**Program for International Student Assessment 2025 (PISA 2025)**

**Appendix C2-c**

**PISA 2025 Questionnaire – School**

**U.S. Adaptations**

**OMB# 1850-0755 v.31**

#### National Center for Education Statistics (NCES)

#### U.S. Department of Education Institute of Education Sciences

#### Washington, DC

#### July 2023

#### Revised August 2024

#### Revised January 2025

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## Proposed adaptations to PISA 2025 Main Study Questionnaires

This package provides the U.S. versions of the full-scale questionnaires for the 2025 main study. The changes comprise questions that will be deleted based on review and discussion within NCES and feedback from other stakeholders.

PISA includes both student and school questionnaires. In addition, there are two sets of student questionnaires—core and survey questions related to Information Communication Technology (ICT). Due to the size of these files, the submission is broken into three separate files—Student Core (C-2a), Student ICT (C-2b), and School Questionnaire (C-2c).

PISA 2025

# School Questionnaire



**SCHOOL QUESTIONNAIRE FOR PISA 2025**





Dear <school administrator>,

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

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

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

The questionnaire should be completed by the principal or designate. It should take about 45 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

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

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

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

<School reminder note>

SC001

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

##### (Please select one response.)

**SC001Q01TA** A village, hamlet or rural area (fewer than 3,000 people)  01

**SC001Q01TA** A small town (3,000 to about 15,000 people)  02

**SC001Q01TA** A town (15,000 to about 100,000 people)  03

**SC001Q01**TA 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

**SC001Q01**JA 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**

**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.)

A private school  02

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

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

**Question notes:** Consistent with previous cycles. Note that the follow up construct “Type of organization 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.)

*%*

Government (includes local, state, and federal) 01

**SC016Q01TA**

**SC016Q02TA**

**SC016Q03TA**

Student fees or school charges paid by parents or

guardians 01

Benefactors, donations, bequests, sponsorships, parent

or guardian fundraising 01

**SC016Q04TA** Other 01

*Total 100%*

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

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

**Question notes:** Consistent with previous cycles.

**SC011**

**SC011Q01TA**

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

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

##### (Please select one response.)

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

students. 01

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

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

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

**Question notes:** Consistent with previous cycles.

**SC002**

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

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

**SC002Q01TA** Number of boys: 01

**SC002Q02TA** Number of girls: 01

**SC002Q03TA** Number of students who identify as nonbinary or another 01

gender:

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

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

**SC211**

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

##### (Please consider that students may fall into multiple categories.) (Please move the slider to the appropriate percentage.)

**SC211Q02JA** Students with special learning needs 01

**SC211Q03JA** Students from socioeconomically disadvantaged homes 01

**SC211Q06JA** Students who are refugees 01

**NAT OPT Q1**

Students who are eligible for free or reduced-price lunch 01

through the National School Lunch Program

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

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

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

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

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

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

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

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

**SC018**

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

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

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

*Full-time Part-time*

**SC018Q01TA** Teachers in TOTAL 01 02

Teachers fully certified by the state in their

**SC018Q02TA**

**SC018Q0**8JA

main assignment field 01 02

Teachers with a Bachelor’s degree or

equivalent qualification 01 02

**SC018Q0**9JA

**SC018Q**10JA

Teachers with a Master’s degree or

equivalent qualification 01 02

Teachers with a Doctoral degree or

equivalent qualification 01 02

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

**Question notes:** Consistent with previous cycles.

**SC182**

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

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

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

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

*Full-time Part-time*

**SC182**Q01WA Science teachers in TOTAL 01 02

**SC182**Q12 Science teachers who are female 01 02

Science teachers fully certified by a teacher

**SC182Q06WA**

**SC182Q07JA**

certification authority 01 02

Science teachers with at least a

Bachelor’s degree or equivalent 01 02

**SC182Q08JA**

Science teachers with at least a Bachelor’s or equivalent with a major in a

science field 01 02

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SC182Q09JA** | Science teachers with at least aBachelor’s degree or equivalent qualification in education |  | 01 |  02 |
|  |  |  |  |  |
| **SC182Q10JA** | Science teachers with an Associate degree but not a Bachelor’s degree or equivalent |  | 01 |  02 |
| **SC182Q11JA** | Science teachers with a professional background in a relevant industry (e.g., engineering, research) |  | 01 |  02 |
|  |  |  |  |  |

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

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

**SC168**

#### For each type of position listed below, please indicate the number of 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 01

levels/ages they support

*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*

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

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

**SC012**

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

##### (Please select one response in each row.)

*Never Sometimes Always*

|  |  |  |
| --- | --- | --- |
| **SC012Q01TA** | Student’s record of academic performance (including placement tests) |   |
| **SC012Q02TA** | Recommendation of feeder schools |  |  |  |
| **SC012Q03TA** | Parents’ or guardians’ endorsement of the instructional or religious philosophy of the |  |  |  |
|  | school |  |  |  |

**SC012Q04TA**

**SC012Q05TA**

Whether the student requires or is

interested in a special program

Preference given to family members of

current or former students

**SC012Q06TA** Residence in a particular area   

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

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

**SC185**

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

##### (Please select one response in each row.)

*Not likely Likely Very likely*

**SC185**Q01WA Low academic achievement **SC185**Q02WA High academic achievement **SC185**Q03WA Behavioral problems **SC185**Q04WA Special learning needs **SC185**Q05WA Parents’ or guardians’ request

|  |  |
| --- | --- |
| 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.)

