any items from ST071 will see this question
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from 2015)

Question notes: Item from 2015 Educational Career questionnaire.

ST063

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

(Please select all that apply.)

		This year	*Last year*
ST063Q01	Physics	☐ 01	☐ 02
ST063Q02	Chemistry	☐ 01	☐ 02
ST063Q03	Biology	☐ 01	☐ 02
ST063Q04	Earth and space (e.g., geology, astronomy)	☐ 01	☐ 02
ST063Q05	Earth sciences (e.g., geography, oceanography, meteorology).	☐ 01	☐ 02
ST063Q06	Environmental science (e. g., ecology)	☐ 01	☐ 02
ST063Q07	Specialized science (e.g., Forensic science, Medical science, Marine biology)	☐ 01	☐ 02
ST063Q08	Applied sciences and technology (e.g., engineering, robotics).	☐ 01	☐ 02
ST063Q09	General, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical sciences).	☐ 01	☐ 02

Year(s) Administered	2015
Content Domain Type	Domain specific
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	A3
Module Label	Exposure to Science Content
Construct	Science courses taken
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from PISA 2015)

Question notes: Based on PISA 2015 item, with additional options (earth science, environmental sciences, specialized science). No further changes following stakeholder review.

ST391

How often did you attend each of the following science courses over the last two school years?

(Please select one response in each row.)

		For 3 lessons or less	*Between 4 and 10 lessons*	*Between 11 and 20 lessons*	*Between 21 and 50 lessons*	*More than 50 lessons*
ST391Q01	Physics	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q02	Chemistry	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q03	Biology	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q04	Earth and space(e.g., geology, astronomy)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q05	Earth sciences (e.g., geography, oceanography, meteorology).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q06	Environmental science (e. g., ecology).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q07	Specialized science (e.g., Forensic science, Medical science, Marine biology)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q08	Applied sciences and technology (e.g. engineering, robotics).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST391Q09	General, integrated, or comprehensive science course (e.g., anatomy and physiology, biological and physical sciences).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	NEW
Content Domain Type	Domain specific
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	A3
Module Label	Exposure to Science Content
Construct	Time spent in each science course taken
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question taken from questionnaire framework. Question would use branching based on responses to ST063.

ST064

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

(Please select one response in each row.)

		No, not at all	*Yes, to a certain degree*	*Yes, I can choose freely*
ST064Q01	I can choose the science course(s) I study.	☐ 01	☐ 02	☐ 03
ST064Q02	I can choose the level of difficulty.	☐ 01	☐ 02	☐ 03
ST064Q03	I can choose the number of science courses or class periods.	☐ 01	☐ 02	☐ 03
ST064Q04	I can choose from different teachers teaching the same course(s).	☐ 01	☐ 02	☐ 03

Year(s) Administered	2015
Content Domain Type	Domain specific
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	A3
Module Label	Exposure to Science Content
Construct	Time spent in each science course taken
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015

Question notes: No changes proposed from PISA 2015.

ST392

Have you studied any of the following areas of science in the past two school years?

(Please select one response in each row.)

		No	*Yes, for one week of lessons or less*	*Yes, for more than one week of lessons*
ST392Q01	Structure of the Earth (e.g., Plate tectonics, layers of the Earth, rock cycle)	☐ 01	☐ 02	☐ 03
ST392Q02	Atmosphere, weather and climate	☐ 01	☐ 02	☐ 03
ST392Q03	Force and motion	☐ 01	☐ 02	☐ 03
ST392Q04	Electricity	☐ 01	☐ 02	☐ 03
ST392Q05	Chemical reactions	☐ 01	☐ 02	☐ 03
ST392Q06	Structure and function of the human body	☐ 01	☐ 02	☐ 03
ST392Q07	Sexual and asexual reproduction	☐ 01	☐ 02	☐ 03
ST392Q08	Evolution	☐ 01	☐ 02	☐ 03
ST392Q09	Climate change	☐ 01	☐ 02	☐ 03
ST392Q10	Environments and habitats	☐ 01	☐ 02	☐ 03
ST392Q11	Atomic structure	☐ 01	☐ 02	☐ 03
ST392Q12	Properties of matter	☐ 01	☐ 02	☐ 03
ST392Q13	Our solar system and its place in the universe	☐ 01	☐ 02	☐ 03
ST392Q14	Cells and their functions	☐ 01	☐ 02	☐ 03
ST392Q15	Genetics	☐ 01	☐ 02	☐ 03
ST392Q16	Energy transfers and transformation	☐ 01	☐ 02	☐ 03

ST392Q17	Disturbances to the environment (e.g., pollution, overfishing, deforestation)	☐ 01	☐ 02	☐ 03

Year(s) Administered	New for 2025
Content Domain Type	Domain specific
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	A3
Module Label	Exposure to science content
Construct	Exposure to major scientific topics
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New question for PISA 2025.

ST393

How often do the following things happen to students in your science courses?

Students ….

(Please select one response in each row.)

		Every lesson	*Most lessons*	*Some lessons*	*Never or almost never*
ST393Q01	ask scientific questions (e.g., how something works).	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q02	develop models or simulations to help explain natural phenomena (e.g., earthquakes)	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q03	design experiments to investigate a scientific question	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q04	carry out an experiment to investigate a scientific question	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q05	analyze and interpret data	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q06	use mathematics in science (e.g., performing calculations).	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q07	use computer software to investigate data or solve problems (e.g., complex calculations).	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q08	develop explanations of phenomena (e.g., climate change) based on scientific evidence or models	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q09	develop scientific arguments using evidence to support a claim	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q10	identify weaknesses in scientific arguments using evidence	☐ 01	☐ 02	☐ 03	☐ 04
ST393Q11	critically evaluate the credibility and trustworthiness of online scientific information	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	New for 2025
Content Domain Type	Domain specific
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	A3
Module Label	Exposure to science content
Construct	Engagement with science practices
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New for PISA 2025.

ST300

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

(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*
ST300Q01JA	Discuss how well you are doing at school.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q02JA	Eat dinner with you.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q03JA	Spend time just talking with you.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q04JA	Talk to you about the importance of finishing high school	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q05JA	Talk to you about any problems you might have at school.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q06JA	Ask you about how well you are getting along with other students at school.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q07JA	Encourage you to get good grades	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q08JA	Take an interest in what you are learning at school.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q09JA	Talk to you about your future education.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q10JA	Ask you what you did in school that day.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q11JA	Help you with your homework	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST300Q12JA	Talk to you about everyday science-related topics.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	PISA-D, 2022
Content Domain Type	General
Policy Content Area	Student background
Framework Cell	B1
Module Label	Parental/guardian involvement and support
Construct	Family support
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Additional items on helping with homework and discussion on sciencere-related topics proposed.

ST327

Which of the following qualifications do you expect to complete?

(Please select one response in each row.)

		Yes	*No*	*I don't know.*
ST327Q01JA	Junior high or middle school	☐ 01	☐ 02	☐ 03
ST327Q03JA	High school diploma	☐ 01	☐ 02	☐ 03
ST327Q04JA	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01	☐ 02	☐ 03
ST327Q05JA	Associate's degree	☐ 01	☐ 02	☐ 03
ST327Q06JA	Bachelor's degree or equivalent	☐ 01	☐ 02	☐ 03
ST327Q07JA	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01	☐ 02	☐ 03
ST327Q08JA	Doctoral degree or equivalent	☐ 01	☐ 02	☐ 03

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Expected educational level
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

This is a filtered question:

Only if "No" to ST327Q05, Q06, Q07 AND Q08
Else proceed to ST329.

ST394

What are the reasons you do not expect to continue with further education?

(Please tick one response in each row.)

