

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

Appendix C-1

PISA 2025 Field Test Questionnaires - International Versions

OMB# 1850-0755 v.28

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

**May 2023
revised July 2023**

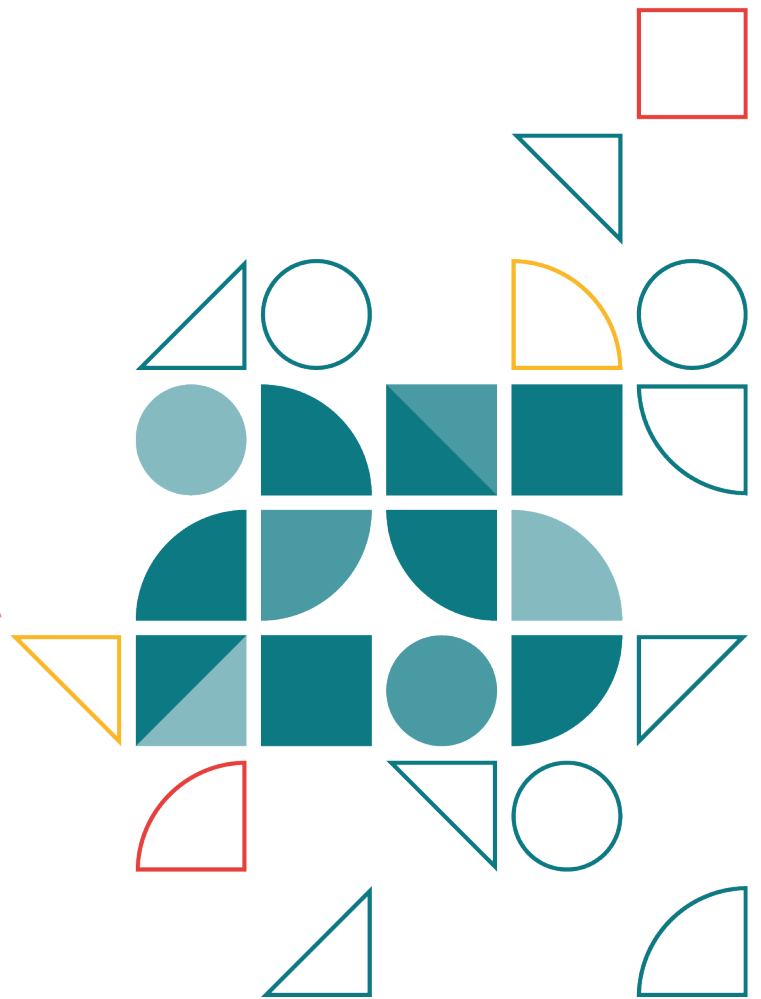
This document (Appendix C-1) provides the international source versions of the questionnaires that will be adapted for use in the United States. The final versions of the national field trial questionnaires for the United States are not currently available and will be provided in the updated package in December 2023. The international translation and adaptation activities have now begun for the PISA 2025 round, and a current draft is available in Appendix C-2.

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PISA 2025 Field Test
School Questionnaire

PISA



SCHOOL QUESTIONNAIRE FOR PISA 2025

Field Trial Version

Version for first NPM Meeting, March 2023



Welcome to the PISA 2025 Computer Based Questionnaires

Please login

Login:

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Login

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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.

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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 describes the community in which your school is located?

(Please select one response.)

- SC001Q01TA A village, hamlet or rural area (fewer than 3 000 people) ₀₁
- SC001Q01TA A small town (3 000 to about 15 000 people) ₀₂
- SC001Q01TA A town (15 000 to about 100 000 people) ₀₃
- SC001Q01TA A city (100 000 to about 1 000 000 people) ₀₄
- SC001Q01TA A large city (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 organisation; 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 departments, local, regional, state and national)	_____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
<i>Total</i>		<i>100%</i>

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, 2025>, 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 <Number of students who are non-binary/diverse>: _____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>”.


Approximately what percentage of students in <national modal grade for 15-year-olds> in your school have the following characteristics?


SC211


*(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 <test language>  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

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.)

		<i>Full-time</i>	<i>Part-time</i>
SC018Q01TA	Teachers in TOTAL	_____01	_____02
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>	_____01	_____02
SC018Q08JA	Teachers with an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____01	_____02
SC018Q09JA	Teachers with an <ISCED Level 7 – Master’s or equivalent level> qualification	_____01	_____02
SC018Q10JA	Teachers with an <ISCED Level 8 – Doctoral or equivalent level> 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 <school 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 <school science> during the current school year.

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

		<i>Full-time</i>	<i>Part-time</i>
SC182Q01WA	<School science> teachers in TOTAL	_____01	_____02
SC182Q12	<School science> teachers who are female	_____01	_____02
SC182Q06WA	<School science> teachers <fully certified> by <the appropriate authority>	_____01	_____02
SC182Q07JA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____01	_____02
SC182Q08JA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification <with a major> in science	_____01	_____02
SC182Q09JA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification in <pedagogy>	_____01	_____02
SC182Q10JA	<School science> teachers with an <ISCED Level 5 – Short-cycle tertiary education> but not an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____01	_____02
SC182Q11JA	<School 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”.

SC234

Approximately what percentage of teachers in your school have the following characteristics?

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

(Please select one response in each row.)

		<i>None</i>	<i>1% to 25%</i>	<i>26% to 50%</i>	<i>51% to 75%</i>	<i>More than 75%</i>
SC234Q01JA	Teachers who are <immigrants>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC234Q02JA	Teachers from <ethnic/national minorities or Indigenous communities> backgrounds	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Help button *'<Ethnic/national minorities or indigenous communities>' refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin*

Year(s) Administered	New
Content Domain Type	General
Policy Content Area	Teaching Practices and Learning Opportunities
Framework Cell	B3
Module Label	School culture and climate
Construct	Teachers with immigrant or minority backgrounds
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	New

Question notes: New item for 2025.

SC168

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

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

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

- 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.)

		<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
SC012Q01TA	Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q02TA	Recommendation of feeder schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q03TA	Parents' or guardians' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q04TA	Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q05TA	Preference given to family members of current or former students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q06TA	Residence in a particular area	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q08JA	Student's disciplinary record in this or another school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q10JA	Student's parental status or pregnancy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q11JA	Student's working status	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q12JA	Student's cultural or ethnic background	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q13JA	Whether the student has special learning needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <national modal grade for 15-year-olds> would be transferred to another school for the following reasons?

(Please select one response in each row.)

		<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
SC185Q01WA	Low academic achievement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC185Q02WA	High academic achievement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC185Q03WA	Behavioural problems	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC185Q04WA	Special learning needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC185Q05WA	Parents' or guardians' request	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 main responsibility for the following at your school?

(Please select one response in each row.)

		<i>Principal</i>	<i>Teachers or members of <school management team></i>	<i><School governing board></i>	<i><Local or municipal authority></i>	<i><Regional or state authority></i>	<i><National or federal authority></i>
SC202Q01JA	Appointing or hiring teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q02JA	Dismissing or suspending teachers from employment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q03JA	Establishing teachers' starting salaries, including setting pay scales	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q04JA	Determining teachers' salary increases	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q05JA	Formulating the school budget	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q06JA	Deciding on budget allocations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
SC202Q07JA	Establishing student disciplinary policies and procedures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

SC202Q08JA	Establishing student assessment policies, including <national/regional> assessments	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05	<input type="checkbox"/> _06
SC202Q09JA	Approving students for admission to the school	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05	<input type="checkbox"/> _06
SC202Q10JA	Choosing which learning materials are used	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05	<input type="checkbox"/> _06
SC202Q11JA	Determining course content, including <national/regional> curricula	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05	<input type="checkbox"/> _06
SC202Q12JA	Deciding which courses are offered	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05	<input type="checkbox"/> _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.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
SC201Q01JA	Collaborating with teachers to solve classroom discipline problems	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q02JA	Observing instruction in the classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q03JA	Providing feedback to teachers based on observations of instruction in the classroom	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q04JA	Taking actions to support co-operation among teachers to develop new teaching practices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q05JA	Taking actions to ensure that teachers take responsibility for improving their teaching skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q06JA	Taking actions to ensure that teachers feel responsible for their students' learning outcomes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q07JA	Providing parents or guardians with information on the school and student performance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

SC201Q08JA	Reviewing school administrative procedures and reports	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q09JA	Resolving problems with the lesson timetable in this school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q10JA	Collaborating with principals from other schools on difficult work tasks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC201Q11JA	Working on a professional development plan for this school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 the <national modal grade for 15-year-olds> 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 the <national modal grade for 15-year-olds>?	_____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®>, <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® Kindle™>, <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 <u>in your school?</u>	_____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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q02JA	The use of <cell phones> is not allowed on the school premises.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q05JA	The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q06JA	Teachers establish rules for when students may use digital devices during lessons.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q07JA	Teachers establish rules in collaboration with students about their use of <digital resources> at school or in class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q08JA	The school has a specific programme to prepare students for responsible internet behaviour.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q09JA	The school has a specific policy about using social networks (e.g. <Facebook [®] >) in teaching and learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC190Q10JA	The school has a specific programme to promote collaboration on the use of digital devices among teachers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 last academic year>?

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
SC173Q01JA	They helped students of different backgrounds to recognise the similarities that exist between them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC173Q02JA	They encouraged students of different backgrounds to resolve disagreements by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC173Q03JA	They supported activities or organisations that encourage students' expression of diverse identities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC173Q04JA	They taught students how to respond to discrimination.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC173Q05JA	They taught students to be inclusive of others with different backgrounds.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC173Q06JA	They provided additional support for students from disadvantaged backgrounds.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 behaviours a problem in your school?

(Please select one response in each row.)

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

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

		<i>Not at all</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very frequently</i>
SC250Q01	Growing a school garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q02	Creation of environmental student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q03	Whole school or community rubbish collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q04	Whole school walk to school/ride a bike to school days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q05	Banning single use plastics in school lunches <and/or canteens, cafes>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q06	Recycling programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q07	Field trips to <national parks, nature parks, reserves >	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q08	Field trips to investigate waste management (e.g., sewage works, landfills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q09	Inviting guest speakers with special interests in the environment (e.g., biologists, environmental scientists environmental advocates) to talk to staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC2507Q10	Creation of environmental school groups consisting of staff, students, parents and interested community members for whole school sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q11	Monitoring energy usage as a school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC250Q12	Auditing the biodiversity of school grounds, local parks, and recreation areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q13	Celebrating school achievement when reaching set environmental goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q14	Providing teachers access to professional development in environmental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q15	Sharing knowledge from indigenous peoples from their own country or from other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q16	Environmental <citizen science, community science, volunteer monitoring, public participation in scientific research> projects (e.g. counting and identifying plants and animals in local area)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q17	Supporting communities who have suffered natural disasters (e.g., storms, wildfires, drought)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q18	Showcasing environmental achievement and policies in school newsletters, on websites and school displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q19	Engaging with a local environmental organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC250Q20	Applying for funding for environmental activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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

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.

SC189

Do the following statements apply in your school?*A policy refers to established rules or procedures.**(Please select one response in each row.)*

		<i>Yes</i>	<i>No</i>
SC189Q02WA	The school has a policy on how to use <digital devices> in science instruction (e.g. amount of computer use in science lessons, use of specific scientific computer programs).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC189Q04WA	Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC189Q01JA	The school has a specific policy to encourage the teaching and learning of <social and emotional skills>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC189Q05JA	There is a mission statement describing the <social and emotional skills> we aim to foster in our school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC189Q06JA	Teachers are asked to evaluate students' <social and emotional skills> as a part of their grading.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Social and emotional characteristics, growth mindset and well-being
Construct	Social and emotional learning policies
Routing Information (if applicable)	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: Minor modification for PISA 2025 (Mathematics to science for first two items).

