

Program for International Student Assessment 2025 (PISA 2025)

Appendix C2-a PISA 2025 Questionnaire - Student Core 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**

Table of Contents

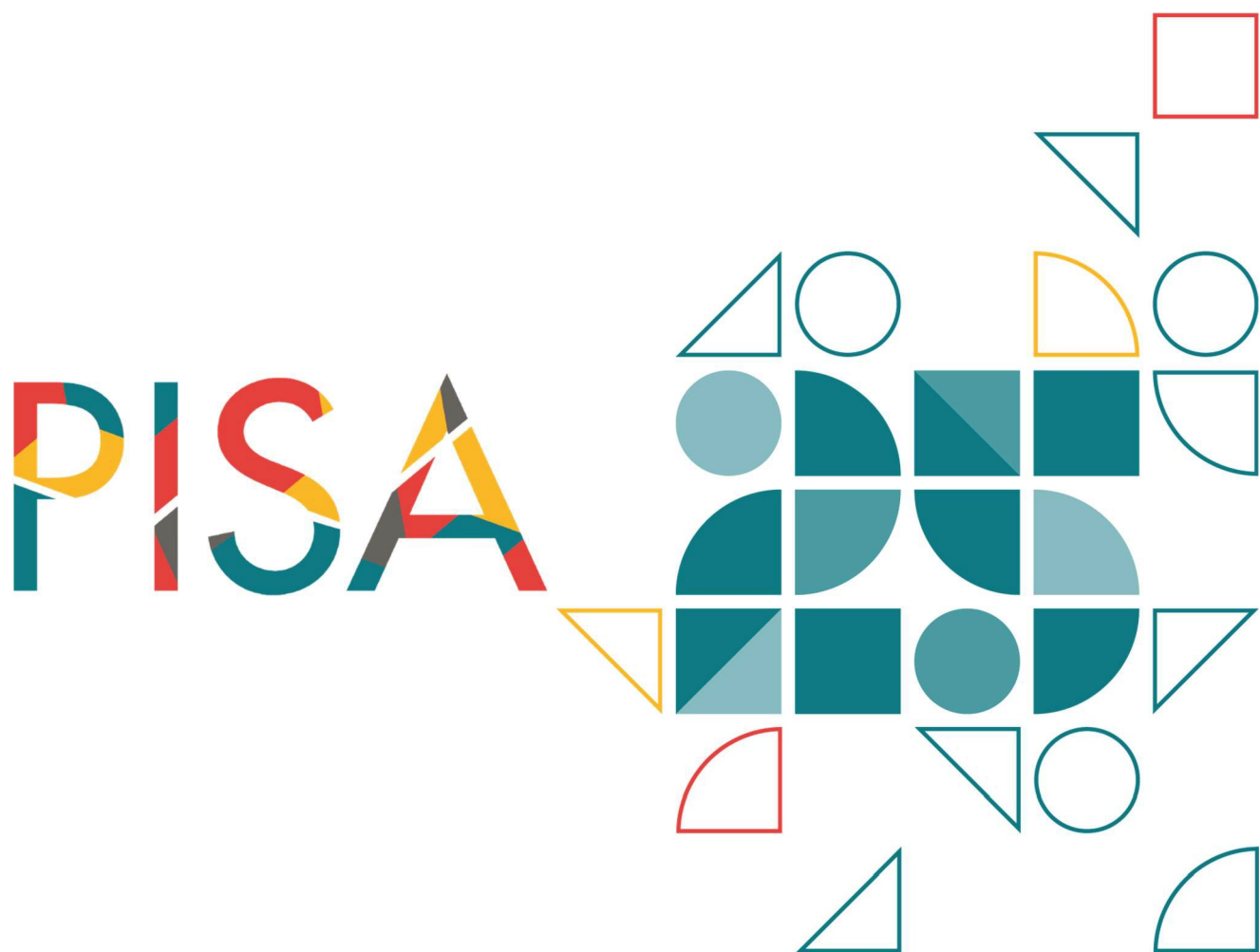
| | |
|----------------------------------|---|
| Student Core Questionnaire | 1 |
|----------------------------------|---|

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
Student Questionnaire



STUDENT QUESTIONNAIRE FOR PISA 2025





Welcome to the PISA 2025 Computer Based Questionnaires

Please login

Login:

Password:

Login

Copyright © 2016 - All rights reserved

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

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

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

Note that, in April 2025, the confidentiality pledge shown above was revised to read:

The National Center for Education Statistics (NCES) is authorized to conduct the Program for International Student Assessment (PISA) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. § 9543), and to collect students' education records from educational agencies or institutions for the purpose of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information [you / your child] provide may be used only for the purposes of research, statistics, and evaluation under ESRA 2002 (20 U.S.C. § 9573) and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. § 9573).