		Yes	*No*
ST394Q01	Further education is not required for my chosen career	☐ 01	☐ 02
ST394Q02	I do not like formal education	☐ 01	☐ 02
ST394Q03	I cannot afford tuition fees	☐ 01	☐ 02
ST394Q04	I am not eligible for financial aid	☐ 01	☐ 02
ST394Q05	I have physical health issues	☐ 01	☐ 02
ST394Q06	I have mental health issues	☐ 01	☐ 02
ST394Q07	I need to financially support my family	☐ 01	☐ 02
ST394Q08	I need to stay home and look after family members	☐ 01	☐ 02
ST394Q09	I am not doing very well at school	☐ 01	☐ 02
ST394Q10	I am unsure if further education will be needed for my career	☐ 01	☐ 02
ST394Q11	I plan to start work immediately after finishing school	☐ 01	☐ 02
ST394Q12	There are no further education opportunities located near where I live	☐ 01	☐ 02
ST394Q13	I do not think that a higher education degree is necessary to get a good job or to earn a good salary	☐ 01	☐ 02
ST394Q14	Other reasons	☐ 01	☐ 02

Year(s) Administered	NEW
Content Domain Type	General

Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Reasons not to expect completing higher
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Asked only of students who do not expect to complete higher education (Filter based on ST327) beyond secondary school. Response options could be reduced after field trial. Consider including a <country specific> option and possibly a “Something else”.

This question should be only for students who do not expect to complete ISCED 5 or higher.

ST324

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST324Q02JA	I worry that I am not prepared for life after high school.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q04JA	I feel well-informed about possible paths for me after high school.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q05JA	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.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q07JA	I worry that I won't have enough money to do what I'd like to do after high school.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q10JA	School has done little to prepare me for adult life when I leave school.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q11JA	School has been a waste of time.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q12JA	School has helped give me confidence to make decisions.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q13JA	School has taught me things which could be useful in a job.	☐ 01	☐ 02	☐ 03	☐ 04
ST324Q14JA	I feel well-prepared for my future path after high school.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Outlook on future education and career
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST329

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.)

ST329Q01JA

_____ 01

Year(s) Administered	2000, 2006, 2015, 2018, 2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Expected occupation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Consistent with previous cycles.

ST463

To what extent are you interested in contributing towards protecting the environment in your future job?

(Please select one response.)

Not at all ☐ 01

Very little ☐ 02

To some extent ☐ 03

To a large extent ☐ 04

ST395 **Which of the following skills have you acquired?**

(Please select one response in each row.)

		Yes, once	*Yes, two or more times*	*No*
ST395Q01	How to find information on jobs I am interested in.	☐ 01	☐ 02	☐ 03
ST395Q02	How to search for a job.	☐ 01	☐ 02	☐ 03
ST395Q03	How to write a resume or a summary of my qualifications and/or experience.	☐ 01	☐ 02	☐ 03
ST395Q04	How to prepare for a job interview.	☐ 01	☐ 02	☐ 03
ST395Q05	How to find information on student financing (e.g., student loans or grants).	☐ 01	☐ 02	☐ 03

Year(s) Administered	2018
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Skills in finding information on jobs and student financing
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New (from PISA 2018 Educational Career questionnaire)

Question notes: Q01, 02 and 05 are the most relevant here. The other items would be nice to include, however may be out of scope. Proposed addition to Q03 with "summary of my qualifications and/or experience".

ST330

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*
ST330Q01WA	I did an internship.	☐ 01	☐ 02	☐ 03
ST330Q02WA	I attended job shadowing or work-site visits.	☐ 01	☐ 02	☐ 03
ST330Q03WA	I visited a job fair.	☐ 01	☐ 02	☐ 03
ST330Q04WA	I spoke to a career advisor at my school.	☐ 01	☐ 02	☐ 03
ST330Q05WA	I spoke to a career advisor outside of my school.	☐ 01	☐ 02	☐ 03
ST330Q06WA	I completed a questionnaire to find out about my interests and abilities.	☐ 01	☐ 02	☐ 03
ST330Q07WA	I researched the internet for information about careers.	☐ 01	☐ 02	☐ 03
ST330Q08WA	I went on an organized tour in an college, university, or technical college.	☐ 01	☐ 02	☐ 03
ST330Q09WA	I searched the internet for information about colleges, universities or technical colleges	☐ 01	☐ 02	☐ 03
ST330Q11JA	I researched information on student financing (e.g., student loans or grants).	☐ 01	☐ 02	☐ 03

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations

Construct	Information seeking about future study or work
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST396

In your opinion, which level of education do most of your schoolmates expect to complete?

(Please select one response.)

ST396Q01	Junior high or middle school	☐ 01
ST396Q02	High school diploma or equivalent	☐ 02
ST396Q03	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 03
ST396Q04	Associate's degree	☐ 04
ST396Q05	Bachelor's degree or equivalent	☐ 05
ST396Q06	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 06
ST396Q07	Doctoral degree or equivalent	☐ 07

Year(s) Administered	NEW
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Expected educational level of peers in school
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Based on recommendation from Framework.

ST397 **Which of the following qualifications do you think your parents/guardians expect or want you to complete?**

(Please select one response.)

ST397Q01	Junior high or middle school	☐ 01
ST397Q02	High school diploma or equivalent	☐ 02
ST397Q03	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 03
ST397Q04	Associate's degree	☐ 04
ST397Q05	Bachelor's degree or equivalent	☐ 05
ST397Q06	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 06
ST397Q07	Doctoral degree or equivalent	☐ 07

Year(s) Administered	NEW
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Educational level expected by parents
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Based on recommendation from framework.

ST399

Considering your academic performance since the beginning of this year, do you expect to be capable of completing the following levels of education?

(Please select one response in each row.)

		Yes	*No*
ST399Q01	High school diploma or equivalent	☐ 01	☐ 02
ST399Q02	Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)	☐ 01	☐ 02
ST399Q03	Associate's degree	☐ 01	☐ 02
ST399Q04	Bachelor's degree or equivalent	☐ 01	☐ 02
ST399Q05	Master's degree or professional degree (e.g., law, medicine) or equivalent	☐ 01	☐ 02
ST399Q06	Doctoral degree or equivalent	☐ 01	☐ 02

Year(s) Administered	NEW
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Self-perceived academic capacity to complete higher education levels
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Based on recommendation from Framework. Stem updated to reference "since the beginning of this year" instead of "today".

ST400

What level of education do you think is required to undertake the following occupations in your country?

(Please select one response in each row.)

		Less than a high school diploma	High school diploma or equivalent	Vocational or technical certificate/diploma or associate's degree	Bachelor's degree or equivalent	Master's degree or professional degree (e.g., law, medicine) or equivalent or doctoral degree or equivalent
ST400Q01	<Expected occupation from ST329>	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q02	Teacher (primary or secondary)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q03	Motor vehicle mechanic	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q04	Nurse or midwife	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q05	Hairdresser	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q06	Medical doctor	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q07	Engineer	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q08	Lawyer	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST400Q09	Police officer	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	NEW
Content Domain Type	General
Policy Content Area	Student Beliefs, Attitudes, Feelings, and Behaviours
Framework Cell	B2
Module Label	Post-secondary preparedness and expectations
Construct	Educational requirements of jobs
Routing Information (if applicable)	
Within-Construct Matrix Sampling	

Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Based on recommendation from Framework. Incorporates the respondents' expected occupation (ST329) and most frequent occupation expectations based on 2018 data.

ST100

How often do these things happen in your science lessons?

(Please select one response in each row.)

		Every lesson	*Most lessons*	*Some lessons*	*Never or hardly ever*
ST100Q01TA	The teacher shows an interest in every student's learning.	☐ 01	☐ 02	☐ 03	☐ 04
ST100Q02TA	The teacher gives extra help when students need it.	☐ 01	☐ 02	☐ 03	☐ 04
ST100Q03TA	The teacher helps students with their learning.	☐ 01	☐ 02	☐ 03	☐ 04
ST100Q04TA	The teacher continues teaching until the students understand.	☐ 01	☐ 02	☐ 03	☐ 04
ST100Q05TA	The teacher gives students an opportunity to express opinions.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015
Content Domain Type	Domain
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Science teacher support
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015

Question notes: No changes are proposed from PISA 2022.

T272

On a scale from 1-10, how would you rate the quality of your science instruction this school year?

(Please select one response from 1 to 10.)

		Worst science instruction possible									*Best science instruction possible*
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
ST272Q01JA	Quality of science instruction:	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 10

Year(s) Administered	2022 (but altered for science)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Perceived quality of science instruction
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified (mathematics to science)

Question notes: Modified (Mathematics to science).

ST273

How often do these things happen in your science lessons?

(Please select one response in each row.)