SC169 **Does your school offer career guidance to students in <national modal grade for 15-year-olds>?**

(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 <national modal grade for 15-year-olds> 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 main responsibility for career guidance of students in <national modal grade for 15-year-olds> 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 counsellors **employed** at school have the main responsibility for career guidance. ₀₃
- SC170Q01JA One or more specific career guidance counsellors 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.

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.

SC171

Does your school provide the following types of information to students in <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC171Q01JA	Information about internships	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC171Q02JA	Information about future careers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC171Q03JA	Information about future educational opportunities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC171Q04JA	Information about student financing (e.g. student loans or grants)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <School science> lessons apart from <School 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 <School 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 <national modal grade for 15-year-olds>, does your school provide the following study help?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC212Q01JA	Room(s) where the students can do their homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC212Q02JA	Staff help with homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC212Q03JA	Peer-to-peer tutoring	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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

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

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q02TA	School play or school musical	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q04TA	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q12NA	Science club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q13NA	Science competitions, e.g. <national examples>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q07TA	Chess club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q08TA	Club with a focus on computers (e.g. programming or coding)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q09TA	Art club or art activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q10TA	Sporting team or sporting activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q12TA	Environmental protection activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q11TA	<country specific item>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

		<i>Yes</i>	<i>No</i>
SC059Q02NA	If we ever have some extra funding, a big share goes into improvement of our <school science> teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q03NA	<School science> teachers are among our best educated staff members.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q09NA	Good <school science> teachers are harder to attract compared with other subject teachers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q04NA	Compared to similar schools, we have a better equipped laboratory or laboratories.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q05NA	The laboratory materials are in good shape.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q07NA	We have extra laboratory staff that help support <school science> teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC059Q08NA	Our school spends extra money on up-to-date <school science> equipment.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <national modal grade for 15-year-olds> taking the following subjects?

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

SC175Q01JA

<School science>



SC175Q02JA

Average minutes in a <class period> across all subjects, including <School 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 <school science> classes in <national modal grade for 15-year-olds> 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 <test language> classes in <national modal grade for 15-year-olds> 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.)

		<i>Student</i>	<i>Parent(s) or Guardian(s)</i>	<i>School staff</i>	<i>Not applicable</i>
SC177Q01JA	Choosing a student's science course(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC177Q02JA	Choosing the level of difficulty of a student's science course(s)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC177Q03JA	Choosing the number of <school science> courses or <class periods> that a student takes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		<i>Required</i>	<i>Optional</i>	<i>Courses in this subject are not available</i>
SC186Q03JA	<School Science>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC186Q01JA	Mathematics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC186Q02JA	<Test language>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

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 organise instruction differently for students with different abilities and interests in <school science>

SC187

Which of the following options describe what your school does for <national modal grade for 15-year-olds> students in <school science> classes?

(Please select one response in each row.)

		<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
SC187Q01WA	Science classes include similar content, but at different levels of difficulty.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC187Q02WA	Different classes include different content or sets of science topics that have different levels of difficulty (e.g., physics, chemistry or biology).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC187Q03WA	Students are grouped by ability within their science classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC187Q04WA	In science classes, teachers use pedagogy suitable for students with mixed abilities (i.e. students are not grouped by ability).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <school report>:
Approximately what percentage of the students in
<national modal grade for 15-year-olds> received the
following types of <marks> in <school science>?**

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

		%	
SC178Q01JA	<Marks> at or above the <pass mark>	_____	01
SC178Q02JA	<Marks> below the <pass mark>	_____	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.

Some schools organise instruction differently for students with different abilities.

SC042

What is your school's policy about this for students in <national modal grade for 15-year-olds>?

(Please select one response in each row.)

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

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 <school science> courses were available to <national modal grade for 15-year-olds> last year or this year?

(Please select all that apply.)

- SC063Q01 Physics
- SC063Q02 Chemistry
- SC063Q03 Biology
- SC063Q04 <Earth and space>
- SC063Q05 Earth sciences (e. g. <country-specific example>)
- SC063Q06 Environmental science (e. g. <country-specific example>)
- SC063Q07 Applied sciences and technology (e. g. <country-specific example>)
- SC063Q08 <General, integrated, or comprehensive science> course (e. g. <country-specific example>)

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 students from the <national modal grade for 15-year-olds> choose the following for their <school science> courses?

(Please select one response in each row.)

		<i>They cannot choose at all</i>	<i>They can choose to a certain extent</i>	<i>They can choose freely</i>
SC25M15Q01	Students can choose the <school science> course(s) they study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC25M15Q02	Students can choose the level of difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC25M15Q03	Students can choose the number of <school science> courses or <class periods>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC25M15Q05	Students can choose from different teachers teaching the same course(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

	<i>Yes</i>	<i>No</i>
SC027Q02NA Our school invites specialists to conduct in-service training for teachers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC027Q03NA Our school organises in-service workshops which deal with specific issues that our school faces.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC027Q04NA Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <school science> at your school?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC183Q02JA	Our school invites specialists to conduct in-service training for <school science> teachers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC183Q03JA	Our school organises in-service workshops, which deal with specific issues that our <school science> teachers face.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC183Q04JA	Our school organises in-service workshops for specific <school science> teachers (e.g. newly appointed teachers).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <school science> teachers in any of the following?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC184Q01JA	<School science> content	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC184Q02JA	<School science> pedagogy/instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC184Q03JA	<School science> curriculum	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC184Q04JA	Integrating digital resources into <school science> instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC184Q06JA	<School science> assessment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC184Q07JA	Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

		<i>Full-time</i>	<i>Part-time</i>
SC018Q01TA	Teachers in TOTAL	_____01	_____02
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>	_____01	_____02
SC018Q08JA	Teachers with an <ISCED Level 6 – Bachelor's or equivalent level> qualification	_____01	_____02
SC018Q09JA	Teachers with an <ISCED Level 7 – Master's or equivalent level> qualification	_____01	_____02
SC018Q10JA	Teachers with an <ISCED Level 8 – Doctoral or equivalent level> qualification	_____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 programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme 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 <school 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.)

		<i>Yes</i>	<i>No</i>
SC198Q01JA	<School science> achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC198Q02JA	<School science> achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC198Q03JA	<School science> achievement data are provided directly to parents or guardians	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

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

SC037Q11JA Implementation of a standardised policy for <school 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.)

		<i>Yes</i>	<i>No</i>	<i>Not applicable</i>
SC200Q01JA	The results of external evaluation led to changes in school policies.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC200Q02JA	We used the data to plan specific action for school development.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC200Q03JA	We used the data to plan specific action for the improvement of teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC200Q04JA	We put measures derived from the results of external evaluations into practice.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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.

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>?

(Please select one response.)

SC194Q01JA Yes ₀₁

SC194Q01JA No ₀₂

This is a filter question:

If the answer is “Yes” respondents proceed to SC197.

Else respondents answer SC034.

Year(s) Administered	2022FT dropped for 2022MS
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 social and emotional learning assessments
Routing Information (if applicable)	School respondents who answer “Yes” to this question will be routed to SC197 on social and emotional skills assessment.
Status from PISA 2022 (Unchanged, modified, new)	New from PISA 2022 FT

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 SC194 is “Yes”.
 Else proceed to SC034.

SC197 **In your school, are results from <social and emotional skills> assessments used in the following ways?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC197Q01JA	Results are posted publicly in aggregate (e.g. in the media)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC197Q02JA	Results are tracked over time by an administrative authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC197Q03JA	Results are provided directly to parents or guardians	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC197Q04JA	Results are used to identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC197Q05JA	Results are compared to the results of other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC197Q06JA	Results are compared to <district or national> results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Year(s) Administered	2022FT (Adapted from 2018) dropped for 2022MS
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 social and emotional learning data in accountability systems
Routing Information (if applicable)	This question is only administered to school respondents who answer “Yes” in SC194.
Status from PISA 2022 (Unchanged, modified, new)	New from PISA 2022 FT

Question notes: No changes are proposed from PISA 2022.

SC034

Generally, in your school, how often are students <in national modal grade for 15-year-olds> assessed using the following methods?

If you need further explanation of the term “<standardised tests>”, please use the help button.

(Please select one response in each row.)

		<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
SC034Q01NA	Mandatory <standardised tests>, e.g. <country specific example>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC034Q02NA	Non-mandatory <standardised tests> (e.g. publicly or commercially available standardised test material like <country specific example>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC034Q03TA	Teacher-developed tests	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC034Q04TA	Teachers’ judgmental ratings	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Help Button: <Standardised 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 <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?

If you need further explanation of the term “<standardised tests>”, please use the help button.

(Please select either “yes” or “no” to indicate the use of <standardised tests> and teacher-developed tests for each of the specified purposes.)

		<Standardised tests>		Teacher-developed tests	
		A		B	
		Yes	No	Yes	No
SC035Q01N	To guide students’ learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q02T	To inform parents or guardians about their child’s progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q03T	To make decisions about students’ retention or promotion	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q04T	To group students for instructional purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q05T	To compare the school to <district or national> performance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q06T	To monitor the school’s progress from year to year	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q07T	To make judgements about teachers’ effectiveness	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

SC035Q09N	To adapt teaching to the students' needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q10T	To compare the school with other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC035Q11N	To award certificates to students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Help Button: *The term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised 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 last academic year>, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC032Q01TA	Tests or assessments of student achievement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC032Q03TA	Principal or senior staff observations of lessons	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

		<i>No impact</i>	<i>Small impact</i>	<i>Moderate impact</i>	<i>Large impact</i>
SC193Q01WA	A change in salary	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q02WA	A financial bonus or another kind of monetary reward	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q03WA	Opportunities for professional development activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q04WA	A change in the likelihood of career advancement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q05WA	Public recognition from you	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q06WA	Changes in work responsibilities that make the job more attractive	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC193Q07WA	A role in school development initiatives (e.g., curriculum development group, development of school objectives)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 last academic 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 behaviour with a teacher on the parents' or guardians' own initiative	 01
SC064Q06WA	Discussed their child's behaviour 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 last academic year>, how often has the school staff done each of the following?

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once a week or more</i>
SC192Q01JA	Invited parents or guardians to volunteer for school activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC192Q02JA	Initiated communications with parents or guardians about school programmes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC192Q03JA	Initiated communications with parents or guardians about their child's progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC192Q04JA	Included parents or guardians in making school decisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC192Q05JA	Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC192Q06JA	Provided information to parents or guardians about how to help students improve their skills in science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 further 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.)

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

- 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.)

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

How many foreign 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 <national modal grade for 15-year-olds> whose <heritage language> is not the <test language>?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC150Q01IA	These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q02IA	Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q03IA	Before transferring to regular classes, these students receive some instruction in school subjects through their <heritage language>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q04IA	These students receive significant amounts of instruction in their <heritage language> aimed at developing proficiency in both languages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q05IA	Class size is reduced to cater to the special needs of these students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <foreign languages²> can students in <national modal grade for 15-year-olds> 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.)

- SC163Q01 <English²> ₀₁
- SC163Q02 *French* ₀₂
- SC163Q03 *Chinese* ₀₃
- SC163Q04 *German* ₀₄
- SC163Q05 *Spanish* ₀₅
- SC163Q06 *Italian* ₀₆
- SC163Q07 *Japanese* ₀₇
- SC163Q08 *Russian* ₀₈
- SC163Q09 *Arabic* ₀₉
- SC163Q10 <Language 1> ₁₀
- SC163Q11 <Language 2> ₁₁
- SC163Q12 < ...etc. > ₁₂
- SC163Q13 *Other language* ₁₃

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.)

	<i>Yes</i>	<i>No</i>	<i>It changes across the programmes offered by the school</i>
SC20401 Learning at least one <foreign language ² > is compulsory in <national modal grade for 15-year-olds>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC20402 Learning <English ² > is compulsory in <national modal grade for 15-year-olds>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 language²> - 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". <English²> - The English language.

SC232

In which <foreign languages²> can students learn subjects other than languages (e.g. history, science) in your school?

(Please tick as many boxes as applicable.)