No change was made to the listed burden statement.

ST001

What grade are you in?

ST001Q01TA

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

Select...

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

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

Question notes: This question is consistent with previous cycles.

ST003

On what date were you born?

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

ST003Q01TA Day Select... ▾
1
2
3
4
5
6
7
8
9
10
...

ST003Q02TA Month Select... ▾
January
February
March
April
May
June
July
August
September
October
November
December

ST003Q03TA Year Select... ▾
2007
2008
2009
2010
2011

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

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

Question notes: This question is consistent with previous cycles

ST004

What is your sex?

(Please select one response.)

Female

Male

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

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

(Please select one response.)

I am Hispanic or Latino

I am not Hispanic or Latino

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

(Please select one response.)

White

Black or African American

Asian

American Indian or Alaska Native

Native Hawaiian or other Pacific Islander

ST227

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

Which of the following statements best describes your living situation?

(Please select one response.)

ST227Q01JA I live some of the time in one home and some of the time in another home.

ST227Q01JA Other (e.g., I live in a foster home, I live in a shelter, I do not live in a permanent home)

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

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

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

ST250

Which of the following are in your home?

(Please select one response in each row.)

Yes No

ST250Q01JA

A room of your own

ST250Q02JA

A computer (laptop, desktop, or tablet) that you can use for school work

ST250Q03JA

Educational Software or Apps

ST250Q04JA

Your own cell phone with Internet access (e.g., smartphone)

ST250Q05JA

Internet access (e.g., Wi-fi) (excluding through smartphones)

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

| | | Yes | No |
|----------|---|--------------------------|--------------------------|
| ST360Q02 | Tap water for consumption | <input type="checkbox"/> | <input type="checkbox"/> |
| ST360Q03 | A driveway or garage | <input type="checkbox"/> | <input type="checkbox"/> |
| ST360Q14 | A swimming pool or outdoor hot tub/jacuzzi | <input type="checkbox"/> | <input type="checkbox"/> |
| ST360Q15 | A house security system (including alarms or surveillance cameras) | <input type="checkbox"/> | <input type="checkbox"/> |
| ST360Q19 | A subscription to TV or streaming services (cable TV, satellite TV, Netflix, Hulu, Disney+, Amazon Prime) | <input type="checkbox"/> | <input type="checkbox"/> |
| ST360Q20 | Domestic workers (housekeeper, gardener, driver) | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST251

How many of these items are there at your home?*(Please select one response in each row.)*

| | | <i>None</i> | <i>One</i> | <i>Two</i> | <i>Three or more</i> |
|------------|--|--------------------------|--------------------------|--------------------------|------------------------------|
| ST251Q01JA | Cars, vans, or trucks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST251Q03JA | Rooms with a bath or shower | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST251Q04JA | Rooms with a toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST251Q06JA | Musical instruments (e.g. guitar, piano, violin) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST254 **How many of the following digital devices are in your home?**

(Please select one response in each row.)

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| | <i>None</i> | <i>1 or 2</i> | <i>3 - 5</i> | <i>More than 5</i> | <i>I don't know.</i> |
| ST254Q01JA Televisions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST254Q02JA Desktop computers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST254Q03JA Laptop computers or notebooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST254Q04JA Tablets (e.g., iPad, Galaxy Book, Surface, Chromebook) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST254Q05JA E-book readers (e.g., Amazon Kindle) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST255

How many books are there in your home?

There are usually about 15 books per foot of shelving. Do not include magazines, newspapers, or your schoolbooks. (Please select one response.)

- ST255Q01JA There are no books.
- ST255Q01JA 1-10 books
- ST255Q01JA 11-25 books
- ST255Q01JA 26-100 books
- ST255Q01JA 101-200 books
- ST255Q01JA 201-500 books
- ST255Q01JA More than 500 books

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

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

ST274

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

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

(Please select one response in each row.)

| | | Yes | No, cannot afford it | No, other reason |
|------------|---|--------------------------|----------------------------|--------------------------|
| ST274Q01JA | Two pairs of properly fitting shoes, including a pair of water-resistant boots or shoes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST274Q02JA | Some new (not second-hand) clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST274Q08JA | Outdoor leisure equipment (e.g., bicycle, roller skates, skateboard) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST274Q09JA | Indoor games (e.g., board games, card games, video game console) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

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

ST275

Do you do the following activities regularly?

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

(Please select one response in each row.)

| | | <input type="checkbox"/> Yes | No, <input type="checkbox"/> cannot afford it | No, other <input type="checkbox"/> reason |
|------------|--|------------------------------|---|---|
| ST275Q01JA | Eat fresh fruit and vegetables daily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST275Q02JA | Eat protein (e.g., meat, fish, tofu, beans, lentils) daily | | | <input type="checkbox"/> |

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

| | | | | |
|------------|---|--------------------------|--------------------------|--------------------------|
| | Attend leisure activities that cost | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST275Q04JA | money, such as sport events, cinema, or concert, etc. | | | |
| ST275Q06JA | Participate in school trips and school events that cost money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

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

ST231

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

This may include:

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

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

(Please select one response.)