*Teachers or*

*National*

*members of*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *Principal* | *the school management team* | *board* | *education authority* | *education authority* | *authority* |
| Appointing or hiring teachers |  |  |  |  |  |  |
| Dismissing or suspending |  |  |  |  |  |  |
| teachers fromemployment |  |  |  |  |  |  |
| Establishing teachers' starting |  |  |  |  |  |  |
| salaries,including setting pay scales |  |  |  |  |  |  |
| Determining teachers’ salary |  |  |  |  |  |  |
| increases |  |  |  |  |  |  |
| Formulating the school budget |  |  |  |  |  |  |
| Deciding on budget |  |  |  |  |  |  |
| allocations |  |  |  |  |  |  |
| Establishing student |  |  |  |  |  |  |
| disciplinarypolicies and procedures |  |  |  |  |  |  |

*School*

*Local*

*State*

*education*

**SC202Q01JA**

**SC202Q02JA**

**SC202Q03JA**

**SC202Q04JA**

**SC202Q05JA**

**SC202Q06JA**

**SC202Q07JA**

**SC202Q08JA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Establishingstudent |  |  |  |  |  |  |
| assessment policies, including state or district assessments |  |  |  |  |  |  |
| Approving students for |  |  |  |  |  |  |
| admission to the school |  |  |  |  |  |  |
| Choosing which learning |  |  |  |  |  |  |
| materials are used |  |  |  |  |  |  |
| Determining course content, |  |  |  |  |  |  |
| including state or district curricula |  |  |  |  |  |  |
| Deciding which courses are |  |  |  |  |  |  |
| offered |  |  |  |  |  |  |

**SC202Q09JA**

**SC202Q10JA**

**SC202Q11JA**

**SC202Q12JA**

|  |  |
| --- | --- |
| 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 | Decentralization 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**

**SC201Q03JA**

**SC201Q04JA**

**SC201Q05JA**

**SC201Q06JA**

**SC201Q07JA**

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

##### (Please select one response in each row.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Never or almost never* | *About once or twice a year* | *About once or twice a month* | *About once or twice a week* | *Every day or almost every day* |
| Providing feedback to teachers based on |  |  |  |  |  |
| observations of instruction in the classroom |  |  |  |  |  |
| Taking actions to support cooperation |  |  |  |  |  |
| among teachers to develop new teaching practices |  |  |  |  |  |
| Taking actions to ensure that teachers |  |  |  |  |  |
| take responsibility for improving their teaching skills |  |  |  |  |  |
| Taking actions to ensure that teachers |  |  |  |  |  |
| feel responsible for their students' learning outcomes |  |  |  |  |  |
| Providing parents or guardians with information on theschool and student performance |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collaborating with principals from other schools on difficult work tasks |  |  |  |  |  |
| Working on a professional development plan forthis school |  |  |  |  |  |

**SC201Q10JA**

**SC201Q11JA**

|  |  |
| --- | --- |
| 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 behaviors |
| Routing Information (if applicable) |  |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged |

**Question notes:** No changes are proposed from PISA 2022.

**SC004**

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

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

*Number*

|  |  |  |
| --- | --- | --- |
| **SC004Q01TA** | At your school, what is the total number of students in |  |
|  | grade 10? |  01 |
| **SC004Q02TA** | Approximately, how many desktop or laptop computers |  |
|  | are available for these students for educational |  |
|  | purposes? |  01 |
| **SC004Q03TA** | Approximately, how many of these desktop, laptop or |  |
|  | computers are connected to the Internet? |  01 |
| **SC004Q08JA** | Approximately, how many tablet devices (e.g., |  |
|  | iPad®, Galaxy Book®, Microsoft Surface, Amazon |  |
|  | Fire®) are available for these students for educational |  01 |
|  | purposes? |  |
| **SC004Q**09NA | Approximately, how many e-book readers (i.e., portable |  |
|  | device for reading books on screen, e.g. Amazon® |  |
|  | KindleTM, Kobo) are available for these students for |  |
|  | educational purposes? |  01 |
| **SC004Q07NA** | Approximately, how many desktop or laptop computers |  |
|  | with internet connection are available **for teachers** inyour school? |  01 |

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

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

Notes for translation/adaptation:

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

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

##### (Please select one response in each row.)

*Yes No*

**SC190Q01JA** The school has a written statement about the general

use of digital devices on the school premises.

**SC190Q02JA** The use of cell phones is not allowed on the school premises.

**SC190Q05JA** The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

**SC190Q06JA** Teachers establish rules for when students may use digital devices during lessons.

**SC190Q07JA** Teachers establish rules in collaboration with students about their use of digital resources (e.g., computers, tablets, software applications, educational learning tools, websites) at school or in class.