		Every lesson	*Most lessons*	*Some lessons*	*Never or almost never*
ST273Q01JA	Students do not listen to what the teacher said.	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q02JA	There is noise and disorder.	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q03JA	The teacher has to wait a long time for students to quiet down.	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q04JA	Students cannot work well.	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q05JA	Students do not start working for a long time after the lesson begins.	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q06JA	Students get distracted by using digital resources (e.g., smartphones, websites, apps).	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q07JA	Students get distracted by other students who are using digital resources (e.g., smartphones, websites, apps).	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q08	Students use scientific equipment inappropriately	☐ 01	☐ 02	☐ 03	☐ 04
ST273Q09	Student misbehavior leads to them being restricted from doing practical work	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022 (adapted for science)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Disciplinary climate in science
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified (mathematics to science)

Question notes: Modified from 2022.

ST281

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

(Please select one response in each row.)

		Never or almost never	*Less than half of the lessons*	*About half of the lessons*	*More than half of the lessons*	*Every lesson or almost every lesson*
ST281Q01JA	The teacher explained how new and old topics were related.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q02JA	The teacher summarized what we learned at the end of the lesson.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q03JA	The teacher explained at the beginning of the lesson what the learning goals are.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q05JA	The teacher gave different work to those of us who had difficulties learning.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q06JA	The teacher gave different work to those of us who could advance faster.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q08JA	The teacher asked us to discuss with each other what we learned.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q09JA	The teacher read to us from a textbook.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q10	The teacher explained how scientific discoveries can help people in their everyday lives	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q11	The teacher demonstrates a scientific idea by using an experiment or model	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q12	The teacher explained how scientific knowledge is generated and refined over time	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022 (adapted for science)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Structure of science instruction
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified from 2022

Question notes: Mathematics items removed, added a new item similar to TALIS item "Refer to a problem from everyday life or work to demonstate why new knowledge is useful".

ST104

How often do these things happen in your lessons for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

		Never or almost never	*Some lessons*	*Many lessons*	*Every lesson or almost every lesson*
ST104Q01NA	The teacher tells me how I am performing in this course.	☐ 01	☐ 02	☐ 03	☐ 04
ST104Q02NA	The teacher gives me feedback on my strengths in this science subject.	☐ 01	☐ 02	☐ 03	☐ 04
ST104Q03NA	The teacher tells me in which areas I can still improve.	☐ 01	☐ 02	☐ 03	☐ 04
ST104Q04NA	The teacher tells me how I can improve my performance.	☐ 01	☐ 02	☐ 03	☐ 04
ST104Q05NA	The teacher advises me on how to reach my learning goals.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Science teacher feedback
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	No
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015

Question notes: No new changes requested

ST107

How often do these things happen in your classes for this science course?

(Remember to answer this question in reference to the science course you indicated earlier.)

(Please select one response in each row.)

		Never or almost never	*Some lessons*	*Many lessons*	*Every lesson or almost every lesson*
ST107Q01NA	The teacher adapts the lesson to my class's needs and knowledge.	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q02NA	The teacher provides individual help when a student has difficulties understanding a topic or task.	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q03NA	The teacher changes the structure of the lesson on a topic that most students find difficult to understand.	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q04	The teacher provides individual support for advanced students.	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q05	The teacher plans a lesson based on each students' individual learning needs when required.	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q06	The teacher creates assessments based on each students' individual learning needs when required'	☐ 01	☐ 02	☐ 03	☐ 04
ST107Q07	The teacher changes the way in which they teach students based on the students preferred learning style	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Adaptation of instruction and differentiation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged from 2015, with new items referring to adaptation to individual students' learning needs

Question notes: Unchanged from 2015 with the addition of new items.

ST398

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

(Please select one response in each row.)

		In all lessons	*In most lessons*	*In some lessons*	*Never or hardly ever*
ST398Q01	Students are given opportunities to explain their ideas.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q02	Students spend time in the laboratory doing practical experiments.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q03	Students are allowed to design their own experiments.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q04	There is a class debate about investigations.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q05	Students are asked to do an investigation to test ideas.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q06	Students have the opportunity to repeat experiments and compare observations.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q07	Students carry out practical work.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q08	Students write up laboratory reports.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q09	Students present something to the rest of the class.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q10	Students are given time to research scientific ideas from a range of sources	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q11	Students are able to choose different methods (e.g., field studies, experiments, simulations) to conduct investigations.	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q12	Students compare and evaluate different experimental designs	☐ 01	☐ 02	☐ 03	☐ 04
ST398Q13	Students interpret data and make judgements about its accuracy	☐ 01	☐ 02	☐ 03	☐ 04

ST398Q14 Students design their own projects under the guidance of teachers ☐01 ☐02 ☐03 ☐04

Year(s) Administered	2015 (adaptation of ST098, ST103 with some new items)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Procedural domain: practical investigation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Stem and some items taken from ST098, some items incorporated from ST103 with some new additions

Question notes: Mixture of the two questions listed, with some item modifications and new content added.

ST198

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

(Please select one response in each row.)

		In all lessons	*In most lessons*	*In some lessons*	*Never or hardly ever*
ST198Q01	Students are required to debate science questions.	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q02	Students are asked to draw conclusions from an experiment they have conducted.	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q03	The teacher explains how a science idea can be applied to a number of different phenomena (e.g., the movement of objects, substances with similar properties).	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q04	Students design their own experiments.	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q05	Students are required to engage in discussions among themselves.	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q06	Use scientific information from diagrams, graphs, or simulations to support an argument	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q07	Uses scientific solutions to solve real life challenges	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q08	Identifying scientific aspects of a real-world problem	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q09	Students compare sources of scientific information to determine their reliability	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q10	Students are asked to consider the ethics of scientific investigations	☐ 01	☐ 02	☐ 03	☐ 04
ST198Q11	Students develop and carry out experiments with teacher guidance	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2015 (adaptation of ST098, ST276 with some modified and new items)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Scientific epistemic reasoning
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Stem and some items taken from ST098, some items incorporated from ST276 with some new additions

Question notes: Merging of two questions, with large modifications of ST276 in particular. Please note there is some overlap of items across questions, we do not intend to include them more than once, but seek guidance as to where they are best placed. New item added at the end based on country suggestion.

ST098

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

(Please select one response in each row.)

		In all lessons	*In most lessons*	*In some lessons*	*Never or hardly ever*
ST098Q01TA	Students provide evidence to support arguments about scientific questions.	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q05TA	Students use evidence from experiments to support their conclusions	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q09	Students determine which variables need to be controlled in an experiment	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q08NA	There is a class discussion about how to solve scientific problems	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q10	Students are encouraged to question and critique scientific arguments made by other students.	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q11	Students discuss how scientists develop theories among themselves.	☐ 01	☐ 02	☐ 03	☐ 04
ST098Q12	The teacher asked us to explain our reasoning during a discussion about scientific theories	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	Adaptation of PISA 2015 ST098 and PISA ST285 with some modified and new items
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Scientific conceptual reasoning
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: Merging of two questions ST098Q01TA and ST098Q03NA, more specfic questions relating to experimental designwith large modifications of ST276 in particular

ST281

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

(Please select one response in each row.)

		Never or almost never	*Less than half of the lessons*	*About half of the lessons*	*More than half of the lessons*	*Every lesson or almost every lesson*
ST281Q07JA	The teacher asked us to work in small groups to design and carry out scientific experiments	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q09	The teacher asked us to debate scientific topics with other members of the class	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q08JA	The teacher asked us to discuss with each other what we learned.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q10	The teacher asked us to explain a scientific principle to the class	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q11	The teacher asked us to work on a class project in small groups	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST281Q12	The teacher asked us to research a topic in small groups	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2015 (adaptation of ST281 with new items)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Scientific collaborative reasoning
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

ST283

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

(Please select one response in each row.)