- | | | |
|------------|--------------|--------------------------|
| ST231Q01JA | None | <input type="checkbox"/> |
| ST231Q02JA | One | <input type="checkbox"/> |
| ST231Q03JA | Two | <input type="checkbox"/> |
| ST231Q04JA | Three | <input type="checkbox"/> |
| ST231Q05JA | Four or more | <input type="checkbox"/> |

NOTE for OAT - If the student selects none - the next set of items are completely skipped. If the student selects one - items ST232, ST... are administered.

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

ST232

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

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

(Please select one response)

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

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

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

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

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

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

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

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

1 Parent – Branch E (Grandmother)

ST233

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

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

(Please select all that apply)

You selected 'Grandmother as your parent or guardian

- | | | |
|------------|---|--------------------------|
| ST233Q03JA | High school diploma or equivalent | <input type="checkbox"/> |
| ST233Q04JA | Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> |
| ST233Q05JA | Associate's degree | <input type="checkbox"/> |
| ST233Q06JA | Bachelor's degree or equivalent | <input type="checkbox"/> |
| ST233Q07JA | Master's degree or professional degree (e.g., law, medicine) or equivalent | <input type="checkbox"/> |
| ST233Q08JA | Doctoral degree or equivalent | <input type="checkbox"/> |
| ST233Q09JA | My parent or guardian does not have any of these qualifications. | <input type="checkbox"/> |

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

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

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

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

1 Parent – Branch E (Grandmother)

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

(Please select all that apply.)

You selected 'Grandmother' as your parent or guardian

ST234Q02JA My parent or guardian can write in *English*.

ST234Q03JA My parent or guardian can neither read nor write in *English*.

ST234Q04JA I don't know whether my parent or guardian can read or write in *English*.

ST234Q05JA My parent or guardian can read in *another language besides English*.

ST234Q06JA My parent or guardian can write in *another language besides English*.

ST234Q07JA My parent or guardian can neither read nor write in *another language besides English*.

ST234Q08JA I don't know whether my parent or guardian can read or write in *another language besides English*.

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

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

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

1 Parent – Branch E (Grandmother)

ST332

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

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

You selected ‘Grandmother’ as your parent or guardian

ST332Q01JA

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

Please type in the job title _____ 01

ST332Q02JA

What does your parent or guardian do in her or his main job?

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

_____ 01

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

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

ST235

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

Who are your parents or guardians?

(Please select one in each column)

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

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

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

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

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

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

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

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

ST236

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

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

(Please select all that apply)

You selected Mother as your parent or guardian #1

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

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

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

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

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

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

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

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

2 Parents – branch Mother no qualifications

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

(Please select all that apply.)

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

ST237Q01JA My parent or guardian can read in *English*.

ST237Q02JA My parent or guardian can write in *English*.

ST237Q03JA My parent or guardian can neither read nor write in *English*.

ST237Q04JA I don't know whether my parent or guardian can read or write in *English*.

ST237Q05JA My parent or guardian can read in *another language besides English*.

ST237Q06JA My parent or guardian can write in *another language besides English*.

ST237Q07JA My parent or guardian can neither read nor write in *another language Besides English*

ST234Q08JA I don't know whether my parent or guardian can read or write in *another language besides English*.

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

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

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

2 Parents – branch Step-father, foster father, adoptive father no qualifications

ST238 **Can your parent or guardian #2 do the following?**

(Please select all that apply.)

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

- | | | |
|------------|---|--------------------------|
| ST238Q01JA | My parent or guardian can read in <i>English</i> . | <input type="checkbox"/> |
| ST238Q02JA | My parent or guardian can write in <i>English</i> . | <input type="checkbox"/> |
| ST238Q03JA | My parent or guardian can neither read nor write in <i>English</i> . | <input type="checkbox"/> |
| ST238Q04JA | I don't know whether my parent or guardian can read or write in <i>English</i> . | <input type="checkbox"/> |
| ST238Q05JA | My parent or guardian can read in <i>another language besides English</i> . | <input type="checkbox"/> |
| ST238Q06JA | My parent or guardian can write in <i>another language besides English</i> . | <input type="checkbox"/> |
| ST238Q07JA | My parent or guardian can neither read nor write in <i>another language besides English</i> . | <input type="checkbox"/> |
| ST238Q08JA | I don't know whether my parent or guardian can read or write in <i>another language besides English</i> . | <input type="checkbox"/> |

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

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

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

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

ST244

Do your parents or guardians have a paid job?