**SC190Q08JA** The school has a specific program to prepare students

for responsible internet behavior.

**SC190Q09JA** The school has a specific policy about using social

networks (e.g. Twitter®, TikTok®, YouTube®) in teaching and learning.

**SC190Q10JA** The school has a specific program to promote collaboration on the use of digital devices among teachers.

**SC190Q11JA** The school has a scheduled time for teachers to meet, to share, evaluate or develop instructional materials and approaches that employ digital devices.

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

**Question notes:** No changes are proposed from PISA 2022.

**SC173**

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

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

##### (Please select one response in each row.)

**173Q04JA** They taught students how to respond to discrimination.

**SC173Q05JA** They taught students to be inclusive of others with different backgrounds.

**SC173Q06JA** They provided additional support for students from disadvantaged backgrounds.

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

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

**SC172**

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

##### (Please select one response in each row.)

|  |  |  |  |
| --- | --- | --- | --- |
| *Not at all* | *Small extent* | *Moderate extent* | *Large extent* |

**SC172Q01JA** Cheating **SC172Q02JA** Profanity **SC172Q03JA** Vandalism **SC172Q04JA** Theft

Intimidation or verbal abuse among

**SC172Q05JA**

**SC172Q06JA**

**SC172Q07JA**

**SC172Q08JA**

students (including texting, emailing, etc.)

Physical injury caused by students to other students

Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)

Physical injury caused by students to teachers or non-teaching staff

|  |  |
| --- | --- |
| 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 behavior 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.)

**SC017Q01NA** A lack of teaching staff

*Not at all*

*Very little*

*To some extent*

*A lot*

**SC017Q02NA**

 Inadequate or poorly qualified teaching

staff

**SC017Q03NA** A lack of assisting staff

Inadequate or poorly qualified assisting

**SC017Q04NA**

**SC017Q05NA**

**SC017Q06NA**

**SC017Q07NA**

**SC017Q08NA**

**SC017Q09JA**

**SC017Q10JA**

staff

A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)

Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)

A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)

Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)

A lack of digital resources (e.g., desktop or laptop computers, internet access, learning management systems or school learning platforms)

Inadequate or poor quality digital resources (e.g., desktop or laptop computers, internet access, learning management systems or school learning platforms)

|  |  |
| --- | --- |
| 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 instructionShortage of teaching and non-teaching staff; Shortage of educational material and physical infrastructure;Shortage of digital resources |
| Routing Information (if applicable) |  |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged |

**Question notes:** No changes are proposed from PISA 2022.

#### SC250 How often does your school offer students the opportunity to take part in the following activities?

##### (Please select one response in each row.)

*Not at all Sometimes Frequently Very*

*frequently*

**SC250Q01** Growing a school garden

**SC250Q01** Creation of environmental student

 groups

 Whole school or community trash

**SC250Q03**

**SC250Q05**

 collection

 Banning single use plastics in school

 lunches and/or cafeterias

**SC250Q06** Recycling programs

Field trips to investigate waste

**SC250Q08**

**SC250Q09**

management (e.g., sewage works, landfills)

Inviting guest speakers with special interests in the environment (e.g., biologists, environmental scientists environmental advocates) to talk to staff and students

**SC2507Q10**

Creation of environmental school groups consisting of staff, students, parents and interested community members for whole school sustainability

Auditing the biodiversity of school

**SC250Q12** grounds, local parks, and recreation areas

Celebrating school achievement when

**SC250Q13**

**SC250Q14**

**SC250Q15**

**SC250Q16**

**SC250Q17**

**SC250Q18**

**SC250Q19**

reaching set environmental goals

Providing teachers access to professional development in environmental issues

Sharing knowledge from indigenous peoples from their own country or from other countries

Environmental community science (i.e., activities where members of the community collect data for scientists) projects (e.g., counting and identifying plants and animals in local area)

Supporting communities who have suffered natural disasters (e.g., storms, wildfires, drought)

Showcasing environmental achievement and policies in school newsletters, on websites and school displays

Engaging with a local environmental organization

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

**Question notes:** New question for PISA 2025. Notes for translation/adaptation:

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

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

#### SC251 How strongly do you agree with the following statements?

##### (Please select one response in each row.)

*Strongly disagree*

*Disagree Agree Strongly*

*agree*

**SC251Q01**

My school teaches environmental issues in many subjects at school.

**SC251Q04** My school organizes field trips so that students can investigate environmental issues.

**SC251Q05** My school encourages teachers to demonstrate or do experiments to explain environmental issues.

**SC251Q06** My school encourages the use of a range of source materials (e.g., documentaries, articles) to discuss environmental issues in class.

**SC251Q07** My school promotes solutions to environmental issues.

**SC251Q09** My school formally assesses

students’ knowledge of environmental issues

   

   

   

   

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

**Question notes:** New question for PISA 2025.

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

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

##### (Please select one response.)

**SC169Q01JA** Yes 

**SC169Q01JA** No 

This is a filter question:

If the answer is “No” respondents proceed to SC171. Else respondents answer SC210 and SC170.