		In all lessons	*In most lessons*	*In some lessons*	*Never or hardly ever*
ST103Q01NA	The teacher clearly explains the relevance of science concepts to our lives.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q01JA	The teacher asked us to think of problems from everyday life that could be solved with new scientific knowledge we learned.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q02JA	The teacher showed us how science can be useful in our everyday lives.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q03JA	The teacher encouraged us to "think scientifically".	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q07JA	The teacher asked us how different topics are connected to a bigger scientific idea.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q08JA	The teacher encouraged us to think about how a problem from everyday life could be solved using science.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q09JA	The teacher explained how different scientific ideas connect to a larger context.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q10	The teacher describes career pathways which relate to the topics taught in science.	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q11	The teacher asks us to think of solutions to environmental issues.	☐ 01	☐ 02	☐ 03	☐ 04

ST283Q12	The teacher discusses climate change with a positive outlook	☐ 01	☐ 02	☐ 03	☐ 04
ST283Q13	The teacher asks us to research how my home uses resources	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	New with some inclusion from PISA 2015 ST098 and PISA 2022 ST283
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Science thinking for everyday life
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

Notes: One adapted item from PISA 2015 ST103 and modified items from PISA 2022 ST283. New items were added based on OECD feedback.

ST285

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

(Please select one response in each row.)

		Never or almost never	*Less than half of the lessons*	*About half of the lessons*	*More than half of the lessons*	*Every lesson or almost every lesson*
ST285Q06JA	The teacher asked us to think about how new and old scientific topics were related.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST285Q08JA	The teacher told us to keep trying even when we face difficulties with a science task.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST285Q09JA	The teacher taught us to memorize scientific facts	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST285Q10	The teacher asked us to explain a scientific principle	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST285Q11	The teacher asked us to explain how we would design an experiment to address a scientific problem	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
ST275Q12	The teacher asked us to defend a particular argument in a scientific debate	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022 (adaptation of ST285 with some modified and new items)
Content Domain Type	Domain-specific
Policy Content Area	Teaching practices and learning opportunities
Framework Cell	A3
Module Label	Science Teacher behaviours
Construct	Explicit instruction
Routing Information (if applicable)	
Within-Construct Matrix Sampling	

Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Modified

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*
ST331Q01JA	How much effort did you put into doing well on the PISA test?	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 10
ST331Q02JA	How much effort would you have invested if your results from the PISA test were going to be counted in your grades?	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 10
ST331Q03JA	Now think about the PISA questionnaire you just answered. How much effort did you put into giving accurate answers?	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06	☐ 07	☐ 08	☐ 09	☐ 10

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	PISA preparation and effort
Construct	Effort on PISA achievement test and questionnaires
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

Optional module for school closures

ST347

In the last 12 months, was your school building ever closed for <u>more than a week</u> because of the following reasons?

Do <u>not</u> count the time that your school was scheduled to be closed for school holiday or vacations.

If you changed schools during the past three years, please count the time across all schools you attended.

If your school had to close and reopen multiple times, please count all closing times.

(Please select one response in each row.)

		No	*Yes, up to 1 month*	*Yes, more than 1 month and up to 3 months*	*Yes, more than 3 months and up to 6 months*	*Yes, more than 6 months and up to 12 months*	*Yes, more than 12 months*
ST347Q01JA	COVID-19	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST347Q02JA	A health-related emergency, other than COVID-19	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST347Q03JA	Extreme weather (e.g., floods, heatwave, extreme cold, wildfires).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST347Q04JA	Seismic activity (e.g., earthquake, volcanic eruption, tsunami).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST347Q05JA	Political conflict (e.g., war, social unrest).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
ST347Q06JA	Another reason (e.g., strikes or demonstrations, air pollution	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	Type/duration of school closure
Routing Information (if applicable)	This is a filter question: If the answer is "No" for all items proceed to ST335. Else proceed to ST348.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question Notes: The response options have been modified for general applicability about the extent that school closures occur and why, so that other questions about school closures remain applicable.

ST348

During the time when your school building had an unplanned closure, how often did someone from your school do the following things?

(Please select one response in each row.)

		Never	*A few times*	*About once or twice a week*	*Every day or almost every day*
ST348Q01JA	Send you learning materials to study on your own	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q02JA	Send you assignments	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q03JA	Upload material on a learning management system or school learning platform (e.g., Edmodo®, Moodle®, Google® Classroom™ Canvas).	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q04JA	Check in with you to ensure that you were completing your assignments	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q05JA	Offer live virtual classes on a video communication program (e.g., Zoom™, Google®Meet™, Microsoft® Teams).	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q06JA	Ask you to submit completed school assignments	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q07JA	Give you helpful tips about how to study on your own	☐ 01	☐ 02	☐ 03	☐ 04
ST348Q08JA	Check in with you to ask how you were feeling	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Global Crises Module
Construct	School actions/activities to sustain learning
Routing Information (if applicable)	This is a filtered question: Only if ST335 Item 1 is not "No".
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question Notes: The stem has been changed so that it is not COVID specific, encompassing any reason for an unscheduled closure. The response options have been modified, so that they are grammatically consistent with the stem.

ST350

During the time when your school building had an unplanned closure, how much did you learn each week compared to a typical week when you go to school in person?

(Please select one response.)

ST350Q01JA I learned less when my school building was closed. ☐ 01

ST350Q01JA I learned about as much when my school building was closed. ☐ 02

ST350Q01JA I learned more when my school building was closed. ☐ 03

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Subjective impression of learning during school closure
Routing Information (if applicable)	This is a filtered question: Only if ST335 Item 1 is not "No". Else proceed to ST348.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been changed so that it is not COVID specific, encompassing any reason for an unsheduled closure.

ST351

During the time when your school building had an unplanned closure, how often did you use the following learning resources?

(Please select one response in each row.)

		Never	*A few times*	*About once or twice a week*	*Every day or almost every day*
ST351Q01JA	Paper textbooks, workbooks, or worksheets	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q02JA	Digital textbooks, workbooks, or worksheets	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q03JA	Real-time lessons by a teacher from my school on a video communication program (e.g., Zoom™, Google® Meet™, Microsoft® Teams).	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q04JA	Real-time lessons by a private tutor on a video communication program (e.g., Zoom™, Google® Meet™, Microsoft® Teams).	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q05JA	Learning material my teachers sent via SMS text or WhatsApp™	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q06JA	Recorded lessons or other digital material provided by teachers from my school	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q07JA	Recorded lessons or other digital material from other sources (e.g., Khan Academy®, Coursera®).	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q08JA	Lessons broadcast over television or radio	☐ 01	☐ 02	☐ 03	☐ 04
ST351Q09JA	Materials developed by friends or family members	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Teaching Practices, and Learning Opportunities
Framework Cell	B3
Module Label	Global Crises Module
Construct	Types of learning resources used while school was closed
Routing Information (if applicable)	This is a filtered question: Only if ST35 Item 1 is not “No”.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been changed so that it is not COVID specific, encompassing any reason for an unscheduled closure

ST352

During the time when your school building had an unplanned closure, how often did you have the following problems when completing your school work?

(Please select one response in each row.)

		Never	*A few times*	*About once or twice a week*	*Every day or almost every day*
ST352Q01JA	Problems with access to a digital device when I needed it	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q02JA	Problems with Internet access	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q03JA	Problems with access to school supplies (e.g., paper, pencil).	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q04JA	Problems with finding a quiet place to study	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q05JA	Problems with finding time to study because I had household responsibilities	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q06JA	Problems with motivating myself to do school work	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q07JA	Problems with understanding my school assignments	☐ 01	☐ 02	☐ 03	☐ 04
ST352Q08JA	Problems with finding someone who could help me with my school work	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Problems with self-learning
Routing Information (if applicable)	This is a filtered question: Only if ST347 Item 1 is not “No”.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been changed so that it is not COVID specific, encompassing any reason for an unscheduled closure

ST353

During the time when your school building had an unplanned closure, how often did someone in your family do the following things with you?

(Please select one response in each row.)

		Never	*A few times*	*About once or twice a week*	*Every day or almost every day*
ST353Q01JA	Help you with your school work	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q02JA	Ask you what you were learning	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q03JA	Help you create a learning schedule	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q04JA	Help you access learning materials online	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q05JA	Check whether you were completing your school assignments	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q06JA	Explain new content to you	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q07JA	Help you find additional learning resources	☐ 01	☐ 02	☐ 03	☐ 04
ST353Q08JA	Teach you additional topics not part of your school assignments	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Family support for self-learning
Routing Information (if applicable)	This is a filtered question: Only if ST347 Item 1 is not “No”.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been made future orientated, rather than reflecting on COVID-19 lockdown. The response options remain unchanged. This should be posed to all participations, not only those that experienced school closures.