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

(Please select one response.)

You selected ‘Mother’ as your parent or guardian #1

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

| | | Yes | No | <i>I don’t know</i> |
|------------|-----------------------|--------------------------|--------------------------|-----------------------------|
| ST244Q01JA | Parent or guardian #1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST244Q02JA | Parent or guardian #2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

2 Parents – branch Mother job

ST248 **The following questions concern your parent’s or guardian’s #1 job.**

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

You selected ‘Mother’ as your parent or guardian #1

ST248Q01JA What is your parent or guardian #1 main job?
(e.g., school teacher, cook, sales manager, lawyer)

Please type in the job title. _____01

ST248Q02JA What does your parent or guardian #1 does in her or his main job?
(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law) *Please use a sentence to describe the kind of work she or he does or did in that job.*

_____01

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

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

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

ST249 **The following questions concern your parent's or guardian's #2 job.**

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

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

ST249Q01JA What is your parent or guardian #2 main job?
(e.g., school teacher, cook, sales manager, lawyer)

*Please type in the job title.*_____01

ST249Q02JA What does your parent or guardian #2 does in her or his main job?
(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, practices law)*Please use a sentence to describe the kind of work she or he does or did in that job.*

_____01

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

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

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

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

ST005
your mother? What is the highest level of schooling completed by

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

(Please select one response.)

- ST005Q01JA High school diploma or equivalent
- ST005Q01JA Junior high or middle school
- ST005Q01JA Primary or elementary school
- ST005Q01JA She did not complete Primary or elementary school.

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

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

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

ST006

Does your mother have any of the following qualifications?

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

(Please select one response in each row.)

| | | Yes | No |
|------------|---|--------------------------|--------------------------|
| ST006Q01JA | Doctoral degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST006Q02JA | Master's degree or professional degree (e.g., law, medicine) or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST006Q03JA | Bachelor's degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST006Q04JA | Associate's degree | <input type="checkbox"/> | <input type="checkbox"/> |
| ST006Q05JA | Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST007

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

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

(Please select one response.)

- ST007Q01JA High school diploma or equivalent
- ST007Q01JA Junior high or middle school
- ST007Q01JA Primary or elementary school
- ST007Q01JA He did not complete Primary or elementary school.

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

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

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

ST008

Does your father have any of the following qualifications?

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

(Please select one response in each row.)

| | | Yes | No |
|------------|---|--------------------------|--------------------------|
| ST008Q01JA | Doctoral degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST008Q02JA | Master's degree or professional degree (e.g., law, medicine) or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST008Q03JA | Bachelor's degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> |
| ST008Q04JA | Associate's degree | <input type="checkbox"/> | <input type="checkbox"/> |
| ST008Q05JA | Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

ST014

The following two questions concern your mother's job:

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

ST014Q01TA

What is your mother's main job?

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

Please type in the job title _____01

ST014Q02TA

What does your mother do in her main job?

(e.g., teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team, practices law)

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

_____01

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

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

ST015

The following two questions concern your father’s job:

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

ST015Q01TA

What is your father’s main job?

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

Please type in the job title _____01

ST015Q02TA

What does your father do in his main job?

(e.g., teaches high school students, helps prepare meals in a restaurant, manages a sales team, practices law)

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

_____01

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

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

ST260/ST493

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

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

(Please select one response in each row.)

| | | | | | | |
|----------|--|--|---|--|--|---|
| ST260Q01 | Your status in society is something that you can't really change very much | <i>Strongly disagree</i> <input type="checkbox"/> | <i>Disagree</i> <input type="checkbox"/> | <i>Neither agree or disagree</i> <input type="checkbox"/> | <i>Agree</i> <input type="checkbox"/> | <i>Strongly agree</i> <input type="checkbox"/> |
|----------|--|--|---|--|--|---|

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

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

ST021

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

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

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

ST021Q01TA

Select...

age 0-1

age 1

age 2

age 3

age 4

age 5

age 6

age 7

age 8

age 9

age 10

age 11

age 12

age 13

age 14

age 15

age 16

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

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

Question notes: No changes proposed from PISA 2022.

ST022

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

(Please select one response.)

- ST022Q01TA English
- ST022Q01TA Spanish
- ST022Q01TA Other language

| | |
|---|--|
| Year(s) Administered | 2000, 2003, 2006, 2009, 2012, 20 15, 2018, 2022 |
| Content Domain Type | General |
| Policy Content Area | Student background |
| Framework Cell | B1 |
| Module Label | Migration and language exposure |
| Construct | Primary home language |
| Routing Information (if applicable) | |
| Within-Construct Matrix Sampling | |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged |

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

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

(Please select one response.)