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

**Question notes:** No changes are proposed from PISA 2022. Notes for translation/adaptation:

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

This is a filtered question:

Only if SC169 is something other than “No”. Else proceed to SC171.

**SC210**

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

##### (Please select one response.)

**SC210Q01JA** Career guidance is sought voluntarily by students. 

Career guidance is formally scheduled into students’ time at

**SC210Q01JA**

school.

|  |  |
| --- | --- |
| 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 grade 10 at your school?

##### (Please select one response.)

**SC170Q01JA** All teachers share the responsibility for career guidance. 

**SC170Q01JA** Specific teachers have the main responsibility for career guidance. 

One or more specific career guidance counselors **employed** at

**SC170Q01JA**

**SC170Q01JA**

school have the main responsibility for career guidance.

One or more specific career guidance counselors who regularly

**visit** the school have the main responsibility for career guidance.

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| --- | --- |
| 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 grade 10?

##### (Please select one response in each row.)

**SC171Q01JA** Information about internships

**SC171Q02JA** Information about future careers

**SC171Q03JA** Information about future educational opportunities Information about student financing (e.g., student

*Yes No*

**SC171Q04JA**

loans or grants)

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

**Question notes:** No changes are proposed from PISA 2022. Notes for translation/adaptation:

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

**SC180**

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

##### (Please select one response.)

**SC180Q01JA** Yes 

**SC180Q01JA** No 

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

**Question notes:** Changed mathematics to <school science>.

**SC160**

#### What is the purpose of these additional science lessons?

##### (Please select one response.)

**SC160Q01WA** Enrichment only 

**SC160Q01WA** Remedial only 

**SC160Q01WA** Both enrichment and remedial 

Without differentiation depending on the prior achievement level of

**SC160Q01WA** the students

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

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

**SC212**

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

##### (Please select one response in each row.)

**SC212Q01JA** Room(s) where the students can do their homework

**SC212Q02JA** Staff help with homework

**SC212Q03JA** Peer-to-peer tutoring

*Yes No*

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

**Question notes:** No changes are proposed from PISA 2022. Notes for translation/adaptation:

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

**SC053**

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

##### (Please select one response in each row.)

**SC053Q01TA** Band, orchestra or choir

**SC053Q02TA** School play or school musical

**SC053Q03TA** School yearbook, newspaper or magazine

Volunteering or community service activities

**SC053Q04TA**

**SC053Q12NA** Science club

**SC053Q13NA** Science competitions, e.g., Science Olympiad

**SC053Q07TA** Chess club

Club with a focus on computers (e.g., programming or

*Yes No*

**SC053Q08TA**

coding)

**SC053Q09TA** Art club or art activities

**SC053Q10TA** Sporting team or sporting activities

**SC053Q1**2TA Environmental protection activities

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

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

Notes for translation/adaptation:

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

**SC059**

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

##### (Please select one response in each row.)

|  |  |
| --- | --- |
| *Yes* | *No* |

**SC059Q09NA** Good science teachers are harder to attract compared with other subject teachers.

**SC059Q05NA** The laboratory materials are in good shape.

**SC059Q06NA** We have enough laboratory material that all courses can regularly use it.

**SC059Q07NA** We have extra laboratory staff that help support science teaching.

**SC059Q08NA** Our school spends extra money on up-to- date science equipment.

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

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

**SC175**

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

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

**SC175Q01JA** Science 01

Average minutes in a class period across all subjects, including

**SC175Q02JA**

science 01

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 | Organization of student learning at school |
| Construct | Average time in class period |
| Routing Information (if applicable) |  |
| Status from PISA 2022 (Unchanged, modified, new) | Modified |

**Question notes:** Changed mathematics to <school science>. Notes for translation/adaptation:

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

**SC176**

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

##### (Please select one response.)

|  |  |  |
| --- | --- | --- |
| **SC176Q01JA** | 15 students or fewer |  |
| **SC176Q01JA** | 16-20 students |  |
| **SC176Q01JA** | 21-25 students |  |
| **SC176Q01JA** | 26-30 students |  |
| **SC176Q01JA** | 31-35 students |  |
| **SC176Q01JA** | 36-40 students |  |
| **SC176Q01JA** | 41-45 students |  |
| **SC176Q01JA** | 46-50 students |  |
| **SC176Q01JA** | More than 50 students |  |

|  |  |
| --- | --- |
| 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 | Organization of student learning at school |
| Construct | Average number of students in science classes |
| Routing Information (if applicable) |  |
| Status from PISA 2022 (Unchanged,modified, new) | Modified |

**Question notes:** Changed mathematics to <school science>.

**SC003**

#### What is the average size of English/Language Arts classes in

#### grade 10 in your school?

##### (Please select one response.)

|  |  |  |
| --- | --- | --- |
| **SC003Q01TA** | 15 students or fewer |  |
| **SC003Q01TA** | 16-20 students |  |
| **SC003Q01TA** | 21-25 students |  |
| **SC003Q01TA** | 26-30 students |  |
| **SC003Q01TA** | 31-35 students |  |
| **SC003Q01TA** | 36-40 students |  |
| **SC003Q01TA** | 41-45 students |  |
| **SC003Q01TA** | 46-50 students |  |
| **SC003Q01TA** | More than 50 students |  |

|  |  |
| --- | --- |
| 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 | Organization 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.