ST354

To what extent do you agree or disagree with the following statements about the time when your school building had an unplanned closure?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
ST354Q01JA	I felt lonely.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q02JA	I enjoyed learning by myself.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q03JA	My teachers were available when I needed help (e.g., through virtual office hours, email, chat).	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q04JA	I felt anxious about school work.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q05JA	I was motivated to learn.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q06JA	I fell behind in my school work.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q07JA	I improved my skills in using digital devices for learning purposes.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q08JA	My teachers were well prepared to teach remotely.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q09JA	I was well prepared to learn on my own.	☐ 01	☐ 02	☐ 03	☐ 04
ST354Q10JA	I missed sports and other physical activities organized by my school.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Feelings about learning during school closure
Routing Information (if applicable)	This is a filtered question: Only if ST347 Item 1 is not “No”.
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: The stem has been changed so that it is not COVID specific, encompassing any reason for an unscheduled closure. Also, this item could be used to measure student resiliency and readyness, as directed in the PISA 2025 questionnaire framework.

ST355

How confident do you feel about doing the following things if your school building closes in the future?

(Please select one response in each row.)

		Not at all confident	*Not very confident*	*Confident*	*Very confident*
ST355Q01JA	Using a learning management system or school learning platform (e.g., Edmodo®®, Moodle®®, Google®® Classroom™, Canvas).	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q02JA	Using a video communication program (e.g., Zoom™, Google®® Meet™, Microsoft® Teams).	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q03JA	Finding learning resources online on my own	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q04JA	Planning when to do school work on my own	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q05JA	Motivating myself to do school work	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q06JA	Focusing on school work without reminders	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q07JA	Completing school work independently	☐ 01	☐ 02	☐ 03	☐ 04
ST355Q08JA	Assessing my progress with learning	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Self-learning self-efficacy
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: Minor change, removed 'again'. Unlike the 2022 item, this should be posed to all participants, not just those that indicated that schools were closed. Also, this item could be used to measure student resiliency and readyness, as directed in the PISA 2025 questionnaire framework.

ST356

Overall, how prepared do you feel for learning on your own if your school building closed for an extended period in the future?

(Please select one response.)

ST356Q01JA	Not prepared at all	☐ 01
ST356Q01JA	Not very prepared	☐ 02
ST356Q01JA	Well prepared	☐ 03
ST356Q01JA	Very well prepared	☐ 04

Year(s) Administered	2022
Content Domain Type	General Constructs
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Global Crises Module
Construct	Feeling of preparedness for future school closures
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new, removed)	Modified

Question notes: Minor change, removed 'again'. Unlike the 2022 item, this should be posed to all participants, not just those that indicated that schools were closed. Also, this item could be used to measure student resiliency and readiness, as directed in the PISA 2025 questionnaire framework.

LDW10

This school year, how often did you do the following digital activities outside of school?

(Please select one response in each row.)

		Never or almost never	*A few times a year*	*A few times a month*	*Once a week or more*
LDW10Q01	Search for and find relevant information online	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q02	Assess the quality of information you found online	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q03	Write or edit text for a school assignment	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q04	Create a multi-media presentation (with sound, pictures, or video)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q05	Create and edit videos (e.g., iMovie, Final Cut Pro, InShot, Adobe Premiere)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q06	Create and edit music (e.g., Audacity, GarageBand)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q07	Create a computer program, macro or app (e.g., in Scratch, Logo, VBA, Java)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q08	Collect and record data (e.g., using data loggers, Microsoft® Access™, Google® Form, spreadsheets)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q09	Build or edit a webpage (e.g., using WordPress, Wix, SquareSpace, HTML5up)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q10	Play digital learning games (e.g., Atlantis Remixed, Duolingo®)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q11	Create shared documents online for collaboration with others (e.g., using Google Docs, Dropbox)	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q12	Do science exercises online	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q13	Program robots	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q14	Use virtual or augmented reality	☐ 01	☐ 02	☐ 03	☐ 04
LDW10Q15	Manage and share your work on school assignments or projects	☐ 01	☐ 02	☐ 03	☐ 04

LDW01 **For each activity, please indicate how often you use it.**

(Please select one response in each row.)

		Very rarely	*Rarely*	*Sometimes*	*Often*	*Very often*
LDW01Q01	I set objectives for myself when I study.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW01Q02	I plan my approach to studying.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW01Q03	In order to identify gaps in my knowledge, I make a summary of the most important points without using my documents.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW01Q04	I ask myself questions about the material to check if I have understood everything.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW01Q05	I change my learning plans when I realize that they cannot be implemented.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW01Q06	If I notice that my approach to studying is not successful, I change it.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

LDW02

We would like to learn more about how you learn.

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW02Q01	When I do not fully understand something, I ask my classmates.	☐ 01	☐ 02	☐ 03	☐ 04
LDW02Q02	I make sure I get help from my teachers when I need it.	☐ 01	☐ 02	☐ 03	☐ 04
LDW02Q04	When I have trouble learning, I ask for help.	☐ 01	☐ 02	☐ 03	☐ 04
LDW02Q05	If I ask my teacher for help, I prefer to be given hints or clues rather than the whole answer.	☐ 01	☐ 02	☐ 03	☐ 04
LDW02Q06	I only ask for help after trying hard to find the solution on my own.	☐ 01	☐ 02	☐ 03	☐ 04

LDW09

This school year, how often did you do the following tasks using digital resources in your classes?

(Please select one response in each row.)

		Never or almost never	*Sometimes*	*Often*	*Very often*
LDW09Q01	Search for and find relevant information online	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q02	Assess the quality of information you found online	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q03	Write or edit text for a school assignment	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q04	Create a multi-media presentation (with sound, pictures, or video)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q05	Create and edit videos (e.g., iMovie, Final Cut Pro, InShot, Adobe Premiere)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q06	Create and edit music (e.g., Audacity, GarageBand)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q07	Create a computer program, macro or app (e.g., in Scratch, Logo, VBA, Java)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q08	Collect and record data (e.g., using data loggers, Microsoft® Access™, Google® Form, spreadsheets)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q09	Build or edit a webpage (e.g., using WordPress, Wix, SquareSpace, HTML5up)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q10	Play digital learning games (e.g., Atlantis Remixed, Duolingo®)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q11	Create shared documents online for collaboration with others (e.g., using Google Docs, Dropbox)	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q12	Do science exercises online	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q13	Program robots	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q14	Use virtual or augmented reality	☐ 01	☐ 02	☐ 03	☐ 04
LDW09Q15	Manage and share your work on school assignments or projects	☐ 01	☐ 02	☐ 03	☐ 04

LDW08

To what extent do you agree or disagree with the following statements about the time when your school building had an unplanned closure?

(Please select one response in each row.)

		Not at all	*To some extent*	*To a large extent*
LDW08Q01	Assess the quality of information I find online	☐ 01	☐ 02	☐ 03
LDW08Q02	Break a complex process into smaller parts	☐ 01	☐ 02	☐ 03
LDW08Q03	Plan tasks by setting out the steps needed to complete them	☐ 01	☐ 02	☐ 03
LDW08Q04	Build models (a simplified representation of how something works) like annotated drawings or maps	☐ 01	☐ 02	☐ 03
LDW08Q05	Solve problems by focusing on the most important parts	☐ 01	☐ 02	☐ 03
LDW08Q06	Make flow diagrams to represent the different parts of a process	☐ 01	☐ 02	☐ 03
LDW08Q07	Use simulations (e.g., virtual science labs) to study scientific phenomena.	☐ 01	☐ 02	☐ 03
LDW08Q08	Collect and analyze data to understand a problem or phenomenon	☐ 01	☐ 02	☐ 03
LDW08Q09	Recognize patterns in data	☐ 01	☐ 02	☐ 03
LDW08Q10	Identify common elements and differences across problems	☐ 01	☐ 02	☐ 03

LDW07

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

(Please select one response in each row.)