SC232Q01

None

 ₀₁

SC232Q02

<English²>

 ₀₂

SC232Q03

French

 ₀₃

SC232Q04

Chinese

 ₀₄

SC232Q05

German

 ₀₅

SC232Q06

Spanish

 ₀₆

SC232Q07

Italian

 ₀₇

SC232Q08

Japanese

 ₀₈

SC232Q09

Russian

 ₀₉

SC232Q10

Arabic

 ₁₀

SC232Q11

<Language 1>

 ₁₁

SC232Q12

<Language 2>

 ₁₂

SC232Q13

< ...etc. >

 ₁₃

SC232Q14

Other languag14e

 ₁₄

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 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:

<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.

SC255

In your school, what percentage of <national modal grade for 15-year-olds> students learn in the following <foreign languages²> subjects other than <modern foreign languages¹> (e.g. history, science)?

(Please select one response in each row.)

		<i>None</i>	<i>1% to 25%</i>	<i>26% to 50%</i>	<i>51% to 75%</i>	<i>More than 75%</i>
SC25501	In any <foreign language ² > (including <English ² >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC25502	In <English ² >	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 last 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™>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q02	Software for creating a multi-media presentation (e.g. <Microsoft® PowerPoint™>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q03	Software to create and edit videos (e.g., <iMovie>, <Final Cut Pro>, <InShot>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q04	Software to create and edit music (e.g. <Audacity>, <GarageBand>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q05	Software for programming (e.g. <Scratch>, <Python>, <Java>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q06	Software to collect and record data (e.g. data loggers, <Microsoft® Access™>, <Google® Form>, spreadsheets)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q07	Software for building or editing webpages (e.g. <WordPress>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q08	Learning management system (e.g. <Moodle, Blackboard, Schoology, Canvas>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q09	Software for online collaborative work (e.g. <Miro, Google Jamboard>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC261Q10	Virtual or augmented reality software	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 <national modal grade for 15-year-olds>?

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

(Please select all that apply.)

		<i>Yes</i>	<i>No</i>
SC262Q01	Each student is provided with a digital device to use at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC262Q02	Students have to share a digital device in the classroom because there are not enough devices for each student.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC262Q03	Digital devices are used for extracurricular activities at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC262Q04	The use of digital devices is restricted to the computer laboratories.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC262Q05	Students can bring the school’s digital devices home for educational purposes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC262Q06	Students bring their own digital devices for learning at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

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

SC263Q13	A learning management system (e.g. <Moodle, Blackboard, Schoology, Canvas>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC263Q14	E-portfolios	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC263Q15	Social media (e.g. <Facebook, Twitter, Instagram>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC263Q16	Repositories of videos (e.g. <YouTube>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
Help button	<i><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).</i>				

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 <the last academic 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.)

		<i>Yes</i>	<i>No</i>
SC264Q01	Courses/seminars attended in person	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q02	Online courses/seminars (e.g. MOOCs, webinars)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q03	Conferences delivered by researchers, teachers or other professionals	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q04	Formal qualification programmes (e.g. a degree programme)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q05	Observation visits to other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q06	Observation visits to business premises, public organisations, or non-governmental organisations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q07	Coaching as part of a formal school arrangement	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q08	Regular discussions with other teachers at school, for example in working groups	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC264Q09	Participation in professional networks/communities of practice	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 last academic 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.)

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

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

(Please select one response in each row.)

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

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Does not apply</i>
SC268Q01	We use <digital resources> to make teaching more effective.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q02	We use <digital resources> to strengthen students’ skills to learn on their own.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q03	We use <digital resources> to provide personalised learning opportunities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q04	We use <digital resources> to enhance students’ capacity to work in groups.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q05	We use <digital resources> to help students learn how to use them safely outside of school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q06	We use <digital resources> to track students’ progress.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q07	We use <digital resources> to help low-achieving students catch up with their peers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC268Q08	We use <digital resources> to engage high-achieving students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
Help button	<i><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).</i>					

Years Administered	New
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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 test in your school, have you done any of the following?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC209Q01JA	I have shared information about the PISA test administration with the staff at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC209Q02JA	I have shared information about the PISA test administration with the students at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC209Q03JA	I have shared information about the PISA test administration with the parents or guardians of students at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC209Q04JA	I have spoken to teachers at my school about the importance of the PISA test.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC209Q05JA	I have spoken to parents or guardians about the importance of the PISA test.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC209Q06JA	I have encouraged the students at my school to do their best during the PISA test.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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, cyclone, extreme cold, wildfires>)	_____01
SC213Q04JA	Seismic activity (e.g. <earthquake, volcanic eruption, tsunami>)	_____01
SC213Q05JA	Political conflict (e.g. war, social unrest)	_____01
SC213Q06JA	Another reason (e.g. strikes, <other national example>)	_____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 organised?

(Please select one response in each row.)

		<i>None of the classes</i>	<i>Less than half of the classes</i>	<i>About half of the classes</i>	<i>More than half of the classes</i>	<i>All or almost all of the classes</i>
SC214Q01JA	Classes were taught remotely using <digital devices>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC214Q02JA	Students were asked to complete classes on their own based on materials distributed to them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
SC214Q03JA	Classes were cancelled and not replaced by remote instruction.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.)

	<i>Yes</i>	<i>No</i>
SC215Q01JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q02JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q03JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q04JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q05JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q06JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q07JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC215Q08JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

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

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

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

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
SC222Q01JA	A national educational authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC222Q02JA	A regional educational authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC222Q03JA	A local educational authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC222Q04JA	Students’ parents or guardians	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC222Q05JA	Private donors	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

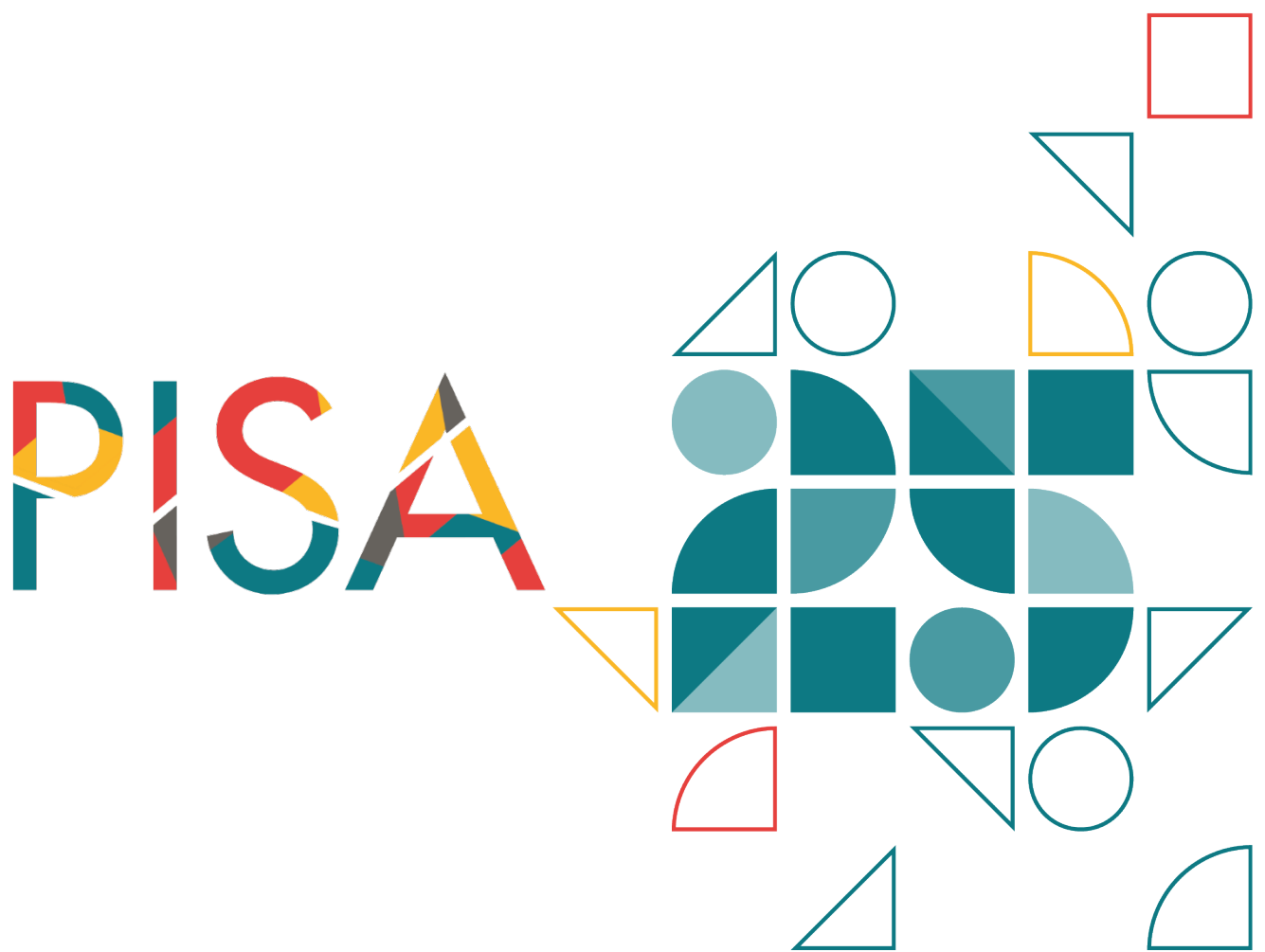
	<i>Yes, as a standard practice before COVID-19</i>	<i>Yes, in response to COVID-19</i>	<i>No</i>
SC223Q01JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q02JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q03JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q04JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q05JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q06JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q07JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

SC223Q08JA	Ensuring that students have access to <digital devices> for remote instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q09JA	Ensuring that teaching staff have access to <digital resources> for remote instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q10JA	Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC223Q11JA	Running workshops for parents and carers to advise on how to support remote instruction'	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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



Welcome to the PISA 2025 Computer Based Questionnaires

Please login

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ST001

What <grade> are you in?

ST001Q01TA

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

Select... ▾

Option A

Option B

Option C

Option...

01

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

<Country-specific> ₀₃

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.

ST002

Which one of the following <programmes> are you in?

(Please select one response.)

- ST002Q01TA <Programme 1> ₀₁
- ST002Q01TA <Programme 2> ₀₂
- ST002Q01TA <Programme 3> ₀₃
- ST002Q01TA <Programme 4> ₀₄
- ST002Q01TA <Programme 5> ₀₅
- ST002Q01TA <Programme 6> ₀₆

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	Educational career
Construct	Current study programme
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.

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.)