- ST333Q01JA One
- ST333Q01JA Two
- ST333Q01JA Three
- ST333Q01JA Four or more

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

Question notes: No changes proposed from PISA 2022.

ST226

How long have you been enrolled at this school?

(Please select one response.)

ST226Q01JA Three or more school years, not including this school year

ST226Q01JA Two school years, not including this school year

ST226Q01JA One school year, not including this school year

ST226Q01JA I came to this school at the start of this school year.

ST226Q01JA I came to this school after the start of this school year.

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

Question notes: No changes are proposed from PISA 2022.

ST125

How old were you when you started pre-school?

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

ST125Q01NA

Years

Select...

1 year or younger

2 years

3 years

4 years

5 years

6 years or older

I did not attend pre-school

I attended pre-school but do not remember when I started

I do not know if I attended pre-school

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

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

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

The questionnaire framework includes this note:

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

ST127

Have you ever repeated a grade?

(Please select one response in each row.)

| | | <i>No, never</i> | <i>Yes, once</i> | <i>Yes, twice or more</i> |
|------------|-----------------|--------------------------|--------------------------|-------------------------------|
| ST127Q01TA | At grades 1-6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST127Q02TA | At grades 7-9 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST127Q03TA | At grades 10-12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Question notes: No changes are proposed from PISA 2022.

ST062

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

(Please select one response in each row.)

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

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

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

ST034

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

(Please select one response in each row.)

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

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

Question notes: Consistent with previous cycles.

ST038

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

(Some experiences can also happen in social media.)

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>A few times a year</i> | <i>A few times a month</i> | <i>Once a week or more</i> |
|------------|--|--|--|--|--|
| 01 | | | | | |
| ST038Q04NA | Other students made fun of me. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| ST038Q05NA | I was threatened by other students. | | | | |
| ST038Q07NA | I got hit or pushed around by other students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST038Q08NA | Other students spread nasty rumors about me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST038Q09NA | Information about me that was upsetting was published online without my consent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

ST265

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

(Please select one response in each row.)

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

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

Question notes: No changes are proposed from PISA 2022.

ST294

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

(Please select one response in each row.)

| | | <i>0 days</i> | <i>1 day</i> | <i>2 days</i> | <i>3 days</i> | <i>4 days</i> | <i>5 or more days</i> |
|------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ST294Q04JA | Work for pay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST294Q05JA | Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST295

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

(Please select one response in each row.)

| | | <i>0 days</i> | <i>1 day</i> | <i>2 days</i> | <i>3 days</i> | <i>4 days</i> | <i>5 or more days</i> |
|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ST295Q04JA | Work for pay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST295Q05JA | Exercise or practice a sport (e.g., running, cycling, aerobics, soccer, skating, football) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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

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

ST263

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| ST263Q02JA | You have a certain amount of intelligence, and you really can't do much to change it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST263Q04JA | You have a certain amount of science ability, and you really can't do much to change it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST059

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

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

| | | |
|------------|---|----------|
| ST059Q01TA | Number of class periods per week in English/Language Arts | _____01 |
| ST059Q02TA | Number of class periods per week in mathematics | _____ 01 |
| ST059Q03TA | Number of class periods per week in science | _____ 01 |
| ST059Q04HA | Number of class periods per week in foreign language | _____01 |
| ST059Q05HA | Total Number of class periods per week in all subjects, including subjects not listed above | _____ 01 |

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

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

ST094

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| ST094Q01NA | I generally have fun when I am learning science topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST094Q03NA | I am happy working on science topics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST094Q43NA | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I enjoy acquiring new knowledge in science. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST094Q05NA | I am interested in learning about science. | | | | |

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

Question notes: No changes proposed

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

ST131

How much do you agree with the statements below?

(Please select one response in each row.)

| | | <i>Strongly agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|----------|--|---------------------------|--------------------------|--------------------------|------------------------------|
| ST131Q02 | Good answers are based on evidence from many different experiments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST131Q04 | One important part of science is doing experiments to come up with ideas about how things work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST131Q10 | Information from one source should be checked from a range of other trustworthy sources before it is accepted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST131Q12 | There are some questions that scientists cannot answer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST131Q13 | New discoveries can change what scientists think is true. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST131Q17 | We should rely more on common sense and less on scientific studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

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



ST264/ST498

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

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>Once</i> | <i>Twice</i> | <i>Three times</i> | <i>Four times</i> | <i>Five or more times</i> |
|----------|---|--------------------------------------|-------------|--------------|------------------------|-----------------------|---------------------------------------|
| ST264Q01 | Watch science-related documentaries (e.g., about animals, health) | | | | | | |
| ST264Q09 | Attend science clubs | | | | | | |
| ST264Q11 | Enter science competitions | | | | | | |
| ST264Q03 | Conduct a science investigation at home | | | | | | |

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

Question notes: New question for PISA 2025.