		I don't know what this is	*I cannot do this.*	*I struggle to do this on my own*	*I can do this with a bit of effort*	*I can do this easily*
LDW07Q01	Search for and find relevant information online	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q02	Assess the quality of information I find online	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q03	Write or edit text for a school assignment (e.g. using Google® Docs™, Microsoft® Word)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q04	Create a multi-media presentation (with sound, pictures, or video)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q05	Create and edit videos (e.g., iMovie, Final Cut Pro, InShot)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q06	Create and edit music (e.g. Audacity, GarageBand)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q07	Create a computer program (e.g., in Scratch, Python, Java)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q08	Collect and record data (e.g. using data loggers, <Google Form>, <Microsoft Excel>, spreadsheets)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q10	Build or edit a webpage (e.g., using WordPress)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q11	Create shared documents for collaboration with others	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q12	Use drawing or graphic software and applications	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW07Q13	12. Explain how your personal data is being collected and shared by any particular app or website	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

LDW04

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW04Q01	I enjoy coming up with solutions to problems.	☐ 01	☐ 02	☐ 03	☐ 04
LDW04Q02	I feel good when I complete tasks that require a lot of thinking.	☐ 01	☐ 02	☐ 03	☐ 04
LDW04Q03	I like situations where I have to think hard about something.	☐ 01	☐ 02	☐ 03	☐ 04
LDW04Q04	I like complicated problems more than simple problems.	☐ 01	☐ 02	☐ 03	☐ 04
LDW04Q05	I keep working on a problem even if I know I might not be able to solve it.	☐ 01	☐ 02	☐ 03	☐ 04

LDW03

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW03Q01	I welcome comments from my classmates on my work.	☐ 01	☐ 02	☐ 03	☐ 04
LDW03Q02	I evaluate my accomplishments at the end of each study session.	☐ 01	☐ 02	☐ 03	☐ 04
LDW03Q03	I ask for feedback on my performance from someone who is more capable.	☐ 01	☐ 02	☐ 03	☐ 04
LDW03Q04	I am open to feedback to improve my work.	☐ 01	☐ 02	☐ 03	☐ 04
LDW03Q05	I browse through my past outputs to see my progress.	☐ 01	☐ 02	☐ 03	☐ 04

LDW18

Please rate your level of experience with the following programming languages.

(Please select one response in each row.)

		Never programmed in this programming language	*I am learning to program in this language, but I haven't written any program yet*	*I am learning to program in this language, but I haven't written any program yet*	*I am learning to program in this language, but I haven't written any program yet*
LDW18Q01	C++ or Java	☐ 01	☐ 02	☐ 03	☐ 04
LDW18Q02	Scratch, Blockly, or other block-based languages	☐ 01	☐ 02	☐ 03	☐ 04
LDW18Q03	Python, Javascript or other web-based languages	☐ 01	☐ 02	☐ 03	☐ 04
LDW18Q04	HTML, XML, or other markup languages	☐ 01	☐ 02	☐ 03	☐ 04
LDW18Q05	Another programming language not listed above	☐ 01	☐ 02	☐ 03	☐ 04

LDW17

How often do you use digital resources in the following subjects?

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

(Please select one response in each row.)

		Never or almost never	*In less than half of the lessons*	*In about half of the lessons*	*In more than half of the lessons*	*In every or almost every lesson*	*I do not have this subject*
LDW17Q01	Science	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q02	Mathematics	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q03	English/Language Arts	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q04	Computer science, information technology, informatics or similar lessons	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q05	Social studies (e.g., history, geography, civics, law, economics).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q06	Creative arts (e.g., visual arts, music, dance, drama).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q07	World language(s)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q08	Practical or vocational (e.g., mechanics and repair, healthcare occupations, construction trades)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
LDW17Q09	Other (e.g., moral/ethics, physical education, personal and social development).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

LDW15

To what extent do you agree or disagree with the following statements about your science teacher?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW15Q01	My science teacher clearly explains the learning goals for every lesson.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q02	My science teacher checks what we already know before teaching a new topic.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q03	My science teacher explains her/his thinking when carrying out tasks with us (e.g., analyzing a text, designing an experiment).	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q04	My science teacher gives us advice on learning techniques.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q05	My science teacher asks us to identify what resources we will need to complete a task before we get started.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q06	My science teacher provides us with materials (e.g., prompts, rubrics, checklists) to monitor our learning progress.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q07	My science teacher gives us advice on how to manage negative emotions related to learning (e.g., frustration, anxiety, boredom).	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q08	My science teacher asks us to teach a topic to one another.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q09	My science teacher asks us to evaluate our own work.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q10	My science teacher asks us to evaluate the work of our classmates.	☐ 01	☐ 02	☐ 03	☐ 04
LDW15Q11	My science teacher asks us to carry out challenging learning tasks on our own.	☐ 01	☐ 02	☐ 03	☐ 04

LDW14

To what extent is your science teacher able to do the following tasks with digital resources?

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

(Please select one response in each row.)

		Cannot do this	*Struggles to do this*	*Can do it with a bit of effort*	*Can easily do this*	*I don't know*
LDW14Q01	Use multimedia (e.g., PPT, animations) for teaching	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW14Q02	Use web technologies (websites, blogs) for teaching	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW14Q03	Use digital resources to enhance our learning	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW14Q04	Use different technologies to make lessons more engaging	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW14Q05	Solve technical problems when they occur	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
LDW14Q06	Conduct experiments in virtual labs (e.g., Labster, Phet).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

LDW13

To what extent do you agree or disagree with the following statements about how your science teacher uses digital resources?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW13Q01	My science teacher uses digital resources to make the class more interesting.	☐ 01	☐ 02	☐ 03	☐ 04
LDW13Q02	My science teacher uses digital resources to help us understand difficult concepts.	☐ 01	☐ 02	☐ 03	☐ 04
LDW13Q04	My science teacher uses digital resources to give us more freedom in how we do our work.	☐ 01	☐ 02	☐ 03	☐ 04
LDW13Q05	My science teacher uses digital resources because s/he is interested in new technologies.	☐ 01	☐ 02	☐ 03	☐ 04
LDW13Q06	My science teacher uses digital resources to give us personalized assignments.	☐ 01	☐ 02	☐ 03	☐ 04

LDW12

To what extent do you agree or disagree with the following statements about how your science teacher uses digital resources?

(Please select one response in each row.)

		Never or hardly ever	*In some lessons*	*In most lessons*	*In every lesson*
LDW12Q01	To teach the subject to the whole class	☐ 01	☐ 02	☐ 03	☐ 04
LDW12Q02	For our individual work	☐ 01	☐ 02	☐ 03	☐ 04
LDW12Q03	For our group work	☐ 01	☐ 02	☐ 03	☐ 04
LDW12Q04	To test what we have learned	☐ 01	☐ 02	☐ 03	☐ 04
LDW12Q05	To communicate with students	☐ 01	☐ 02	☐ 03	☐ 04

LDW11

To what extent do you agree or disagree with the following statements about using digital resources for your schoolwork?

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW11Q01	Digital resources help me learn complex things	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q02	Digital resources make the content that I am learning more interesting	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q03	Digital resources distract me from learning	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q04	Digital resources give me more control over my learning	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q05	Digital resources create disorder in the class	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q06	Digital resources> help me to express my creativity	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q07	Digital resources help me plan and organize my work	☐ 01	☐ 02	☐ 03	☐ 04
LDW11Q08	Digital resources make it easier to work with my classmates	☐ 01	☐ 02	☐ 03	☐ 04

You indicated you have experience with computer programming.

LDW22 **Where did you learn this knowledge and skills?**

(Please select all that apply.)