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

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

		<i>Yes</i>	<i>No</i>
ST360Q01	Electric lighting	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

ST360Q02	< Plumbed water > for consumption	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q03	An Off-street parking	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q04	A garbage-collection service	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q05	A stove or burner for cooking	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q06	A table to have meals	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q07	A vacuum cleaner	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q08	A refrigerator or freezer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q09	A sewer connection	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q10	A sewing machine	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q11	Air conditioner and/or heating devices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q12	A guest room	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q13	A quiet place/room to study	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q14	A swimming pool or outdoor spa/bath/jacuzzi	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q15	A house security system < alarm system, surveillance cameras >	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q16	A smart Tv	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q17	A dishwasher	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q18	Your own tablet	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q19	A subscription to TV or streaming services < Cable TV, Satellite TV, Netflix, Disney+, national examples >	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q20	Domestic workers (<maid, gardener, drivers, national examples>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST360Q21	A subscription to a newspaper	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)*

		<i>None</i>	<i>One</i>	<i>Two</i>	<i>Three or more</i>
ST251Q01JA	Cars, vans, or trucks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q02JA	Mopeds or motorcycles	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q03JA	Rooms with a bath or shower	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q04JA	Rooms with a <flush toilet>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q06JA	Musical instruments (e.g. guitar, piano, <country-specific example>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q07JA	Works of art (e.g. paintings, sculptures, <country-specific example>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q08JA	<country-specific>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST251Q09JA	<country-specific>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

	<i>None</i>	<i>1 or 2</i>	<i>3 - 5</i>	<i>More than 5</i>	<i>I don't know.</i>
ST254Q01JA Televisions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST254Q02JA Desktop computers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST254Q03JA Laptop computers or notebooks	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST254Q04JA Tablets (e.g. <iPad®>, <BlackBerry® PlayBook™>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST254Q05JA E-book readers (e.g. <Kindle™>, <Kobo>, <Bookeen>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST254Q06JA <Cell phones> with Internet access (i.e. smartphones)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 40 books per <metre/feet> 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>, <Example 2>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q02JA	Classical literature (e.g. <Shakespeare>, <Example 2>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q03JA	Contemporary literature	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q06JA	Books on science	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q07JA	Books on art, music, or design	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q08JA	<Technical reference books>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q09JA	Dictionaries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST256Q10JA	Books to help with your school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 all-weather shoes>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST274Q02JA	Some new (not second-hand) clothes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST274Q08JA	Outdoor leisure equipment (<e.g., bicycle, roller skates, racket>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST274Q09JA	Indoor games (<e.g., board games, videogame console>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <things> 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.)*

		<i>Yes</i>	<i>No, cannot afford it</i>	<i>No, other reason</i>
ST275Q01JA	Eat fresh fruit and vegetables daily	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q02JA	Eat protein (e.g. <meat, fish, tofu, dahl>) daily	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q03JA	< item subject to selection >	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q04JA	< item subject to selection >	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

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

ST275Q03JA	Hold celebrations on special occasions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q04JA	Attend leisure activities that cost money, such as sport events, cinema, or concert, etc.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q05JA	Invite friends to play and eat from time to time	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q06JA	Participate in school trips and school events that cost money	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST275Q07JA	Spend at least one-week away from home on holiday every year	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 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). 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 is 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 <homes> with you?

“Main <home>” refers to the home where you spend most of your time.

(Please provide a number in each column.)

		<i>At my main <home></i>	<i>At my other <home(s)></i>
ST229Q03JA	Older brother(s) and sister(s) (including foster / half / step).	<input type="checkbox"/> 01	<input type="checkbox"/> 02
ST229Q04JA	Younger brother(s) and sister(s) (including foster / half / step) including those of the same age	<input type="checkbox"/> 01	<input type="checkbox"/> 02
ST229Q05JA	Grandparent(s)	<input type="checkbox"/> 01	<input type="checkbox"/> 02
ST229Q06JA	Other relatives (e.g. aunt, uncle, cousin).	<input type="checkbox"/> 01	<input type="checkbox"/> 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 | <input type="checkbox"/> | 01 |
| ST231Q02JA | One | <input type="checkbox"/> | 02 |
| ST231Q03JA | Two | <input type="checkbox"/> | 03 |
| ST231Q04JA | Three | <input type="checkbox"/> | 04 |
| ST231Q05JA | Four or more | <input type="checkbox"/> | 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>) ₀₇
- ST232Q01H Older brother of adult age (including <foster, 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 learning 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 <ISCED level 2> ₀₁
- ST233Q02JA <ISCED level 3.3> ₀₁
- ST233Q03JA <ISCED level 3.4> ₀₁
- ST233Q04JA <ISCED level 4> ₀₁
- ST233Q05JA <ISCED level 5> ₀₁
- ST233Q06JA <ISCED level 6> ₀₁
- ST233Q07JA <ISCED level 7> ₀₁
- ST233Q08JA <ISCED level 8> 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.

	<p>Students who select "This parent or guardian does not have any of these qualifications" (option 09) will be routed to ST234 – Branch E (Grandmother).</p> <p>Students who select options 01 to 08 are routed to ST330 – Branch E (Grandmother).</p>
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 <test language>. ₀₁
- ST234Q02JA My parent or guardian can write in <test language>. ₀₁
- ST234Q03JA My parent or guardian can neither read nor write in <test language>. ₀₁
- ST234Q04JA I don’t know whether my parent or guardian can read or write in <test language>. ₀₁
- ST234Q05JA My parent or guardian can read in <another language>. ₀₁
- ST234Q06JA My parent or guardian can write in <another language>. ₀₁
- ST234Q07JA My parent or guardian can neither read nor write in <another language>. ₀₁
- ST234Q08JA I don’t know whether my parent or guardian can read or write in <another language>. 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.
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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.

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, kitchen-hand, sales manager)

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 the cook prepare meals in a restaurant, manages a sales team)

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)

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

		<i>Parent or guardian #1</i>	<i>Parent or guardian #2</i>
ST236Q01A	<ISCED level 2>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q02A	<ISCED level 3.3>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q03A	<ISCED level 3.4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q04A	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q05A	<ISCED level 5>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q06A	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q07A	<ISCED level 7>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q08A	<ISCED level 8>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST236Q09A	This parent or guardian does not have any of these qualifications.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <test language>. _01
- ST237Q02JA My parent or guardian can write in <test language>. _01
- ST237Q03JA My parent or guardian can neither read nor write in <test language>. _01
- ST237Q04JA I don’t know whether my parent or guardian can read or write in <test language>. _01
- ST237Q05JA My parent or guardian can read in <another language>. _01
- ST237Q06JA My parent or guardian can write in <another language>. _01
- ST237Q07JA My parent or guardian can neither read nor write in <another language>. _01
- ST234Q08JA I don’t know whether my parent or guardian can read or write in <another language>. _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.
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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.

2 Parents – branch Step-father, foster father, adoptive father no 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 <test language>. ₀₁
- ST238Q02JA My parent or guardian can write in <test language>. ₀₁
- ST238Q03JA My parent or guardian can neither read nor write in <test language>. ₀₁
- ST238Q04JA I don’t know whether my parent or guardian can read or write in <test language>. ₀₁
- ST238Q05JA My parent or guardian can read in <another language>. ₀₁
- ST238Q06JA My parent or guardian can write in <another language>. ₀₁
- ST238Q07JA My parent or guardian can neither read nor write in <another language>. ₀₁
- ST238Q08JA I don’t know whether my parent or guardian can read or write in <another language>. 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

		<i>Yes</i>	<i>No</i>	<i>I don’t know</i>
ST244Q01JA	Parent or guardian #1	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST244Q02JA	Parent or guardian #2	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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, kitchen-hand, sales manager)

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 the cook prepare meals in a restaurant, manages a sales team)

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, kitchen-hand, sales manager)

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)

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.
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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 <ISCED level 3.4> ₀₁
- ST005Q01JA <ISCED level 3.3> ₀₂
- ST005Q01JA <ISCED level 2> ₀₃
- ST005Q01JA <ISCED level 1> ₀₄
- ST005Q01JA She did not complete <ISCED level 1>. 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	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	<ISCED level 8>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q02JA	<ISCED level 7>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q03JA	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q04JA	<ISCED level 5>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q05JA	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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	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 <ISCED level 3.4> ₀₁
- ST007Q01JA <ISCED level 3.3> ₀₂
- ST007Q01JA <ISCED level 2> ₀₃
- ST007Q01JA <ISCED level 1> ₀₄
- ST007Q01JA He did not complete <ISCED level 1>. 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.)

		<i>Yes</i>	<i>No</i>
ST008Q01JA	<ISCED level 8>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q02JA	<ISCED level 7>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q03JA	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q04JA	<ISCED level 5>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q05JA	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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, kitchen-hand, sales manager)

Please type in the job title. _____ 01

ST014Q02TA

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

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

_____ 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, kitchen-hand, sales manager)

Please type in the job title. _____ 01

ST015Q02TA

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

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

_____ 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 <country of test> 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 your family stands at this time? ₀₁ ₀₃ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ ₀₈ ₀₉ ₁₀

ST259Q02JA Where do you think you will stand when you are 30? ₀₁ ₀₃ ₀₃ ₀₄ ₀₅ ₀₆ ₀₇ ₀₈ ₀₉ ₁₀

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).

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

ST260

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree or disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST260Q01	Your status in society is something that you can’t really change very much.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST260Q02	You can do things differently, but you can’t really change your status in society.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST260Q03	You can do things to become wealthier and more successful in society.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.)

	<i>You</i> ST019AQ01T	<i>Parent or guardian #1</i> ST019AQ02T	<i>Parent or guardian #2</i> ST019AQ03T
<Country A>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
<Country B>	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂
<Country C>	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₃
<Country D>	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₄
<...etc.>	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₅
Other country	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆	<input type="checkbox"/> ₀₆
I don't know.	<input type="checkbox"/> ₀₇	<input type="checkbox"/> ₀₇	<input type="checkbox"/> ₀₇

This is a filter question:

If the answer is something else than “<country of test>” 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 <country of test>, they skip to ST021. For student only.
Within-Construct Matrix Sampling	
Booklet Number	

Status from PISA 2022 (Unchanged, modified, new)	Unchanged
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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 <country of test>?

(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

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 <country of test> 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 <Language 1>

₀₁

ST022Q01TA <Language 2>

₀₂

ST022Q01TA <Language 3>

₀₃

ST022Q01TA < ...etc. >

₀₄

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 <ISCED 0>?*(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 <ISCED 0>	07
		I attended <ISCED 0> but do not remember when I started	08
		I do not know if I attended <ISCED 0>	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 disaggregate 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.)*

		<i>No, never</i>	<i>Yes, once</i>	<i>Yes, twice or more</i>
ST127Q01TA	At <ISCED 1>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST127Q02TA	At <ISCED 2>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST127Q03TA	At <ISCED 3>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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.)

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

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.)

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

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

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.)

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

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
ST265Q01JA	I feel safe on my way to school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST265Q02JA	I feel safe on my way home from school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST265Q03JA	I feel safe in my classrooms at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST265Q04JA	I feel safe at other places at school (e.g. hallway, cafeteria, restroom).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Yes</i>	<i>No</i>
ST266Q01JA	Our school was vandalised.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST266Q02JA	I witnessed a fight on school property in which someone got hurt.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST266Q03JA	I saw gangs in school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST266Q04JA	I heard a student threaten to hurt another student.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST266Q05JA	I saw a student carrying a gun or knife at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

		<i>0 days</i>	<i>1 day</i>	<i>2 days</i>	<i>3 days</i>	<i>4 days</i>	<i>5 or more days</i>
ST294Q01JA	Eat breakfast	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q02JA	Study for school or homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q06JA	Do household chores	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q07JA	Look after younger family members	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q08JA	Look after older family members	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q09JA	Work as part of the family business (e.g. <on a farm, in a shop>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q04JA	Work for pay	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST294Q05JA	Exercise or practise a sport (e.g. running, cycling, aerobics, soccer, skating, <country-specific>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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.)

		<i>0 days</i>	<i>1 day</i>	<i>2 days</i>	<i>3 days</i>	<i>4 days</i>	<i>5 or more days</i>
ST295Q01JA	Eat dinner	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q02JA	Study for school or homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q06JA	Do household chores	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q07JA	Look after younger family members	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q08JA	Look after older family members	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q09JA	Work as part of the family business (e.g. <on a farm, in a shop>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q04JA	Work for pay	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST295Q05JA	Exercise or practise a sport (e.g. running, cycling, aerobics, soccer, skating, <country-specific>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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 consistency.

ST326

This school year, about how many hours a day do you usually use <digital resources> in the following situations?

(Please think of different kinds of <digital resources> such as desktop computers, laptops and tablets as well as educational software and other digital learning tools.)