ST071

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

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

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

- ST071Q01 Science _____(hours)₀₁
- ST071Q04 English/Language arts _____(hours)₀₁
- ST071Q05 Other Subjects _____(hours)₀₁

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

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

ST297/ST502

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

(Please select one response in each row.)

| | | Yes | No |
|------------|---|--------------------------|--------------------------|
| ST297Q01JA | Individual tutoring with a person in the same room | <input type="checkbox"/> | <input type="checkbox"/> |
| ST297Q06JA | Large group study or practice (8 or more students) where the tutor and the students are in the same room | <input type="checkbox"/> | <input type="checkbox"/> |
| ST297Q04JA | Group real-time lessons given by a tutor on a video communication program (e.g. Zoom™, Google® Meet™, Microsoft® Teams) | <input type="checkbox"/> | <input type="checkbox"/> |
| ST297Q03JA | Internet, computer program or application or video-recorded lessons | <input type="checkbox"/> | <input type="checkbox"/> |

I

This is a filter question:

If the answer is something else than “I do not participate in additional <School science> instruction.” respondents proceed to ST298

Else proceed to ST334.

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

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

ST296

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

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

| | | |
|------------|---|------------------------------|
| ST296Q03JA | Science homework | _____ (hours) _{.01} |
| ST296Q05 | English/Language Arts homework | _____ (hours) _{.01} |
| ST296Q06 | World languages (other than English/Language Arts) homework | _____ (hours) _{.01} |
| ST296Q04JA | Total time for all homework in all subjects, including subjects not listed above | _____ (hours) _{.01} |

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

Question notes: Order changed to reflect primary domain.

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

Students

(Please select one response in each row.)

| | | <i>Every lesson</i> | <i>Most lessons</i> | <i>Some lessons</i> | <i>Never or almost never</i> |
|----------|---|--------------------------|--------------------------|--------------------------|--|
| ST393Q02 | develop models or simulations to help explain natural phenomena (e.g., earthquakes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST393Q04 | carry out an experiment to investigate a scientific question | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST393Q07 | use computer software to investigate data or solve problems (e.g., complex calculations). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST393Q08 | develop explanations of phenomena (e.g., climate change) based on scientific evidence or models | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST393Q09 | develop scientific arguments using evidence to support a claim | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST393Q11 | critically evaluate the credibility and trustworthiness of online scientific information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Question notes: New for PISA 2025.

ST300

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

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>About once or twice a year</i> | <i>About once or twice a month</i> | <i>About once or twice a week</i> | <i>Every day or almost every day</i> |
|------------|--|--|---|--|---|--|
| ST300Q01JA | Discuss how well you are doing at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST300Q05JA | Talk to you about any problems you might have at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST300Q08JA | Take an interest in what you are learning at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST300Q09JA | Talk to you about your future education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST300Q10JA | Ask you what you did in school that day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

ST327

Which of the following qualifications do you expect to complete?

(Please select one response in each row.)

| | | Yes | No | <i>I don't know.</i> |
|------------|---|--------------------------|--------------------------|------------------------------|
| ST327Q01JA | Junior high or middle school | | | |
| ST327Q03JA | High school diploma | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST327Q04JA | Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST327Q05JA | Associate's degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST327Q06JA | Bachelor's degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST327Q07JA | Master's degree or professional degree (e.g., law, medicine) or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST327Q08JA | Doctoral degree or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Question notes: No changes are proposed from PISA 2022.

This is a filtered question:

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

ST394/ST516

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

(Please tick one response in each row.)

| | | <i>Yes</i> | <i>No</i> |
|----------|---|--------------------------|--------------------------|
| ST394Q01 | Further education is not required for my chosen career | <input type="checkbox"/> | <input type="checkbox"/> |
| ST394Q03 | I cannot afford tuition fees | <input type="checkbox"/> | <input type="checkbox"/> |
| ST394Q09 | I am not doing very well at school | <input type="checkbox"/> | <input type="checkbox"/> |
| ST394Q10 | I am unsure if further education will be needed for my career | <input type="checkbox"/> | <input type="checkbox"/> |
| ST394Q11 | I plan to start work immediately after finishing school | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|----------------------|---------|
| Year(s) Administered | NEW |
| Content Domain Type | General |

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

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

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

ST324

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| ST324Q10JA | School has done little to prepare me for adult life when I leave school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST324Q11JA | School has been a waste of time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST324Q13JA | School has taught me things which could be useful in a job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Question notes: No changes are proposed from PISA 2022.

ST329

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

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

ST329Q01JA

01

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

Question notes: Consistent with previous cycles.

ST395

Which of the following skills have you acquired?

(Please select one response in each row.)