LDW22Q01	In a school club	☐ 01
LDW22Q02	In science class at school	☐ 01
LDW22Q03	In an Information Communication Technology (ICT) class at school	☐ 01
LDW22Q04	In other subjects at school	☐ 01
LDW22Q05	In a club outside of school	☐ 01
LDW22Q06	Through my friends	☐ 01
LDW22Q07	Through my siblings	☐ 01
LDW22Q08	Through my parents	☐ 01
LDW22Q09	Through other relatives	☐ 01
LDW22Q10	By myself, e.g., using the internet	☐ 01

LDW16

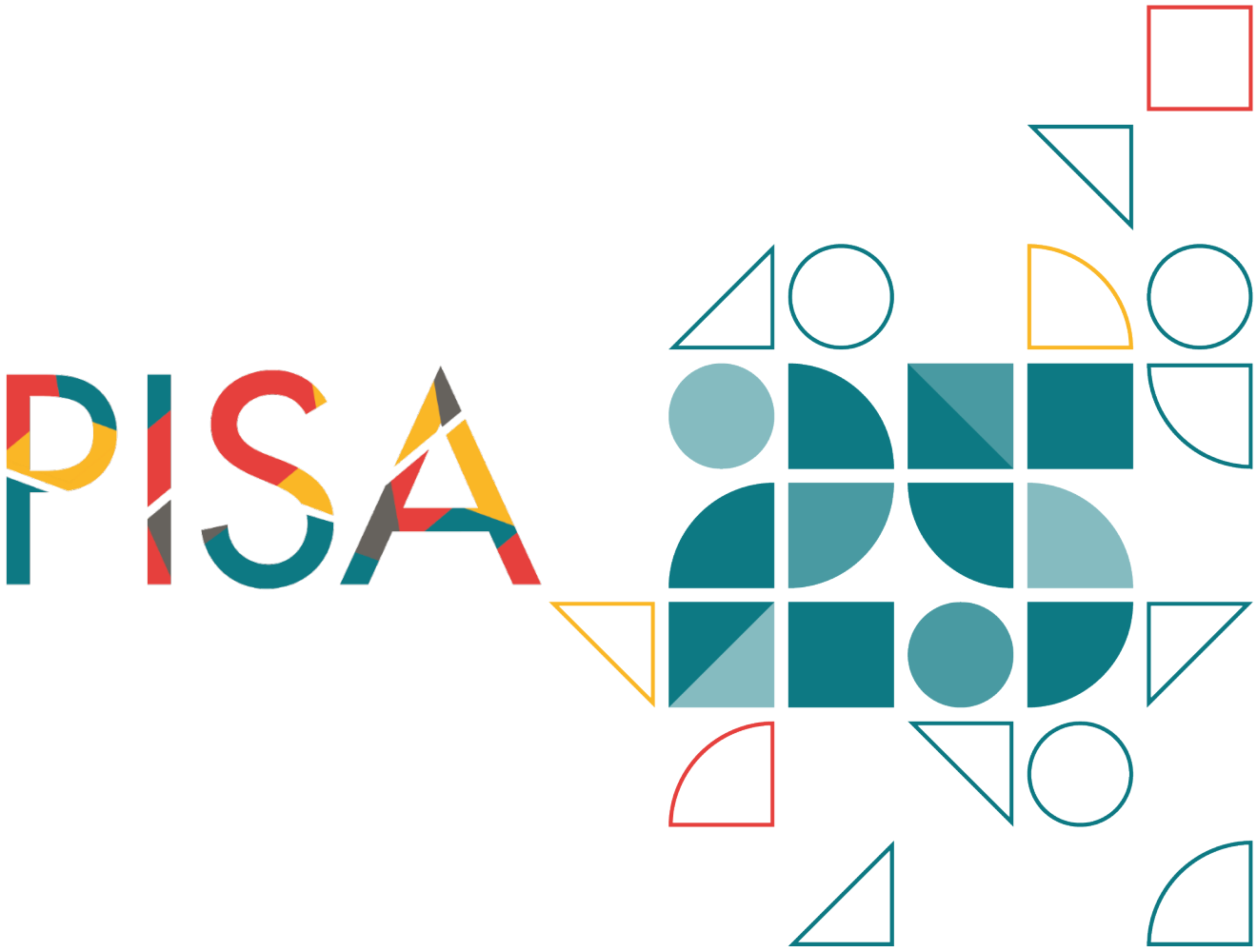
To what extent do you agree or disagree with the following statements about your English/Language Arts teacher?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
LDW16Q01	My English/Language Arts teacher clearly explains the learning goals for every lesson.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q02	My English/Language Arts teacher checks what we already know before teaching a new topic.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q03	My English/Language Arts teacher explains her/his thinking when carrying out tasks with us (e.g., analyzing a text, designing an experiment).	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q04	My English/Language Arts teacher gives us advice on learning techniques.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q05	My English/Language Arts teacher asks us to identify what resources we will need to complete a task before we get started.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q06	My English/Language Arts teacher provides us with materials (e.g., prompts, rubrics, checklists) to monitor our learning progress.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q07	My English/Language Arts teacher gives us advice on how to manage negative emotions related to learning (e.g., frustration, anxiety, boredom).	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q08	My English/Language Arts teacher asks us to teach a topic to one another.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q09	My English/Language Arts teacher asks us to evaluate our own work.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q10	My English/Language Arts teacher asks us to evaluate the work of our classmates.	☐ 01	☐ 02	☐ 03	☐ 04
LDW16Q11	My English/Language Arts teacher asks us to carry out challenging learning tasks on our own.	☐ 01	☐ 02	☐ 03	☐ 04

PISA 2025 Field Test

ICT Questionnaire



ICT QUESTIONNAIRE FOR PISA 2025

(U.S. Option) Field Trial Version

Version for first NPM Meeting, March 2023

Instruction

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

- 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 of these when answering the questions on the following screens.

IC170

This school year, how often did you use the following digital resources <u>at school</u>?

(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 at school.*
IC170Q01JA	Desktop or laptop computer	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q02JA	Smartphone (i.e., cell phone with Internet access)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q03JA	Tablet device (e.g., iPad®, Galaxy Tab®, Surface) or e- book reader (e.g., Amazon® Kindle™)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q04JA	Internet access (except on smartphones)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q05JA	School portal (to consult class schedule, absences, etc.)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q06JA	Educational software, games or apps, other learning tools (e.g., Khan Academy, CK-12™, or Mathalicious® online support)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q07JA	A learning management system or school learning platform (e.g., Edmodo®, Moodle®, Google® Classroom™, Canvas)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q07	Virtual reality (VR) hardware (e.g., Google Cardboard®, Oculus, Class VR)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC170Q08	Robotic devices (e.g., 3D printers, laser cutters, drones)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

IC170Q09	Artificial Intelligence (AI) tools or software (e.g., ChatGPT, MidJourney, Stable Diffusion)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Construct	Frequency of ICT use at school
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question has been modified from PISA 2022.

IC171

This school year, how often did you use the following digital resources <u>outside of school</u> (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.*
IC171Q01JA	Desktop or laptop computer	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q02JA	Smartphone (i.e., cell phone with Internet access)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q03JA	Tablet device (e.g., iPad®, Galaxy Tab®, Surface) or e-book reader (e.g., Amazon® Kindle™)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q04JA	Internet access (except on smartphones)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q05JA	Educational software, games or apps, other learning tools (e.g., Khan Academy, CK-12™, or Mathalicious® online support)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q06JA	Video or online games (e.g., used with game consoles such as a PlayStation 5® or Nintendo Switch®, online gaming platforms such as Steam® or gaming apps such as Candy Crush®)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

IC171Q07	Smartwatch (e.g., Apple Watch®, Samsung Galaxy Watch®, or fitness tracker (e.g., FitBit®)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q08	Virtual reality (VR) hardware (e.g., Google Cardboard®, Oculus, Class VR)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q09	Robotic devices (e.g., 3D printers, laser cutters, drones)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC171Q10	Artificial Intelligence (AI) tools or software (e.g., ChatGPT, MidJourney, Stable Diffusion)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

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

IC172

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*
IC172Q01JA	There are enough digital resources for every student at my school.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q02JA	There are enough digital devices with access to the Internet at my school.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q10	The school's Internet is stable.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q03JA	The school's Internet speed is sufficient.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q04JA	Digital devices function properly at my school.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q05JA	Digital devices are easily accessible within the classroom.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q06JA	Digital learning resources available at my school make learning interesting.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q07JA	The school provides sufficient technical support to help students in their use of digital resources.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q08JA	Teachers at my school have the necessary skills to use digital devices during instruction.	☐ 01	☐ 02	☐ 03	☐ 04
IC172Q09JA	Teachers at my school are willing to use digital resources for teaching.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Construct	Quality of access to ICT resources at school
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is modified from PISA 2022, with a new item reflecting instability of internet connections.

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.)

		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*
IC175Q01JA	Read or listen to feedback sent by my teachers regarding my work or academic results	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC175Q02JA	Read or listen to feedback sent by other students on my work	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC175Q03JA	Read or listen to feedback automatically selected for me by an educational software or app	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC175Q05JA	Work on drill and practice exercises using an educational software or app	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022
Construct	Teacher support and feedback with ICT
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is unchanged from PISA 2022 (with a minor modification to IC175Q01JA "and" to "or").