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

ST326Q01JA	For learning activities at school	Select... ▼ Option A Option B Option C Option...	01
ST326Q02JA	For learning activities before and after school	Select... ▼ Option A Option B Option C Option...	01
ST326Q03JA	For learning activities on weekends	Select... ▼ Option A Option B Option C Option...	01
ST326Q04JA	For leisure at school	Select... ▼ Option A Option B Option C Option...	01
ST326Q05JA	For leisure before and after school	Select... ▼ Option A Option B Option C Option...	01
ST326Q06JA	For leisure on weekends	Select... ▼ Option A Option B Option C Option...	01

Response options in each drop-down menu: None / Up to 1 hour / More than 1 hour and up to 2 hours / More than 2 hours and up to 3 hours / More than 3 hours and up to 4 hours / More than 4 hours and up to 5 hours / More than 5 hours and up to 6 hours / More than 6 hours and up to 7 hours / More than 7 hours

Year(s) Administered	2022
Content Domain Type	General
Policy Content Area	Student beliefs, attitudes, feelings, and behaviours
Framework Cell	B2
Module Label	Organisation of student learning at school Experiences out of regular school hours
Construct	Time spent on digital devices during regular school hours Time spent on digital devices out of regular school hours
Routing Information (if applicable)	No
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: No changes are proposed from PISA 2022.

ST322

Think about your use of <digital devices>. How often do you feel or act the following ways?

If you don't have or use a <digital device>, please select "not applicable".

(Please select one response in each row.)

	<i>Never or almost never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>All or almost all of the time</i>	<i>Not applicable</i>
ST322Q01JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST322Q02JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST322Q03JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST322Q04JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST322Q06JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST322Q07JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

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

Question notes: No changes are proposed from PISA 2022.

ST307

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST307Q01JA	I keep working on a task until it is finished.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q02JA	I apply additional effort when work becomes challenging.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q03JA	I finish tasks that I started even when they become boring.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q04JA	I stop when work becomes too difficult.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q05JA	I am more persistent than most people I know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q06JA	I give up after making mistakes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q07JA	I quit doing homework if it is too long.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q08JA	I complete tasks even when they become more difficult than I thought.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q09JA	I finish what I start.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST307Q10JA	I give up easily.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Perseverance
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022. This is a priority for LDW.

ST309

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST309Q01JA	I am careful with what I say to others.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q02JA	I get easily distracted.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q03JA	I say the first thing that comes to my mind.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q04JA	I like to make sure there are no mistakes.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q05JA	I carefully check homework before turning it in.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q06JA	I stop to think before acting.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q07JA	I rush into activities without thinking.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q08JA	I wait for my turn to speak in class.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q09JA	I am more impulsive than most people I know.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST309Q10JA	I think carefully before doing something.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _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	Self-control
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022. This is a priority for LDW.

ST301

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST301Q01JA	I am curious about many different things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q02JA	I like to ask questions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q03JA	I get frustrated when I have to learn the details of a topic.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q04JA	I like to know how things work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q05JA	I love learning new things in school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q06JA	I am more curious than most people I know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q07JA	I like to develop hypotheses and check them based on what I observe.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q08JA	I find learning new things to be boring.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q09JA	I spend time to find more information about things that interest me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST301Q10JA	I like learning new things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Curiosity
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022. This is a priority for LDW.

ST343

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST343Q01JA	I like to help others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q02JA	I get annoyed when I have to compromise with others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q03JA	I work well with other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q04JA	I start arguments with others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q05JA	I avoid working together with other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q06JA	I am ready to help anybody.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q07JA	I tend to be selfish.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q08JA	I work better when I am part of a team.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q09JA	I enjoy cooperating with my classmates.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST343Q10JA	I argue a lot.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Co-operation
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022.

ST311

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST311Q01JA	I do not care what happens to other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q02JA	I can sense how others feel.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q03JA	It is important to me that my friends are okay.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q04JA	I can see situations from my friends' perspectives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q05JA	I ignore the feelings of others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q06JA	I am more compassionate than most people I know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q07JA	It is difficult for me to sense what others think.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q08JA	I predict the needs of others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q09JA	I get upset if bad things happen to other people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST311Q10JA	I understand what others want.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Empathy
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022

ST315

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST315Q01JA	I am suspicious of others' intentions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q02JA	I think most of my classmates keep their promises.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q03JA	I believe that most people are honest.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q04JA	I believe that my friends can keep my secrets.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q05JA	I think most people are selfish.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q06JA	I trust what people say.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q07JA	I think others will try to harm me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q08JA	I am more trusting with others than most people I know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q09JA	I believe most people are kind.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST315Q10JA	I am willing to forgive those who have done wrong.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Trust
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022

ST303

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST303Q01JA	I try to consider everybody's perspective before I take a position.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q02JA	I want to understand my classmates' ways of thinking.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q03JA	I can view almost all things from different angles.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q04JA	I imagine how I would feel if I were in somebody else's place.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q05JA	I think there is only one correct position in a disagreement.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q06JA	I want to understand why people behave the way they do.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q07JA	I find it difficult to anticipate what other people think.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST303Q08JA	I try to envision how things look from my friends' points of view.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Perspective taking
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022

ST305

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST305Q01JA	I am comfortable with taking the lead role in a group.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q02JA	I know how to convince others to do what I want.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q03JA	I enjoy leading others.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q04JA	I keep my opinion to myself in group discussions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q05JA	I speak up to others about things that matter to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q06JA	I take initiative when working with my classmates.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q07JA	I wait for others to take a lead.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q08JA	I find it hard to influence people.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q09JA	I want to be in charge.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST305Q10JA	I like to be a leader in my class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Assertiveness
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022

ST345

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST345Q01JA	I get nervous easily.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q02JA	I am more relaxed than most people I know.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q03JA	I worry about many things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q04JA	I panic easily.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q05JA	I am able to work under pressure.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q06JA	I remain calm under stress.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q07JA	I feel nervous about approaching exams.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q08JA	I can recover quickly after something bad has happened.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q09JA	I handle stress well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST345Q10JA	I am afraid of many things.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	Stress resistance
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022

ST313

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST313Q01JA	I keep my emotions under control.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q02JA	I get mad easily.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q03JA	I change my mood a lot.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q04JA	I overreact to every little thing in life.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q05JA	I stay calm even in tense situations.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q06JA	I am easily upset.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q07JA	I know how to control my feelings.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q08JA	I have unpredictable emotions.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q09JA	I am moody.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _05
ST313Q10JA	I get frustrated quickly.	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03	<input type="checkbox"/> _04	<input type="checkbox"/> _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	Emotional control
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	Unchanged

Question notes: This question is unchanged from PISA 2022. This is a priority for LDW.

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

ST263

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST263Q02JA	You have a certain amount of intelligence, and you really can't do much to change it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST263Q04JA	You have a certain amount of science ability, and you really can't do much to change it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.

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

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
When you have to try really hard in a subject in school, it means you can't be good at that subject.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
One of my main goals for the rest of the school year is to avoid looking dumb in my classes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
If I got a low grade on a hard science assignment later today, I would think "I'm probably not very smart at science."	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
If I got a low grade on a hard science assignment later today, "I can get a higher score next time if I find a better way to study."	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
In science class, I'd rather work on an easy assignment where I could get everything right rather than a harder assignment that might teach me something new (alt: rather than harder problems that I could learn from)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
When you have to try really hard in a subject in school, it means you can't be good at that subject.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Years Administered	NEW
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	Student mindset meaning system – fixed or growth
Routing Information (if applicable)	
Within-Construct Matrix Sampling	
Booklet Number	
Status from PISA 2022 (Unchanged, modified, new)	

Question notes: This item has been suggested by Growth Mindset experts (Dweck and Yeager) to address Mindset meaning system.

NEW

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
CSCI/ PNRAEI	My friends and I have common interests in school subjects.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
CSCI/ PNRAEI	I hang around with friends who like school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
CSCI/ PNRAEI	One thing my friends and I have in common is wanting to do well at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
New for PISA	Everyone in my school works hard.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
New for PISA	Students in my school want to do well in their subjects.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
New for PISA	Students in my school think you shouldn't work too hard in school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
New for PISA	One thing my friends and I have in common is wanting to do well at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅

Years administered	New
Content Domain Type	General
Policy Content Area	School Practices, Policies, and Infrastructure
Framework Cell	B4
Module Label	Social and emotional characteristics, growth mindset and well-being
Construct	Peer norms about academic effort and performance
Routing Information (if applicable)	

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

Question notes: Some items in this question have been modified from the CSCI and PNRAEI questionnaires. This has been revised based on feedback received.

ST268

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

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST268Q03JA	<Science> is one of my favourite subjects.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST268Q06JA	<Science> is easy for me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST268Q09JA	I want to do well in my <science> class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

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

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

ST016

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

ST016Q01NA

(Please move the slider to the appropriate number.)



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

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

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

Question notes: No changes from PISA 2022.

ST059

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

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

ST059Q01TA	Number of <class periods> per week in <test language lessons>	_____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>I could do this easily</i>	<i>I could do this with a bit of effort</i>	<i>I would struggle to do this on my own</i>	<i>I couldn't do this</i>
From 2015	Recognise the science question that underlies a newspaper report on a health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Explain why earthquakes occur more frequently in some areas than in others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Describe the role of antibiotics in the treatment of disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Identify the science question associated with the disposal of garbage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Predict how changes to an environment will affect the survival of certain species.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Interpret the scientific information provided on the labelling of food items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Discuss how new evidence can lead you to change your understanding about the possibility of life on Mars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified From 2015	Identify the better of two explanations for the causes of climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	Conduct a scientific investigation where the <dependent and independent variables> are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	Recognise flaws in scientific argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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.

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

How much do you agree with the statements below?

(Please tick only one box in each row)

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

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
From 2015	I generally have fun when I am learning <broad science> topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	I like reading about <broad science>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	I am happy working on <broad science> topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	I enjoy acquiring new knowledge in <broad science>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	I am interested in learning about <broad science>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
From 2015	Making an effort in my <school science> subject(s) is worth it because this will help me in the work I want to do later on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	What I learn in my <school science> subject(s) is important for me because I need this for what I want to do later on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Studying my <school science> subject(s) is worthwhile for me because what I learn will improve my career prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From 2015	Many things I learn in my <school science> subject(s) will help me to get a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	A science <qualification> can help you get many different types of jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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

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

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.

How informed are you about the following environmental issues?

(Please select one response in each row.)

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

New	Causes of food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The effects of sea levels rise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

How informed are you about the following aspects of Human-< caused, induced> climate change?

(Please select one response in each row.)

		<i>I have never heard of this</i>	<i>I have heard about this but I would not be able to explain what it is really about</i>	<i>I know something about this and could explain the general issue</i>	<i>I am familiar with this and I would be able to explain this well</i>
New	The difference between natural and human-<caused, induced> climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The relationship between global warming and climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The difference between weather and climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The causes of global warming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The effects of global warming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	The varying impacts of climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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

New	Climate change impacts varies across nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New	Effects of sea level rise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 reiew. 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.)

		<i>Never</i>	<i>Once</i>	<i>A few times</i>	<i>Many times</i>
ST257Q01	Exploring a community environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q02	Working with others to positively impact the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q03	Joining a peaceful march or rally related to an environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q04	Contacting a decision maker to suggest a change about an environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q05	Posting concerns about an environmental issue on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q06	Asking experts for advice about an environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q07	Turning off lights when nobody is using a room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q08	Walking, riding a bicycle, or using public transportation rather than use a car to travel short distances (approximately <5 km, 3 mi>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q09	Making purchases based on how sustainable the products are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q10	Conserving household water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q11	Attending meetings or workshops about environmental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q12	Raising awareness of a particular environmental issue within the community with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q13	Stop eating certain foods to minimize the impact on the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ST257Q14	Not buying products because of a company's environmental practises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q15	Discuss with friends and family how to have a positive impact on the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q16	Ask someone to stop doing something harmful to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q17	Invite friends or others at school to take part in activities that positively impact the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST257Q18	Participate in environmental <citizen science, community science, amateur science, public participation in scientific research > activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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

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 learnt in school about environmental issues?