**SC187**

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

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

##### (Please select one response in each row.)

**SC187Q01WA** Science classes include similar content, but

*For all classes*

*For some classes*

*Not for any classes*

at different levels of difficulty.

**SC187Q02WA** Different classes include different content or sets of science topics that have different

levels of difficulty (e.g., physics, chemistry or biology).

**SC187Q03WA** Students are grouped by ability within their science classes.

**SC187Q04WA** In science classes, teachers use pedagogy suitable for students with mixed abilities (i.e., students are not grouped by ability).

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| Year(s) Administered | 2022 |
| Content Domain Type | Domain-specific |
| Policy Content Area | School practices, policies, and infrastructure |
| Framework Cell | A4 |
| Module Label | Organization 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”.

**SC042**

##### Some schools organize instruction differently for students with different abilities.

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

##### (Please select one response in each row.)

**SC042Q01TA**

**SC042Q02TA**

Students are grouped by ability into different classes.

Students are grouped by ability within their classes.

*For all subjects*

*For some subjects*

*Not for any subjects*

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

**Question notes:** No changes are proposed from PISA 2022.

#### SC063 Which of the following science courses were available to grade 10 students last year or this year?

|  |  |  |
| --- | --- | --- |
|  | *(Please select all that apply.)* |  |
| **SC063Q01** | Physics |  |
| **SC063Q02** | Chemistry |  |
| **SC063Q03** | Biology |  |
| **SC063Q04** | Earth and space (e.g., geology, astronomy) |  |
| **SC063Q05** | Earth sciences (e. g., geography, oceanography, meteorology) |  |
|  | Environmental science (e. g. ecology) |  |
| **SC063Q06** |  |  |
| **SC063Q07** | Applied sciences and technology (e. g. aerospace) |  |
| **SC063Q08** | General or integrated science course |  |

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| 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.

#### SC406 To what extent can grade 10 students choose the following for their science courses?

##### (Please select one response in each row.)

*They cannot choose at all*

*They can choose to a certain extent*

*They can choose freely*

**SC406Q01** Students can choose the

 science course(s) they study

**SC40615Q02** Students can choose the level

of difficulty

**SC40615Q03** Students can choose the







number of science courses.



**SC40615Q04**

Students can choose from different teachers teaching the same course(s).



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| 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.

**SC184**

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

##### (Please select one response in each row.)

**SC184Q01JA** Science content

**SC184Q02JA** Science pedagogy/instruction

**SC184Q03JA** Science curriculum

**SC184Q04JA** Integrating digital resources into science instruction

**SC184Q06JA** Science assessment

**SC184Q07JA** Addressing individual students' needs (e.g., differentiated learning, differentiated instruction)

*Yes No*

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

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

**SC018**

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

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

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

*Full-time Part-time*

**SC018Q01TA** Teachers in TOTAL 01 02

Teachers fully certified by the state in their

**SC018Q02TA**

**SC018Q08JA**

**SC018Q09JA**

**SC018Q10JA**

main assignment field 01 02

Teachers with a Bachelor’s degree or equivalent

|  |  |  |
| --- | --- | --- |
|  | 01 |  02 |
|  | 01 |  02 |
|  | 01 |  02 |

Teachers with a Master’s degree or equivalent

Teachers with a Doctoral degree or equivalent

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

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

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

**Question notes:** No changes are proposed from PISA 2022.

#### SC025 During the last three months, what percentage of teaching staff in your school has attended a program of professional development?

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

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

**SC025Q01NA** All teaching staff at your school

01

**SC025Q02NA** Science teaching staff at your school 01

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

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

**Question notes:** Language from PISA 2015 adopted for 2025.

#### SC198 In your school, are science achievement data used in the following ways?

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

##### (Please select one response in each row.)

*Yes No*

**SC198Q01JA** Science achievement data are posted publicly (e.g., in the media)

**SC198Q02JA** Science achievement data are tracked over time by an administrative authority

**SC198Q03JA** Science achievement data are provided directly to parents or guardians

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

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

**SC037**

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

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

##### (Please select one response in each row.)

*Yes, this is*

**SC037Q01TA**

Internal evaluation/Self-evaluation

**SC037Q02TA**

External evaluation

**SC037Q03TA** Written specification of the school’s curricular profile and educational goals

**SC037Q04TA** Written specification of student

performance standards

**SC037Q05NA** Systematic recording of data such as teacher or student attendance and professional development

**SC037Q06NA** Systematic recording of student test results and graduation rates

**SC037Q07TA** Seeking written feedback from students (e.g. regarding lessons, teachers or resources)

**SC037Q08TA**

Teacher mentoring

**SC037Q09TA** Regular consultation aimed at school improvement with one or more experts over a period of at least six months

*mandatory,*

*e.g. based on district or ministry*

*Yes, based on*

*school No*

*initiative*

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

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

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

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

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

**SC200**

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

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

##### (Please select one response in each row.)

*Yes No Not applicable*

**SC200Q01JA**

**SC200Q02JA**

The results of external evaluation

led to changes in school policies.