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*
IC176Q01JA	See my grades or results from specific assignments (e.g., homework or tests)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q02JA	Browse the Internet for schoolwork (e.g., for preparing an essay or presentation)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q03JA	Browse the Internet to follow up on lessons (e.g., for finding explanations)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q04JA	Receive or download assignments or instructions (via digital resources) from my teacher	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q05JA	Upload my work (e.g., documents or presentations) to a school portal or another platform to share materials with my teacher and/or students	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q06JA	Communicate with my teacher	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q07JA	Communicate with other students about schoolwork	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC176Q08JA	Search for information on school-related activities or assignments	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022
Construct	ICT support to school related activities
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022.

IC184

How often do you use digital resources for the following in your science lessons or when completing homework?

(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*	*Does not apply*
IC184Q05	I use digital resources to collect data for experiments.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC184Q06	I use digital resources to interpret and analyze datagraph data.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC184Q07	I use digital resources to produce data visualizations (e.g., graphs, charts, diagrams)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC184Q08	I use digital resources to report the findings of experiments.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC184Q03JA	I use digital resources for simulations and modelling (e.g., GeoGebra, NetLogo), virtual laboratories (e.g., Labster).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC184Q04JA	I use digital resources for coding or algorithm activities (e.g., using Scratch©, Python®, and Java®).	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	New (two items based on ICT184 from PISA 2022)
Construct	Use of digital resources in science lessons
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question is adapted from ICT184 from PISA 2022, to relate to science lessons. Two new items have been added regarding use of software for data graph analysis and the production of data visualisations.

IC177 **During a *typical* <u>weekday</u>, 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*	*More than 7 hours a day*
IC177Q01JA	Play video games (using my smartphone, a gaming console, an online platform, or apps)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q02JA	Browse social networks (e.g., Instagram®, TikTok®, Twitter®)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q03JA	Browse the Internet (excluding social networks) for fun (e.g., reading news, listening to podcasts and music, or watching videos)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q04JA	Look for practical information online (e.g., find a place, book a train ticket, buy a product)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q05JA	Communicate and share digital content on social networks or any communication platform (e.g., TikTok®, Instagram®, Twitter®, emails, chat)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q06JA	Read, listen to, or view informational materials to learn how to do something (e.g., tutorial, podcast)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC177Q07JA	Create or edit my own digital content (e.g., pictures, videos, music, computer programs)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Construct	Exposure to various ICT practices / Excessive use of ICT
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022 (minor modifications to examples).

IC178 **During a *typical* <u>weekend</u> 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*	*More than 7 hours a day*
IC178Q01JA	Play video games (using my smartphone, a gaming console, or an online platform or apps)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q02JA	Browse social networks (e.g., Instagram®, TikTok®, Twitter®)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q03JA	Browse the Internet (excluding social networks) for fun (e.g., reading news, listening to podcasts and music, or watching videos)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q04JA	Look for practical information online (e.g., find a place, book a train ticket, buy a product)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q05JA	Communicate and share digital content on social networks or any communication platform (e.g., TikTok®, Instagram®, Twitter®, emails, chat)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q06JA	Read, listen to, or view informational materials to learn how to do something (e.g., tutorial, podcast)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
IC178Q07JA	Create or edit my own digital content (pictures, videos, music, computer programs)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

Year(s) Administered	2022
Construct	ICT leisure time
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022 (minor modifications to examples)

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.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
IC179Q01JA	Students should not be allowed to bring cell phones to class.	☐ 01	☐ 02	☐ 03	☐ 04
IC179Q02JA	Students should not be allowed to bring their own laptop (or tablet device) to class.	☐ 01	☐ 02	☐ 03	☐ 04
IC179Q03JA	Students should collaborate with teachers to decide on the rules regarding the use of digital devices during lessons.	☐ 01	☐ 02	☐ 03	☐ 04
IC179Q04JA	The school should set up filters to prevent students from going on social media.	☐ 01	☐ 02	☐ 03	☐ 04
IC179Q05JA	The school should set up filters to prevent students from playing games online.	☐ 01	☐ 02	☐ 03	☐ 04
IC179Q06JA	Teachers should monitor what students do on their laptop or tablet device.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Construct	Students' opinion regarding ICT use in school
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022.

IC180

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.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
IC180Q01JA	I trust what I read online.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q02JA	When searching for information online I compare different sources.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q03JA	I check the accuracy of online information before sharing it on social networks.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q04JA	I discuss the accuracy of online information with my teachers or in class.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q05JA	I discuss the accuracy of online information with friends or other students.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q06JA	I discuss the accuracy of online information with my parents (or family).	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q07JA	I try to flag wrong information when I encounter it online.	☐ 01	☐ 02	☐ 03	☐ 04
IC180Q08JA	I share made-up information on social networks without flagging its inaccuracy.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Construct	Students' practices regarding online information
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022.

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.)

		This did not happen to me	*Not at all upset*	*A little upset*	*Quite upset*	*Very upset*
IC181Q01JA	Encountering content online that was inappropriate for my age	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC181Q02JA	Encountering discriminatory content online (e.g., about race, gender, sexual orientation, or physical appearance)	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC181Q03JA	Receiving unkind, vulgar or offending messages, comments, or videos	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC181Q05	Encountering unkind, vulgar or offending messages, comments, or videos about someone I know	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
IC181Q04JA	Information about me was publicly displayed online without my consent	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

Year(s) Administered	2022
Construct	Reaction about exposure to unfit online content and bullying
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is modified from PISA 2022 (one new item added).

IC182

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
IC182Q01JA	I am interested in learning more about digital resources.	☐ 01	☐ 02	☐ 03	☐ 04
IC182Q02JA	I am interested in learning computer programming.	☐ 01	☐ 02	☐ 03	☐ 04
IC182Q03JA	I am interested in learning about digital resources because it could be useful in a job.	☐ 01	☐ 02	☐ 03	☐ 04
IC182Q04	I like using digital resources to find new ways to do things	☐ 01	☐ 02	☐ 03	☐ 04
IC182Q05	I am interested in learning about machine learning and artificial intelligence (AI).	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2022
Construct	Interest in computer programming
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is modified from PISA 2022 (one new item added).

IC013

Thinking about your experience with digital resources, to what extent do you disagree or agree with the following statements?

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

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
IC013Q01	I forget about time when I'm using digital devices.	☐ 01	☐ 02	☐ 03	☐ 04
IC013Q04	The Internet is a great resource for obtaining information I am interested in (e.g., news, sports, dictionary).	☐ 01	☐ 02	☐ 03	☐ 04
IC013Q05	It is very useful to have social networks on the Internet.	☐ 01	☐ 02	☐ 03	☐ 04
IC013Q11	I am really excited discovering new digital devices or applications.	☐ 01	☐ 02	☐ 03	☐ 04
IC013Q12	I really feel bad if no Internet connection is possible.	☐ 01	☐ 02	☐ 03	☐ 04
IC013Q13	I like using digital devices.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2018 and 2015 (IC013)
Construct	ICT engagement: ICT interest
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question was not included in 2022, but it was in previous ICQ (2015 and 2018). Consistent with 2022, the term digital resources has been added to the question text replacing "digital media and digital devices".

IC016

Thinking about your experience with digital resources, to what extent do you disagree or agree with the following statements?

(Please select one response in each row.)

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
IC016Q01	To learn something new about digital devices, I like to talk about them with my friends.	☐ 01	☐ 02	☐ 03	☐ 04
IC016Q02	I like to exchange solutions to problems with digital devices with others on the Internet.	☐ 01	☐ 02	☐ 03	☐ 04
IC016Q04	I like to meet friends and play computer and video games with them.	☐ 01	☐ 02	☐ 03	☐ 04
IC016Q05	I like to share information about digital devices with my friends.	☐ 01	☐ 02	☐ 03	☐ 04
IC016Q07	I learn a lot about digital media by discussing with my friends and relatives.	☐ 01	☐ 02	☐ 03	☐ 04

Year(s) Administered	2018 and 2015 (IC016)
Construct	ICT engagement: ICT interest
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: This question was not included in 2022, but it was in previous ICQ (2015 and 2018). Consistent with 2022, the term digital resources has been added to the question text replacing “digital media and digital devices”.