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST262Q01	I have participated in my school's decision-making processes about environmental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q02	What I learn in school encourages me to consider what I can do to impact the local environment positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q03	What I learn in school encourages me to positively impact national and global environmental issues (e.g., Climate change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q04	I have learnt in school that when I use more energy at home, I might be contributing to global climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q05	I have learnt in school that most plastic bags do not biodegrade and instead they break into smaller parts and enter the food chain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q06	I take part in activities organised by the school to help improve the living conditions of others (e.g., those affected by drought, wildfires, or food shortages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q07	As a result of what I have learnt in school, I have become more respectful of other cultures' knowledges about the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q08	I take part in activities organised by my school to improve habitats for other living things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q09	As a result of what I have learnt in school, I know how to positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

impact the environment whilst
working with others

ST262Q10	I have learned in school how others are positively impacting the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q11	At school, I have learnt to eat sustainably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST262Q12	From school I have learnt that I can make a difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

		<i>Never or almost never</i>	<i>Once</i>	<i>Twice</i>	<i>Three times</i>	<i>Four times</i>	<i>Five or more times</i>
ST264Q01	Watch science-related documentaries (e.g. about animals, health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q02	Visit local museums that include science-related displays (e.g. natural history, space).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q03	Visit zoos, aquariums, or other wildlife centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q04	Discuss new inventions with friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q05	Spend time gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q06	Visit a waterway (e.g., beach, river).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q08	Talk to someone close to you about their work in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q09	Attend science clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q10	Use science kits at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q11	Enter science competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST264Q12	Fix things at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ST264Q13 Conduct a science investigation at home

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.)*

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

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.)

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

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST271Q01	My teachers discuss environmental issues in many classes at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q02	In <school science> we learn about environmental issues as a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q03	My teacher takes us on field trips to investigate environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q04	My class discusses current environmental issues reported in the news.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q05	My class discusses solutions to environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q06	My teacher provides opportunities to research environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST271Q07	I am assessed on my environmental knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
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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 <School science > _____(hours)___01

ST071Q04 <English¹> _____(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 <School 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	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q05JA	Small group study or practice (2 to 7 students) where the tutor and the students are in the same room	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q06JA	Large group study or practice (8 or more students) where the tutor and the students are in the same room	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q02JA	Individual real-time lessons given by a tutor on a video communication program (e.g. <Zoom TM >, <Skype TM >, <Google [®] Meet TM >, <Microsoft [®] Teams>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q04JA	Group real-time lessons given by a tutor on a video communication program (e.g. <Zoom TM >, <Skype TM >, <Google [®] Meet TM >, <Microsoft [®] Teams>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q03JA	Internet, computer program or application or video-recorded lessons	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q07JA	Other additional <School science> instruction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST297Q08JA	I do not participate in additional <School science> instruction.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <school science> instruction in this school year?

(Please select all that apply.)

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

		<i>More lessons</i>	<i>About the same</i>	<i>Fewer lessons</i>
ST302Q01	During test preparation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST302Q02	During holidays	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <school science> instruction?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
ST304Q01	Teachers from my regular school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q02	Teachers from other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q03	Tutors or instructors from a business or commercial company	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q04	Tutors or instructors from a <Local authority> or government	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q05	Tutors or instructors from a not-for-profit organisation or community club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q06	Computer software or app from a business or commercial company	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q07	Computer software or app from a <Local authority> or government	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q08	Computer program from a not-for-profit organization or community club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST304Q09	An older student	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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	<School science> homework	_____ (hours) __01
ST296Q05	<English ¹ > homework	_____ (hours) __01
ST296Q06	<Modern foreign languages ¹ > (other than <English ¹ >) 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.

ST306

During your <School science> lessons, does your teacher do the following?

(Please select all that apply.)

		<i>Yes</i>	<i>No</i>
ST306Q01NA	Discuss the homework in class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST306Q02NA	Monitor whether homework was completed.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST306Q03NA	Correct homework assignments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST306Q04NA	Give you feedback on your homework.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)*

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

		<i>Yes</i>	<i>No</i>
ST308Q01	<Local authority> or government pays for or provides it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q02	My school pays for or provides it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q03	My family pays for it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q04	I pay for it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q05	Other people or organisations pay for it (e.g. foundations, friends).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q06	Nobody pays for it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST308Q07	I do not know	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)*

		<i>Yes</i>	<i>No</i>
ST310Q01	In my regular school building	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST310Q02	At some other place, i.e. not in my regular school building	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST310Q03	Online	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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 <school science> courses did you attend this school year or last school year?

(Please select all that apply.)

		<i>This year</i>	<i>Last year</i>
ST063Q01	Physics	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q02	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q03	Biology	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q04	<Earth and space>	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q05	Earth sciences (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q06	Environmental science (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q07	Specialized science (e.g., <Forensic science, Medical science, Marine biology>	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q08	Applied sciences and technology (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>
ST063Q09	<General, integrated, or comprehensive science> course (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>

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 <school science> courses over the last two school years?

(Please select one response in each row.)

		<i>For 3 lessons or less</i>	<i>Between 4 and 10 lessons</i>	<i>Between 11 and 20 lessons</i>	<i>Between 21 and 50 lessons</i>	<i>More than 50 lessons</i>
ST391Q01	Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q02	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q03	Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q04	<Earth and space>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q05	Earth sciences (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q06	Environmental science (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q07	Specialized science (e.g., <Forensic science, Medical science, Marine biology>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q08	Applied sciences and technology (e. g. <country-specific example>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST391Q09	<General, integrated, or comprehensive science> course (e. g. <country- specific example>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 <school science> courses?

(Please select one response in each row.)

		<i>No, not at all</i>	<i>Yes, to a certain degree</i>	<i>Yes, I can choose freely</i>
ST064Q01	I can choose the <school science> course(s) I study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST064Q02	I can choose the level of difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST064Q03	I can choose the number of <school science> courses or <class periods>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ST064Q04	I can choose from different teachers teaching the same course(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q02	Atmosphere, weather and climate	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q03	Force and motion	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q04	Electricity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q05	Chemical reactions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q06	Structure and function of the human body	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q07	Sexual and asexual reproduction	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q08	Evolution	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q09	Climate change	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q10	Environments and habitats	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q11	Atomic structure	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q12	Properties of matter	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q13	Our solar system and its place in the universe	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q14	Cells and their functions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q15	Genetics	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST392Q16	Energy transfers and transformation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <school science> courses?

Students

(Please select one response in each row.)

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

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
ST300Q01JA	Discuss how well you are doing at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q02JA	Eat <the main meal> with you.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q03JA	Spend time just talking with you.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q04JA	Talk to you about the importance of <completing ISCED 3>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q05JA	Talk to you about any problems you might have at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q06JA	Ask you about how well you are getting along with other students at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q07JA	Encourage you to get good <marks>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q08JA	Take an interest in what you are learning at school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q09JA	Talk to you about your future education.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q10JA	Ask you what you did in school that day.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q11JA	Help you with your homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST300Q12JA	Talk to you about everyday science-related topics.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	<ISCED level 2>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q02JA	<ISCED level 3.3>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q03JA	<ISCED level 3.4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q04JA	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q05JA	<ISCED level 5>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q06JA	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q07JA	<ISCED level 7>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST327Q08JA	<ISCED level 8>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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.)

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

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

NEW

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

(Please select one response.)

Not at all

_01

To some extent

_02

ST395

Which of the following skills have you acquired?

(Please select one response in each row.)

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

		<i>Yes, once</i>	<i>Yes, two or more times</i>	<i>No</i>
ST330Q01WA	I did an internship.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q02WA	I attended <job shadowing or work-site visits>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q03WA	I visited a <job fair>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q04WA	I spoke to a <career advisor> at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q05WA	I spoke to a <career advisor> outside of my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q06WA	I completed a questionnaire to find out about my interests and abilities.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q07WA	I researched the internet for information about careers.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q08WA	I went to an organised tour in an <ISCED 3-7> institution.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q09WA	I researched the internet for information about <ISCED 3-7> programmes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q11JA	I researched information on student financing (e.g. student loans or grants).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
ST330Q10WA	<country specific item>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> 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 <ISCED level 2> ₀₁
- ST396Q02 <ISCED level 3.3> ₀₂
- ST396Q03 <ISCED level 3.4> ₀₃
- ST396Q04 <ISCED level 4> ₀₄
- ST396Q05 <ISCED level 5> ₀₅
- ST396Q06 <ISCED level 6> ₀₆
- ST396Q07 <ISCED level 7> ₀₇
- ST396Q08 <ISCED level 8> ₀₈

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 <ISCED level 2> ₀₁
- ST397Q02 <ISCED level 3.3> ₀₂
- ST397Q03 <ISCED level 3.4> ₀₃
- ST397Q04 <ISCED level 4> ₀₄
- ST397Q05 <ISCED level 5> ₀₅
- ST397Q06 <ISCED level 6> ₀₆
- ST397Q07 <ISCED level 7> ₀₇
- ST397Q08 <ISCED level 8> ₀₈

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.)

		<i>Yes</i>	<i>No</i>
ST399Q01	<ISCED level 3>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST399Q02	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST399Q03	<ISCED level 5>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST399Q04	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST399Q05	<ISCED level 7>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST399Q06	<ISCED level 8>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> 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.)

		<i>Below <ISCED 3></i>	<i><ISCED 3></i>	<i><ISCED 4 and 5></i>	<i><ISCED 6></i>	<i><ISCED 7 or 8></i>
ST400Q01	<Expected occupation from ST329>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q02	Teacher (primary or secondary)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q03	Motor vehicle mechanic	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q04	Nurse or midwife	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q05	Hairdresser	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q06	Medical doctor	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q07	Engineer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q08	Lawyer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST400Q09	Police officer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.

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

ST196

(Please select one response in each row.)

		<i>I couldn't do this</i>	<i>I would struggle to do this on my own</i>	<i>I could do this with a bit of effort</i>	<i>I could do this easily</i>
ST196Q02HA	Establish a connection between prices of textiles and working conditions in the countries of production	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q03HA	Discuss the different reasons why people become refugees	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q04HA	Explain why some countries suffer more from global climate change than others	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q05HA	Explain how economic crises in single countries affect the global economy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST196Q06HA	Discuss the consequences of economic development on the environment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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

Question notes: Modified based on PISA 2018.

ST100

How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or hardly ever</i>
ST100Q01TA	The teacher shows an interest in every student's learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q02TA	The teacher gives extra help when students need it.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q03TA	The teacher helps students with their learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q04TA	The teacher continues teaching until the students understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST100Q05TA	The teacher gives students an opportunity to express opinions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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 <school science> instruction this school year?

(Please select one response from 1 to 10.)

*Worst <school science>
instruction possible*

*Best <school 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 <school science> lessons?

(Please select one response in each row.)

		<i>Every lesson</i>	<i>Most lessons</i>	<i>Some lessons</i>	<i>Never or almost never</i>
ST273Q01JA	Students do not listen to what the teacher said.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q02JA	There is noise and disorder.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q03JA	The teacher has to wait a long time for students to quiet down.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q04JA	Students cannot work well.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q05JA	Students do not start working for a long time after the lesson begins.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q06JA	Students get distracted by using <digital resources> (e.g. smartphones, websites, apps).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q07JA	Students get distracted by other students who are using <digital resources> (e.g. smartphones, websites, apps).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q08	Students use scientific equipment inappropriately	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST273Q09	Student misbehaviour leads to them being restricted from doing practical work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 <school science> lessons?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
ST281Q01JA	The teacher explained how new and old topics were related.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q02JA	The teacher summarized what we learned at the end of the lesson.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q03JA	The teacher explained at the beginning of the lesson what the learning goals are.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q05JA	The teacher gave different work to those of us who had difficulties learning.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q06JA	The teacher gave different work to those of us who could advance faster.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q08JA	The teacher asked us to discuss with each other what we learned.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q09JA	The teacher read to us from a <textbook>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q10	The teacher explained how scientific discoveries can help people in their everyday lives	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q11	The teacher demonstrates a scientific idea by using an experiment or model	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q12	The teacher explained how scientific knowledge is generated and refined over time	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 demonstrate why new knowledge is useful”.