We used the data to plan specific

action for school development.

We used the data to plan specific

**SC200Q03JA**

**SC200Q04JA**

action for the improvement of teaching.

We put measures derived from the results of external evaluations into practice.

***Help Button:***

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

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

**Question notes:** No changes are proposed from PISA 2022.

**SC034**

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

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

##### (Please select one response in each row.)

Mandatory standardized

*Never 1-2 times a year*

*3-5 times a year*

*Monthly*

*More than once a month*

**SC034Q01NA**

**SC034Q02NA**

tests, e.g., state or district tests

Non-mandatory standardized tests (e.g., publicly or commercially available standardized test material like PSAT)

**SC034Q03TA** Teacher-developed tests

Teachers’ judgmental

**SC034Q04TA**

***Help Button:***

ratings

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

This is a filter question:

If SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 (“Never”), respondents proceed to SC035.

Else respondents answer SC212.

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

**Question notes:** No changes are proposed from PISA 2022. Notes for translation/adaptation:

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

This is a filtered question:

Only if SC034Q01NA, SC034Q02NA, or SC034Q03TA is larger than response option 1 (“Never”), respondents proceed to SC035.

Else proceed to SC212.

**SC035**

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

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

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

*Standardized tests*

**A**

*Teacher-developed tests*

**B**

**SC035Q01N** To guide students’ learning

To inform parents or guardians

**SC035Q02T**

about their child’s progress

To make decisions about

**SC035Q03T**

students’ retention or promotion

To group students for

**SC035Q04T**

instructional purposes

To compare the school to

**SC035Q05T**

district, state, or national performance

To monitor the school’s

**SC035Q06T**

progress from year to year

To make judgements about

**SC035Q07T**

teachers’ effectiveness

To identify aspects of

**SC035Q08T**

instruction or the curriculum that could be improved

**SC035Q09N** To adapt teaching to the

students’ needs

To compare the school with

**SC035Q10T**

other schools

To award certificates to

**SC035Q11N**

students

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

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

**Question notes:** No changes are proposed from PISA 2022. Notes for translation/adaptation:

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

**SC032**

#### During the 2022-2023 school year, have any of the following methods been used to monitor the practice of teachers at your school?

##### (Please select one response in each row.)

*Yes No*

**SC032Q01TA** Tests or assessments of student achievement  

**SC032Q02TA**

Teacher peer review (of lesson plans, assessment instruments, lessons)

**SC032Q03TA** Principal or senior staff observations of lessons  

**SC032Q04TA**

Observation of classes by inspectors or other persons

external to the school

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

**Question notes:** No changes are proposed from PISA 2022.

**SC193**

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

##### (Please select one response in each row.)

|  |  |  |  |
| --- | --- | --- | --- |
| *No impact* | *Small impact* | *Moderate impact* | *Large impact* |

**SC193Q01WA** A change in salary

**SC193Q02WA** A financial bonus or another kind

of monetary reward

**SC193Q03WA** Opportunities for professional

 development activities

**SC193Q04WA** A change in the likelihood of career

 advancement

**SC193Q05WA** Public recognition from you

**SC193Q06WA** Changes in work responsibilities

that make the job more attractive

**SC193Q07WA** A role in school development initiatives

 (e.g., curriculum development group,

 development of school objectives)

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

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

**SC064**

#### During the 2022-2023 school year, what proportion of students’ parents or guardians participated in the following school-related activities?

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

**SC064Q05WA**

**SC064Q06WA**

**SC064Q01TA**

**SC064Q02TA**

**SC064Q04NA**

**SC064Q03TA**

*%*

Discussed their child’s behavior with a teacher on the

parents’ or guardians’ own initiative  01

Discussed their child’s behavior on the initiative of one

of their child’s teachers  01

Discussed their child’s progress with a teacher on the

parents’ or guardians’ own initiative  01

Discussed their child’s progress on the initiative of one

01

of their child’s teachers

Volunteered in physical or extra-curricular activities,

(e.g., building maintenance, carpentry, gardening or  01

yard work, school play, sports, field trip)

Participated in local school government (e.g., parent

01

council or school management committee)

**SC064Q07WA** Assisted in fundraising for the school 01

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

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

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

**Question notes:** No changes are proposed from PISA 2022.

**SC192**

#### During the 2022-2023 school year, how often has the school staff done each of the following?

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

##### (Please select one response in each row.)

*Never or almost never*

*A few times a year*

*A few times a month*

*Once a week or more*

**SC192Q01JA** Invited parents or guardians to volunteer for school activities

**SC192Q02JA** Initiated communications

with parents or guardians about school programs

**SC192Q03JA** Initiated communications

with parents or guardians about their child’s progress

**SC192Q04JA** Included parents or

guardians in making school decisions

**SC192Q05JA** Provided information to

parents or guardians about how to help students with homework and other curriculum- related activities

**SC192Q06JA** Provided information to

parents or guardians about how to help students improve their skills in science

|  |  |
| --- | --- |
| 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.)