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

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

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

ST396/ST527

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

(Please select one response.)

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

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

Question notes: Based on recommendation from Framework.

ST397/ST528

Which of the following qualifications do you think your parents/guardians expect or want you to complete?

(Please select one response.)

- ST397Q01 Junior high or middle school
- ST397Q02 High school diploma or equivalent
- ST397Q03 Vocational or technical certificate/diploma after high school (such as cosmetology or auto mechanics)
- ST397Q04 Associate's degree
- ST397Q05 Bachelor's degree or equivalent
- ST397Q06 Master's degree or professional degree (e.g., law, medicine) or equivalent
- ST397Q07 Doctoral degree or equivalent

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

Question notes: Based on recommendation from framework.

ST100

How often do these things happen in your science lessons?

(Please select one response in each row.)

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

| | |
|--|---|
| Year(s) Administered | 2015 |
| Content Domain Type | Domain |
| Policy Content Area | Teaching practices and learning opportunities |
| Framework Cell | A3 |
| Module Label | Science Teacher behaviors |
| Construct | Science teacher support |
| Routing Information (if applicable) | |
| Within-Construct Matrix Sampling | |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged from 2015 |

Question notes: No changes are proposed from PISA 2022.

How often do these things happen in your science lessons?

(Please select one response in each row.)

ST273/ST465

| | | <i>Every lesson</i> | <i>Most lessons</i> | <i>Some lessons</i> | <i>Never or almost never</i> |
|------------|---|--------------------------|--------------------------|--------------------------|--------------------------------------|
| ST273Q01JA | Students do not listen to what the teacher said. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST273Q02JA | There is noise and disorder. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST273Q03JA | The teacher has to wait a long time for students to quiet down. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST273Q04JA | Students cannot work well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST273Q05JA | Students do not start working for a long time after the lesson begins. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST273Q06JA | Students get distracted by using digital resources (e.g., smartphones, websites, apps). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|---|
| Year(s) Administered | 2022 (adapted for science) |
| Content Domain Type | Domain-specific |
| Policy Content Area | Teaching practices and learning opportunities |
| Framework Cell | A3 |
| Module Label | Science Teacher behaviors |
| Construct | Disciplinary climate in science |
| Routing Information (if applicable) | No |
| Within-Construct Matrix Sampling | No |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Modified (mathematics to science) |

Question notes: Modified from 2022.

ST104

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

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

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>Some lessons</i> | <i>Many lessons</i> | <i>Every lesson or almost every lesson</i> |
|------------|--|--|--------------------------|--------------------------|--|
| ST104Q03NA | The teacher tells me in which areas I can still improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST104Q04NA | The teacher tells me how I can improve my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|---|
| Year(s) Administered | 2015 |
| Content Domain Type | Domain-specific |
| Policy Content Area | Teaching practices and learning opportunities |
| Framework Cell | A3 |
| Module Label | Science Teacher behaviors |
| Construct | Science teacher feedback |
| Routing Information (if applicable) | No |
| Within-Construct Matrix Sampling | No |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged from 2015 |

Question notes: No new changes requested

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

ST281/ST468

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>Less than half of the lessons</i> | <i>About half of the lessons</i> | <i>More than half of the lessons</i> | <i>Every lesson or almost every lesson</i> |
|------------|--|--|--|--|--|--|
| ST281Q09 | The teacher asked us to debate scientific topics with other members of the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST281Q08JA | The teacher asked us to discuss with each other what we learned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST281Q10 | The teacher asked us to explain a scientific principle to the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST281Q11 | The teacher asked us to work on a class project in small groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|---|
| Year(s) Administered | 2015 (adaptation of ST281 with new items) |
| Content Domain Type | Domain-specific |
| Policy Content Area | Teaching practices and learning opportunities |
| Framework Cell | A3 |
| Module Label | Science Teacher behaviors |
| Construct | Scientific collaborative reasoning |
| Routing Information (if applicable) | |
| Within-Construct Matrix Sampling | |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Modified |

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

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>Less than half of the lessons</i> | <i>About half of the lessons</i> | <i>More than half of the lessons</i> | <i>Every lesson or almost every lesson</i> |
|------------|---|--|--|--|--|--|
| ST285Q06JA | The teacher asked us to think about how new and old scientific topics were related. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST285Q08JA | The teacher told us to keep trying even when we face difficulties with a science task. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST285Q09JA | The teacher taught us to memorize scientific facts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST285Q10 | The teacher asked us to explain a scientific principle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ST285Q11 | The teacher asked us to explain how we would design an experiment to address a scientific problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|-------------------------------------|---|
| Year(s) Administered | 2022 (adaptation of ST285 with some modified and new items) |
| Content Domain Type | Domain-specific |
| Policy Content Area | Teaching practices and learning opportunities |
| Framework Cell | A3 |
| Module Label | Science Teacher behaviors |
| Construct | Explicit instruction |
| Routing Information (if applicable) | |
| Within-Construct Matrix Sampling | |

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

ST331

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

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

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

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

(Please select one response in each row.)