ST104

How often do these things happen in your lessons for this <school science> course?

(Remember to answer this question in reference to the <school science> course you indicated earlier.)

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
ST104Q01NA	The teacher tells me how I am performing in this course.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST104Q02NA	The teacher gives me feedback on my strengths in this <school science> subject.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST104Q03NA	The teacher tells me in which areas I can still improve.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST104Q04NA	The teacher tells me how I can improve my performance.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST104Q05NA	The teacher advises me on how to reach my learning goals.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

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 lessons for this <school science> course?

(Remember to answer this question in reference to the <school science> course you indicated earlier.)

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Some lessons</i>	<i>Many lessons</i>	<i>Every lesson or almost every lesson</i>
ST107Q01NA	The teacher adapts the lesson to my class's needs and knowledge.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q02NA	The teacher provides individual help when a student has difficulties understanding a topic or task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q03NA	The teacher changes the structure of the lesson on a topic that most students find difficult to understand.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q04	The teacher provides individual support for advanced students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q05	The teacher plans a lesson based on each students' individual learning needs when required.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q06	The teacher creates assessments based on each students' individual learning needs when required'	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST107Q07	The teacher changes the way in which they teach students based on the students preferred learning style	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 <school science> topics at school, how often do the following activities occur?

(Please select one response in each row.)

		<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
ST398Q01	Students are given opportunities to explain their ideas.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q02	Students spend time in the laboratory doing practical experiments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q03	Students are allowed to design their own experiments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q04	There is a class debate about investigations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q05	Students are asked to do an investigation to test ideas.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q06	Students have the opportunity to repeat experiments and compare observations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q07	Students carry out practical work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q08	Students write up laboratory reports.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q09	Students present something to the rest of the class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q10	Students are given time to research scientific ideas from a range of sources	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q11	Students are able to choose different methods (e.g., field studies, experiments, simulations) to conduct investigations.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q12	Students compare and evaluate different experimental designs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST398Q13	Students interpret data and make judgements about its accuracy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 <school science> topics at school, how often do the following activities occur?

(Please select one response in each row.)

		<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
ST198Q01	Students are required to argue about science questions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q02	Students are asked to draw conclusions from an experiment they have conducted.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q03	The teacher explains how a <school science> idea can be applied to a number of different phenomena (e.g. the movement of objects, substances with similar properties).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q04	Students design their own experiments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q05	Students are required to engage in discussions among themselves.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q06	Use scientific information from diagrams, graphs, or simulations to support an argument	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q07	Uses scientific solutions to solve real life challenges	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q08	Identifying scientific aspects of a real-world problem	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q09	Students compare sources of scientific information to determine their reliability	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q10	Students are asked to consider the ethics of scientific investigations	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST198Q11	Students develop and carry out experiments with teacher guidance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 <school science> topics at school, how often do the following activities occur?

(Please select one response in each row.)

		<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
ST098Q01TA	Students provide evidence to support arguments about scientific questions.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q05TA	Students use evidence from experiments to support their conclusions	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q09	Students determine which variables need to be controlled in an experiment	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q08NA	There is a class discussion about how to solve scientific problems	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q10	Students are encouraged to question and critique scientific arguments made by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q11	Students discuss how scientists develop theories among themselves.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST098Q12	The teacher asked us to explain our reasoning during a discussion about scientific theories	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 specific questions relating to experimental design with large modifications of ST276 in particular

ST281

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

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
ST281Q07JA	The teacher asked us to work in small groups to design and carry out scientific experiments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q09	The teacher asked us to debate scientific topics with other members of the class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q08JA	The teacher asked us to discuss with each other what we learned.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q10	The teacher asked us to explain a scientific principle to the class	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q11	The teacher asked us to work on a class project in small groups	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST281Q12	The teacher asked us to research a topic in small groups	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 <school science> topics at school, how often do the following activities occur?

(Please select one response in each row.)

		<i>In all lessons</i>	<i>In most lessons</i>	<i>In some lessons</i>	<i>Never or hardly ever</i>
ST103Q01NA	The teacher clearly explains the relevance of <broad science> concepts to our lives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q01JA	The teacher asked us to think of problems from everyday life that could be solved with new scientific knowledge we learned.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q02JA	The teacher showed us how science can be useful in our everyday lives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q03JA	The teacher encouraged us to "think scientifically".	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q07JA	The teacher asked us how different topics are connected to a bigger scientific idea.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q08JA	The teacher encouraged us to think about how a problem from everyday life could be solved using science.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q09JA	The teacher explained how different scientific ideas connect to a larger context.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q10	The teacher describes career pathways which relate to the topics taught in science.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q11	The teacher asks us to think of solutions to environmental issues.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

ST283Q12	The teacher discusses climate change with a positive outlook	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST283Q13	The teacher asks us to research how my home uses resources	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Never or almost never</i>	<i>Less than half of the lessons</i>	<i>About half of the lessons</i>	<i>More than half of the lessons</i>	<i>Every lesson or almost every lesson</i>
ST285Q06JA	The teacher asked us to think about how new and old scientific topics were related.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST285Q08JA	The teacher told us to keep trying even when we face difficulties with a science task.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST285Q09JA	The teacher taught us to memorize scientific facts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST285Q10	The teacher asked us to explain a scientific principle	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST285Q11	The teacher asked us to explain how we would design an experiment to address a scientific problem	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
ST275Q12	The teacher asked us to defend a particular argument in a scientific debate	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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 <u>PISA test</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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 <school <u>marks</u> >?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	01	02	03	04	05	06	07	08	09	10
ST331Q03JA										
Now think about the <u>PISA questionnaire</u> you just answered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much effort did you put into giving accurate answers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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 more than a week because of the following reasons?

Do not 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	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST347Q02JA	A health-related emergency, other than COVID-19	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST347Q03JA	Extreme weather (e.g. <floods, heatwave, cyclone, extreme cold, wildfires>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST347Q04JA	Seismic activity (e.g. <earthquake, volcanic eruption, tsunami>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST347Q05JA	Political conflict (e.g. war, social unrest).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
ST347Q06JA	Another reason (e.g. strikes, <other national example>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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.)

		<i>Never</i>	<i>A few times</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
ST348Q01JA	Send you learning materials to study on your own	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q02JA	Send you assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q03JA	Upload material on a learning management system or school learning platform (e.g. <Blackboard [®] >, <Edmodo [®] >, <Moodle [®] >, <Google [®] Classroom [™] >).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q04JA	Check in with you to ensure that you were completing your assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q05JA	Offer live virtual classes on a video communication program (e.g. <Zoom [™] >, <Skype [™] >, <Google [®] Meet [™] >, <Microsoft [®] Teams>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q06JA	Ask you to submit completed school assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q07JA	Give you helpful tips about how to study on your own	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST348Q08JA	Check in with you to ask how you were feeling	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 learnt less when my school building was closed. ₀₁

ST350Q01JA I learnt about as much when my school building was closed. ₀₂

ST350Q01JA I learnt 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.)

		<i>Never</i>	<i>A few times</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
ST351Q01JA	Paper textbooks, workbooks, or worksheets	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q02JA	Digital textbooks, workbooks, or worksheets	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q03JA	Real-time lessons by a teacher from my school on a video communication program (e.g. <Zoom™>, <Skype™>, <Google® Meet™>, <Microsoft® Teams>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q04JA	Real-time lessons by a private tutor on a video communication program (e.g. <Zoom™>, <Skype™>, <Google® Meet™>, <Microsoft® Teams>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q05JA	Learning material my teachers sent via <SMS> or <WhatsApp™>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q06JA	Recorded lessons or other digital material provided by teachers from my school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q07JA	Recorded lessons or other digital material from other sources (e.g. <Khan Academy®>, <Coursera®>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q08JA	Lessons broadcast over television or radio	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST351Q09JA	Materials developed by friends or family members	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Never</i>	<i>A few times</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
ST352Q01JA	Problems with access to a <digital device> when I needed it	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q02JA	Problems with Internet access	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q03JA	Problems with access to school supplies (e.g. paper, pencil).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q04JA	Problems with finding a quiet place to study	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q05JA	Problems with finding time to study because I had household responsibilities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q06JA	Problems with motivating myself to do school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q07JA	Problems with understanding my school assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST352Q08JA	Problems with finding someone who could help me with my school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Never</i>	<i>A few times</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
ST353Q01JA	Help you with your school work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q02JA	Ask you what you were learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q03JA	Help you create a learning schedule	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q04JA	Help you access learning materials online	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q05JA	Check whether you were completing your school assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q06JA	Explain new content to you	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q07JA	Help you find additional learning resources	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST353Q08JA	Teach you additional topics not part of your school assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
ST354Q01JA	I felt lonely.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q02JA	I enjoyed learning by myself.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q03JA	My teachers were available when I needed help (e.g. through virtual office hours, email, chat).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q04JA	I felt anxious about school work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q05JA	I was motivated to learn.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q06JA	I fell behind in my school work.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q07JA	I improved my skills in using <digital devices> for learning purposes.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q08JA	My teachers were well prepared to provide instruction remotely.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q09JA	I was well prepared to learn on my own.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST354Q10JA	I missed sports and other physical activities organised by my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 readiness, 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.)

	<i>Not at all confident</i>	<i>Not very confident</i>	<i>Confident</i>	<i>Very confident</i>
ST355Q01JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Using a learning management system or school learning platform (e.g. <Blackboard®>, <Edmodo®>, <Moodle®>, <Google® Classroom™>).			
ST355Q02JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Using a video communication program (e.g. <Zoom™>, <Skype™>, <Google® Meet™>, <Microsoft® Teams>).			
ST355Q03JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Finding learning resources online on my own			
ST355Q04JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Planning when to do school work on my own			
ST355Q05JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Motivating myself to do school work			
ST355Q06JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Focusing on school work without reminders			
ST355Q07JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Completing school work independently			
ST355Q08JA	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
	Assessing my progress with learning			

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 readiness, 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?