**SC155Q01HA**

**SC155Q02HA**

**SC155Q03HA**

**SC155Q04HA**

**SC155Q05HA**

**SC155Q06HA**

**SC155Q07HA**

**SC155Q08HA**

**SC155Q09HA**

**SC155Q10HA**

The number of digital devices connected to the Internet is sufficient

The school’s Internet bandwidth or speed is sufficient

The number of digital devices for instruction is sufficient

Digital devices at the school are sufficiently powerful in terms of computing capacity

The availability of adequate software is sufficient

Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

Teachers have sufficient time to prepare lessons integrating digital devices

Effective professional resources for teachers to learn how to use digital devices are available

An effective online learning support platform is available

Teachers are provided with incentives to integrate digital devices in their teaching

*Strongly disagree*

*Disagree Agree Strongly*

*agree*

**SC155Q12** The curriculum of the school is suited for using digital devices effectively.

The school has sufficient supporting

**SC155Q13**

staff to solve technical problems.

|  |  |
| --- | --- |
| 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**

**SC224Q01JA**

**SC224Q01JA**

**SC224Q01JA**

**SC224Q01JA**

#### 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.)

Not prepared at all 

Not very prepared 

Well prepared 

Very well prepared 

|  |  |
| --- | --- |
| 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)

**SC158Q04H** Migration (movement of people)

**SC158Q07H** International conflicts

**SC158Q08H** Hunger or malnutrition in different parts of the world

**SC158Q09H** Causes of poverty

**SC158Q12H** Equality between men and women

 

 

 

 

 

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

**Question notes:** New item adapted from 2018.

**SC174**

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

##### (Please select one response.)

None 

One 

Two 

Three 

Four 

Five 

Six or more 

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

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

**SC150**

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

##### (Please select one response in each row.)

**SC150Q01IA** These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication).

**SC150Q02IA** Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication).

**SC150Q03IA** Before transferring to regular classes, these students receive some instruction in school subjects through their heritage language.

**SC150Q04IA** These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.

**SC150Q05IA** Class size is reduced to cater to the special needs of

these students.

*Yes No*

1



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

**Question notes:** No changes proposed from the 2022 FT. Suggestion to either change skill to capability or change example to “reading, use of grammar and vocabulary, communication”. Notes for translation/adaptation:

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

**SC163**

#### Which of the following world languages² can students in grade 10 take at your school this school year?

##### (Please consider regular lessons as well as other learning activities offered by the school.)

##### (Please select all that apply.)

|  |  |  |
| --- | --- | --- |
| **SC163Q02** | *French* |  |
| **SC163Q03** | *Chinese languages (e.g., Cantonese, Mandarin)* |  |
| **SC163Q04** | *German* |  |
| **SC163Q05** | *Spanish* |  |
| **SC163Q06** | *Italian* |  |
| **SC163Q07** | *Japanese* |  |
| **SC163Q08** | *Russian* |  |
| **SC163Q09** | *Arabic* |  |
| **SC163Q10** | *Vietnamese* |  |
| **SC163Q11** | *Tagalog* |  |
| **SC163Q13** | *Other language* |  |
| **SC163Q14** | *No world languages are offered in my school* |  |

|  |  |
| --- | --- |
| 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.)

**SC20401** Learning at least one world language² is compulsory in Grade 10.

*Yes No*

*It changes across the programs offered by the school*

**SC20402**

 Learning English² is compulsory in

 grade 10.   

|  |  |
| --- | --- |
| 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.

**SC255**

#### In your school, what percentage of grade 10 students learn other subjects (e.g. history, science) in the following world languages²?

##### (Please select one response in each row.)

*1% to*

*26% to*

*51% to*

*More*

*None*

*25%*

*50%*

*75%*

*than 75%*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SC25501** | In any world language² |  |  |  |  |  |
| **SC25502** | In English² |  |  |  |  |  |

|  |  |
| --- | --- |
| 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 schoolJoint learning of language- and non-language related content |
| Routing information (if applicable) | . |
| Status from PISA 2022 (unchanged, modified, new) | New |

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

Notes for translation/adaptation:

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

**SC261**

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

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

##### (Please select one response in each row.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *None* | *1-25%* | *26-**50%* | *51-**75%* | *76-**100%* |

**SC261Q01** Word processor (e.g., Microsoft®

WordTM)

**SC261Q02** Software for creating a multi-media presentation (e.g., Microsoft® PowerPointTM)

**SC261Q03** Software to create and edit videos

(e.g., iMovie, Final Cut Pro, InShot, Adobe Premiere)

**SC261Q04** Software to create and edit music

(e.g., Audacity, GarageBand)

**SC261Q05** Software for programming (e.g.,

Scratch, Python, Java)

**SC261Q06** Software to collect and record data (e.g., data loggers, Microsoft® Access™, Google® Form, spreadsheets)

**SC261Q07** Software for building or editing

webpages (e.g., WordPress, Wix)

**SC261Q08** Learning management system (e.g., Moodle, Schoology, Canvas)

**SC261Q09** Software for online collaborative

work (e.g., Miro, Google Jamboard)

**SC261Q10** Virtual or augmented reality

software

|  |  |
| --- | --- |
| 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 (focusing on software) in addition to question SC004 (focusing on hardware). The list of items was developed to cover the content of a question that is administered in student, parent, and teacher questionnaires.