ST331Q01JA

How much effort did you put into doing well on the PISA test?

| | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

ST331Q02JA

How much effort would you have invested if your results from the PISA test were going to be counted in your grades?

| | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

ST331Q03JA

Now think about the PISA questionnaire you just answered. How much effort did you put into giving accurate answers?

| | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

| | |
|--|---|
| Year(s) Administered | 2022 |
| Content Domain Type | General |
| Policy Content Area | Student beliefs, attitudes, feelings, and behaviors |
| Framework Cell | B2 |
| Module Label | PISA preparation and effort |
| Construct | Effort on PISA achievement test and questionnaires |
| Routing Information (if applicable) | |
| Within-Construct Matrix Sampling | |
| Booklet Number | |
| Status from PISA 2022 (Unchanged, modified, new) | Unchanged |

Question notes: No changes are proposed from PISA 2022.

LDW01

For each activity, please indicate how often you use it.

(Please select one response in each row.)

| | | <i>Very rarely</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very often</i> |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| LDW01Q02 | I plan my approach to studying. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW01Q03 | In order to identify gaps in my knowledge, I make a summary of the most important points without using my documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW01Q04 | I ask myself questions about the material to check if I have material to check if I have understood everything. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW01Q06 | If I notice that my approach to studying is not successful, I change it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LDW02

We would like to learn more about how you learn.

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|----------|--|--|--|--|--|
| LDW02Q01 | When I do not fully understand something, I ask my classmates. | | | | |
| LDW02Q02 | I make sure I get help from my teachers when I need it. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| LDW02Q05 | If I ask my teacher for help, I prefer to be given hints or clues rather than the whole answer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW02Q06 | I only ask for help after trying hard to find the solution on my own. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LDW09

This school year, how often did you do the following tasks using digital resources in your classes?

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very often</i> |
|----------|--|--|--------------------------|--------------------------|--------------------------|
| LDW09Q01 | Search for and find relevant information online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q02 | Assess the quality of information you found online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q03 | Write or edit text for a school assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q04 | Create a multi-media presentation (with sound, pictures, or video) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q05 | Create and edit videos (e.g., iMovie, Final Cut Pro, InShot, Adobe Premiere) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q06 | Create and edit music (e.g., Audacity, GarageBand) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q07 | Create a computer program, macro or app (e.g., in Scratch, Logo, VBA, Java) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q08 | Collect and record data (e.g., using data loggers, Microsoft® Access™, Google® Form, spreadsheets) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q09 | Build or edit a webpage (e.g., using WordPress, Wix, SquareSpace, HTML5up) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q10 | Play digital learning games (e.g., Atlantis Remixed, Duolingo®) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q11 | Create shared documents online for collaboration with others (e.g., using Google Docs, Dropbox) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q12 | Do science exercises online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW09Q13 | Program robots | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> |

LDW09Q14

Use virtual or augmented reality

LDW04

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| LDW04Q01 | I enjoy finding solutions to problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW04Q03 | I like situations where I have to think hard about something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW04Q04 | I like complicated problems more than simple problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW04Q05 | I keep working on a problem even if I might not be able to solve it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LDW03

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| LDW03Q02 | I evaluate my accomplishments at the end of each study session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW03Q03 | I ask for feedback on my performance from someone who is more capable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LDW17

How often do you use digital resources in the following subjects?

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

(Please select one response in each row.)

| | | <i>Never or almost never</i> | <i>In less than half of the lessons</i> | <i>In about half of the lessons</i> | <i>In more than half of the lessons</i> | <i>In every or almost every lesson</i> | <i>I do not have this subject</i> |
|----------|--|--|---|---|---|--|---|
| LDW17Q01 | Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q02 | Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q03 | English/Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q05 | Social studies (e.g., history, geography, civics, law, economics). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q06 | Creative arts (e.g., visual arts, music, dance, drama). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q07 | World language(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDW17Q08 | Practical or vocational (e.g., mechanics and repair, healthcare occupations, construction trades) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LDW11

To what extent do you agree or disagree with the following statements about using digital resources for your schoolwork?

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

(Please select one response in each row.)

| | | <i>Strongly disagree</i> | <i>Disagree</i> | <input type="checkbox"/> <i>Agree</i> | <i>Strongly agree</i> | |
|----------|--|--------------------------|--------------------------|---|---|--------------------------|
| LDW11Q01 | Digital resources help me learn complex things | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| LDW11Q02 | Digital resources make the content that I am learning more interesting | | | | | |