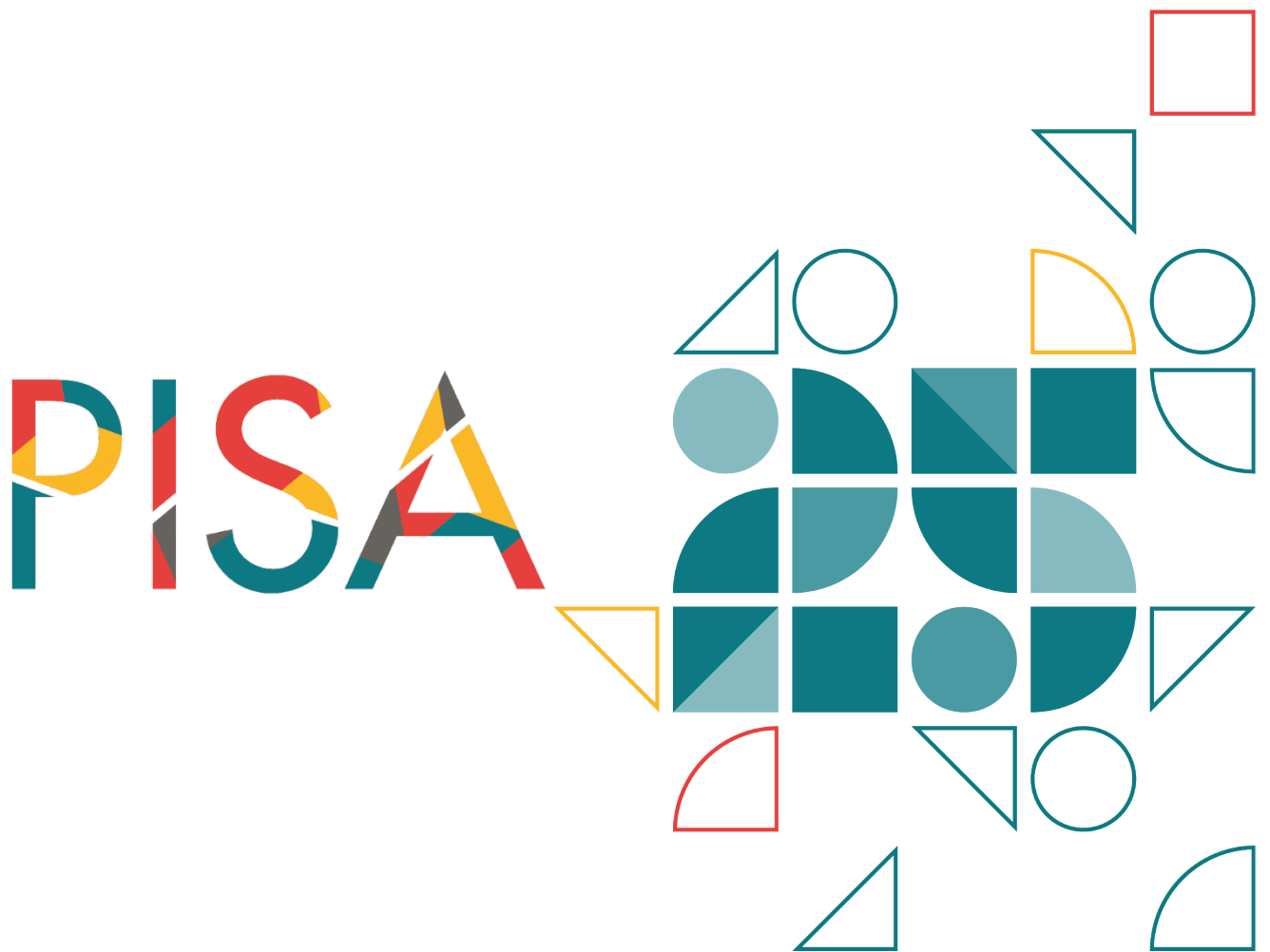
(Please select one response.)

- 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.

PISA 2025 Field Test
ICT Questionnaire



ICT QUESTIONNAIRE FOR PISA 2025 (International 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> at school?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Several times a day</i>	<i>This resource is not available to me at school.</i>
IC170Q01JA	Desktop or laptop computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q02JA	Smartphone (i.e. mobile phone with Internet access)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q03JA	<Tablet device> (e.g. <iPad [®] >, <Galaxy Tablet [®] >,) or <e-book reader> (e.g. <Amazon [®] Kindle [™] >, <Kobo [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q04JA	Internet access (except on smartphones)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q05JA	School portal (to consult timetable, absences, etc.)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q06JA	Educational software, games or Apps, other learning tools (e.g. <CK-12 [™] >, <Lucidchart>, or <Mathalicious [®] > online support)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q07JA	A learning management system or school learning platform (e.g. <Blackboard [®] >, <Edmodo [®] >, <Moodle [®] >, <Google [®] Classroom [™] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q07	<Virtual reality (VR) hardware> (e.g. <Google Cardboard [®] >, <Oculus>, <Class VR>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC170Q08	Robotic devices (e.g. <3D printers>, <laser cutters>, <drones>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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> outside of school (e.g., at home or where you usually access <digital resources>)?

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Several times a day</i>	<i>This resource is not available to me outside of school.</i>
IC171Q01JA	Desktop or laptop computer	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q02JA	Smartphone (i.e. mobile phone with Internet access)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q03JA	<Tablet device> (e.g. <iPad [®] >, <Galaxy Tablet [®] >,) or <e-book reader> (e.g. <Amazon [®] Kindle [™] >, <Kobo [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q04JA	Internet access (except on smartphones)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q05JA	Educational software, games or Apps, other learning tools (e.g. <CK-12 [™] > [™] >, <Lucidchart>, or <Mathalicious [®] > online support)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q06JA	Video or online games (e.g. used with game consoles such as a <Play Station 5 [®] > or <Nintendo Switch [®] >, online gaming platforms such as <Steam [®] > or gaming Apps such as <Candy Crush [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

IC171Q07	Smartwatch (e.g. <Apple Watch [®] >, <Samsung Galaxy Watch [®] > or fitness tracker (e.g. <FitBit [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q08	<Virtual reality (VR)> hardware	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q09	Robotic devices (e.g. <3D printers>, <laser cutters>, <drones>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC171Q10	<Artificial Intelligence (AI)> tools or software (e.g. <ChatGPT>, <MidJourney>, <Stable Diffusion>)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

Year(s) Administered	New
Construct	Frequency of ICT use outside of school
Routing information (if applicable)	No
Status from PISA 2022 (Unchanged, modified, new)	Modified

Question notes: This question is modified from PISA 2022, with modifications to examples and a new item incorporating smart watches/fitness trackers and virtual/augmented reality hardware. Concept mapping software has been removed as a standalone item and an example of concept mapping software has been added to item IC171Q06JA instead.

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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC172Q01JA	There are enough <digital resources> for every student at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q02JA	There are enough digital devices with access to the Internet at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q10	The school's Internet is stable.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q03JA	The school's Internet speed is sufficient.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q04JA	<Digital resources> function properly at my school.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q05JA	<Digital resources> are easily accessible within the classroom.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q06JA	Digital learning resources available at my school make learning interesting.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q07JA	The school provides sufficient technical support to help students in their use of <digital resources>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q08JA	Teachers at my school have the necessary skills to use digital devices during instruction.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC172Q09JA	Teachers at my school are willing to use <digital resources> for teaching.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
IC175Q01JA	Read or listen to feedback sent by my teachers regarding my work or academic results	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC175Q02JA	Read or listen to feedback sent by other students on my work	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC175Q03JA	Read or listen to feedback automatically selected for me by an educational software or App	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC175Q05JA	Work on drill and practice exercises using an educational software or App	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
IC176Q01JA	See my grades or results from specific assignments (e.g. homework or tests)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q02JA	Browse the Internet for schoolwork (e.g. for preparing an essay or presentation)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q03JA	Browse the Internet to follow up lessons (e.g. for finding explanations)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q04JA	Receive or download assignments or instructions (via <digital resources>) from my teacher	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q06JA	Communicate with my teacher	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q07JA	Communicate with other students about schoolwork	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC176Q08JA	Search for information on school-related activities or assignments	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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
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Question notes: This question is unchanged from PISA 2022.

How often do you use <digital resources> for the following in your <school science> lessons or when completing homework?

IC184

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Does not apply</i>
IC184Q05	I use <digital resources> to collect data for experiments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC184Q06	I use <digital resources> to interpret and analyse datagraph data.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC184Q07	I use <digital resources> to produce data visualisations (e.g. graphs, charts, diagrams)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC184Q08	I use <digital resources> to report the findings of experiments.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC184Q03JA	I use <digital resources> for simulations and modelling (e.g. <GeoGebra>, <NetLogo>), virtual laboratories (e.g. <Labster>).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC184Q04JA	I use <digital resources> for coding or algorithm activities (e.g. using <Scratch>, etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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 weekday*, how much time do you spend doing the following leisure activities?

(Please select one response in each row.)

		<i>No time at all</i>	<i>Less than 1 hour a day</i>	<i>Between 1 and 3 hours a day</i>	<i>More than 3 hours and up to 5 hours a day</i>	<i>More than 5 hours and up to 7 hours a day</i>	<i>More than 7 hours a day</i>
IC177Q01JA	Play video-games (using my smartphone, a gaming console or an online platform or Apps)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q02JA	Browse social networks (e.g. <Instagram [®] >, <TikTok [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q03JA	Browse the Internet (excluding social networks) for fun (e.g. reading news, listening to podcasts and music or watching videos)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q04JA	Look for practical information online (e.g. find a place, book a train ticket, buy a product)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q05JA	Communicate and share digital content on social networks or any communication platform (e.g. <TikTok [®] >, <Instagram [®] >, <Twitter [®] >, emails, chat)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q06JA	Read, listen to or view informational materials to learn how to do something (e.g. tutorial, podcast)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC177Q07JA	Create or edit my own digital content (pictures,	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆

videos, music, computer programs)

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 weekend* day, how much time do you spend doing the following leisure activities?

(Please select one response in each row.)

		<i>No time at all</i>	<i>Less than 1 hour a day</i>	<i>Between 1 and 3 hours a day</i>	<i>More than 3 hours and up to 5 hours a day</i>	<i>More than 5 hours and up to 7 hours a day</i>	<i>More than 7 hours a day</i>
IC178Q01JA	Play video-games (using my smartphone, a gaming console or an online platform or Apps)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q02JA	Browse social networks (e.g. <Instagram [®] >, <TikTok [®] >)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q03JA	Browse the Internet (excluding social networks) for fun (e.g. reading news, listening to podcasts and music or watching videos)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q04JA	Look for practical information online (e.g. find a place, book a train ticket, buy a product)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q05JA	Communicate and share digital content on social networks or any communication platform (e.g. <TikTok [®] >, <Instagram [®] >, <Twitter [®] >, emails, chat)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q06JA	Read, listen to or view informational materials to learn how to do something (e.g. tutorial, podcast)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> ₀₆
IC178Q07JA	Create or edit my own digital content (pictures, videos, music, computer programs)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅	<input type="checkbox"/> 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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC179Q01JA	Students should not be allowed to bring mobile phones to class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC179Q02JA	Students should not be allowed to bring their own laptop (or tablet device) to class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC179Q03JA	Students should collaborate with teachers to decide on the rules regarding the use of digital devices during lessons	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC179Q04JA	The school should set up filters to prevent students from going on social media.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC179Q05JA	The school should set up filters to prevent students from playing games online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC179Q06JA	Teachers should monitor what students do on their laptop or tablet device.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC180Q01JA	I trust what I read online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q02JA	When searching for information online I compare different sources.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q03JA	I check the accuracy of online information before sharing it on social networks.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q04JA	I discuss the accuracy of online information with my teachers or in class.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q05JA	I discuss the accuracy of online information with friends or other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q06JA	I discuss the accuracy of online information with my parents (or family).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q07JA	I try to flag wrong information when I encounter it online.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC180Q08JA	I share made-up information on social networks without flagging its inaccuracy.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>This did not happen to me</i>	<i>Not at all upset</i>	<i>A little upset</i>	<i>Quite upset</i>	<i>Very upset</i>
IC181Q01JA	Encountering content online that was inappropriate for my age	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC181Q02JA	Encountering discriminatory content online (e.g. about race, gender, sexual orientation or physical appearance)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC181Q03JA	Receiving unkind, vulgar or offending messages, comments or videos	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC181Q05	Encountering unkind, vulgar or offending messages, comments or videos about someone I know	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₅
IC181Q04JA	Information about me was publicly displayed online without my consent	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄	<input type="checkbox"/> 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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC182Q01JA	I am interested in learning more about <digital resources>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC182Q02JA	I am interested in learning <computer programming>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC182Q03JA	I am interested in learning about <digital resources> because it could be useful in a job.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC182Q04	I like using <digital resources> to find new ways to do things	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC182Q05	I am interested in learning about <machine learning> and <artificial intelligence>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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 computers, cell phones without internet access, game consoles, or internet-connected television.)

(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC013Q01	I forget about time when I'm using digital devices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q04	The Internet is a great resource for obtaining information I am interested in (e.g., news, sports, dictionary).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q05	It is very useful to have social networks on the Internet.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q11	I am really excited discovering new digital devices or applications	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q12	I really feel bad if no Internet connection is possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC013Q13	I like using digital devices.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
IC016Q01	To learn something new about digital devices, I like to talk about them with my friends.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q02	I like to exchange solutions to problems with digital devices with others on the Internet.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q04	I like to meet friends and play computer and video games with them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q05	I like to share information about digital devices with my friends.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
IC016Q07	I learn a lot about digital media by discussing with my friends and relatives.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> 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”.