**SC262**

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

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

##### (Please select all that apply.)

*Yes No*

**SC262Q01** Each student is provided with a digital device to

use at school.

**SC262Q02** Students have to share a digital device in the classroom because there are not enough devices for each student.

**SC262Q03** Digital devices are used for extracurricular activities at school.

**SC262Q04** The use of digital devices is restricted to the computer laboratories.

**SC262Q05** Students can bring the school’s digital devices home for educational purposes.

**SC262Q06** Students bring their own digital devices for learning at school.

|  |  |
| --- | --- |
| Years Administered | New |
| Content Domain Type | General |
| Policy Content Area | Digital learning |
| Framework Cell |  |
| Module Label | Organization 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 |

**SC265**

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

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

##### (Please select one response in each row.)

**SC265Q03**

**SC265Q04**

**SC265Q05**

**SC265Q06**

**SC265Q07**

**SC265Q08**

**SC265Q09**

Integrating digital resources in teaching

Communicating with students and parents using digital devices

Using digital resources to collaborate with other teachers

Supporting students’ autonomous learning with digital resources

Using digital resources for student assessment

Ensuring the inclusion of all students when using digital resources and devices

Using digital resources to personalize learning

*None or hardly any*

*Some of them*

*Most of them*

*All or nearly all*

**SC265Q10** Teaching media literacy to students

Teaching students how to create and

**SC265Q11**

**SC265Q12**

modify digital content in multiple formats

Teaching students how to use digital technologies safely and ethically

**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.)

**SC266Q01**

To enhance students’ capacity to learn on their own

*No priority*

*Low priority*

*Medium priority*

*High priority*

**SC266Q02** To support students’ capacity to

plan, monitor and evaluate their learning

**SC266Q03** To teach students when and how

they should seek for help in their study

**SC266Q04** To teach students how to use the

feedback they receive from teachers

**SC266Q05** To give students advice on how to manage negative emotions related to learning (e.g., frustration, anxiety, boredom)

**SC266Q06** To teach students how to give

feedback to each other as part of group work

**SC266Q07** To train students carry out complex projects over multiple days

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

**SC267**

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

##### (Please select one response in each row.)

*Never or*

|  |  |  |  |
| --- | --- | --- | --- |
| *almost never* | *lessons* | *lessons* | *almost every lesson* |

*Some*

*Many*

*Every lesson or*

**SC267Q01** Students are taught remotely via online lessons.

**SC267Q02** Students work individually with digital devices in the classroom.

**SC267Q03** Students study on their own using online materials distributed to them

**SC267Q04** Logs from Learning Management Systems (e.g., Moodle, Schoology, Canvas) are used for assessment.

**SC267Q05** Students participate in online

collaborative activities (e.g., digital presentations or projects).

**SC267Q06** Students learn online through courses offered by external providers (e.g., teachers in other schools, universities, commercial software).

Students create or edit digital, open

**SC267Q07**

resources (e.g., public blogs, wikis, videos, podcasts)

|  |  |
| --- | --- |
| Years Administered | New |
| Content Domain Type | General |
| Policy Content Area | Digital learning |
| Framework Cell |  |
| Module Label | Organization 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**

**SC268Q01**

**SC268Q02**

**SC268Q03**

**SC268Q04**

**SC268Q05**

**SC268Q06**

**SC268Q07**

**SC268Q08**

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

##### (Please select one response in each row.)

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Strongly disagree* | *Disagree* | *Agree* | *Strongly agree* | *Does not apply* |

We use digital resources to make teaching more effective.

We use digital resources to strengthen students’ skills to learn on their own.

We use digital resources to provide personalized learning opportunities.

We use digital resources to enhance students’ capacity to work in groups.

We use digital resources to help students learn how to use them safely outside of school.

We use digital resources to track students’ progress.

We use digital resources to help low-achieving students catch up with their peers.

We use digital resources to engage high-achieving students.

**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 |

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

**SC209**

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

##### (Please select one response in each row.)

**SC209Q01JA**

**SC209Q02JA**

**SC209Q03JA**

**SC209Q04JA**

**SC209Q05JA**

**SC209Q06JA**

*Yes No*

I have shared information about the PISA test

administration with the staff at my school.

I have shared information about the PISA test

administration with the students at my school.

I have shared information about the PISA test administration with the parents or guardians of students at my school.

I have spoken to teachers at my school about the importance of the PISA test.

I have spoken to parents or guardians about the importance of the PISA test.

I have encouraged the students at my school to do their best during the PISA test.

|  |  |
| --- | --- |
| 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.