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PISA 2018 MATERIALS PREPARATION: FIELD TRIAL QUESTIONNAIRES

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INTRODUCTION

1. This document sets out instructions for National Project Managers (NPMs) and National Centre staff responsible for national translations and adaptations of the PISA 2018Field Trial versions of questionnaires.

2. **The structure of this document follows the overall Workflows for translation, adaptation and verification that are displayed in detail in Annex 1.**

3. Please refer to the National Project Manager (NPM) manual for a full description of PISA standards, testing languages, the Translation Plan and recruitment of translators; and to the PISA2018 Translation and Adaptation Guidelines for detailed explanations on the double translation and reconciliation procedure.

4. The table below shows the key documents that are essential for the translation, adaptation and preparation of the PISA 2018 questionnaires.

Table 1. Key documents

Reference	Document Title
<CY7_GEN_PISA2018_TrAd_GDL.docx>	PISA 2018Translation and Adaptation Guidelines
<CY7_1510_GEN_NPMManual_Part1_1.docx>	PISA 2018NPM Manual
<CY7_CBA_PISA2018_QATUserGuide.pdf>	QAT Users Guide
< PISA2018_QAT_Video_Tutorial>	Short video tutorials on the use and functions of the QAT available on PISA Portal in Navigation Links >> More Links
<CY7_CBA_PISA2018_CondensedQATUserGuide.pdf>	QAT User Guide – short version
<CY7_Video_Tutorials_Adapt_Transl_Verif_QQ>	Short video tutorials on the Adaptation, Translation Implementation and Post-Verification Review available on PISA Portal in Navigation Links >> More Links
<CY7_User_Guides_Adapt_Transl_Verif_QQ>	User Guides on the Adaptation, Translation Implementation and Post-Verification Review available on PISA Portal in Navigation Links >> More Links
<CY7_1605_QQ_Consistency_Tools_lll_CCC>	Lists of recurring terms that can be used for creating glossaries and performing consistency checks in questionnaires, available on PISA Portal in Documents > Materials > 2018 Field Trial Resources > Translation > Translation Kit > Consistency Tools
CY7_1605_QQ_List_New_Questions_and_Question_Items	Available on PISA Portal in Documents > Materials > 2018 Field Trial Resources > Translation > Translation Kit > Consistency Tools

Standards and Conventions for the Adaptation and Translation of PISA Questionnaires

Internationally Equivalent PISA Materials

5. The equivalence of questionnaires with the international source versions and the policy of using unchanged trend questions are the subject of PISA Standards 4.3, 4.4 and 5.1, displayed in the NPM manual.

6. For PISA 2018, trend questions that were used in PISA 2015 will be transferred centrally to the national computer-based questionnaires. Those questions will be locked to NPM access. If any corrections in these trend questions need to be implemented, they must be negotiated with the Core A Contractor during the adaptation negotiation stage (see below).

7. In PISA 2018, all questionnaires and options will be computer based in most countries. Only the Parent Questionnaire option will be exclusively paper based.

Languages to be Used

8. The PISA Standard that relates to the test languages used in PISA is displayed in the NPM manual.

9. The NPM should develop as many versions of the questionnaires as there are languages of instruction used in the schools selected for the national sample. The identification of test languages was part of Sampling Task 0 (ST0) and is now completed.

Questions and Items

10. In this document and in all correspondence with the Core A Contractor (DIPF) and with the Core D Contractor (cApStAn), a “question” refers to the question stem, the instructions to the respondent, the response categories and the different items. An “item” refers to a response option within a question, for which the respondent typically needs to select a response category.

National Adaptations

11. *National adaptations* are intentional deviations from the international source version to conform to local usage or context. The adaptations that are indicated in the Questionnaire Adaptation Spreadsheet (QAS, see Chapter 4 for details) <between angular brackets> and in red font are compulsory, i.e., “forced adaptations”. A number of these compulsory adaptations are also earmarked as a requirement in the Notes for National Project Managers and in the annotated questionnaire documents. Furthermore, there are terms that might be adapted, but where an adaptation is no requirement, for example, “school leaving certificate”. Additional modifications of questions may be necessary to fit the national and cultural context. All adaptations, both required and desired, have to be negotiated with the Core A Contractor via the QAS. For more details, see Chapter 4 in this document. Videos and User Guides show the “How To” process in detail.

Amount of Material to Translate, Adapt and Review

12. There are two standard questionnaires in PISA: the Student Questionnaire (STQ) and the School Questionnaire (SCQ). In addition, there are six optional questionnaires: the "Familiarity with Information and Communication Technology Questionnaire" (ICQ), the Educational Career Questionnaire (ECQ), the Financial Literacy Questionnaire (FLQ), and the Well-Being Questionnaire (WBQ) for students, as well as the Parent Questionnaire (PAQ) and the Teacher Questionnaire (TCQ),

13. For those countries testing with pencil and paper instruments, the standard questionnaires will exist in paper-based format. However, the main format of assessment in PISA 2018 will be the computer-based assessment. Of the optional questionnaires, the ICQ, the ECQ, the FLQ, the WBQ and the TCQ will be assessed in computer-based form only, while the PAQ will be administered in paper-based form only.

14. In principle, participating countries have already communicated their decision regarding administration mode and participation in optional questionnaires. Countries will have varying numbers of questions to adapt and translate depending on a) the options they have selected for PISA2018, and b) their participation in previous PISA cycles and questionnaire options.

15. For PISA 2018, trend questions that were used in PISA 2015 will be transferred centrally to the national computer-based questionnaires. Those questions will be locked to NPM access. If any corrections in these trend questions need to be implemented, they must be negotiated with the Core A contractor.

16. The table below indicates the total word counts for each questionnaire, the word counts of trend questions within each questionnaire, and the respective target population. Please note that trend word count can vary on a national level if your country did not participate in all previous cycles of PISA or TALIS.

Table 2. PISA2018 Questionnaires: Indicative Word Counts and Target Population

Questionnaire	Total word count	Trend word count	Target population	Delivery mode
STQ	**7.472**	2.793	15-year-old students	computer-based/ paper-based
SCQ	**4.029**	1.887	School principals	computer-based / paper-based
ECQ	**1.605**	193	15-year-old students	computer-based
ICQ	**2.291**	1.807	15-year-old students	computer-based
FLQ	**1902**	0	15-year-old students	computer-based
WBQ	**2.207**	138	15-year-old students	computer-based
TCQ	**6.329**	1.842	Teachers	computer-based
PAQ	**4.952**	1.563	Parents of 15-year-old students	paper-based

Dual Approach: Trend Questions and New Questions

17. Each country may have a different mix of trend questions and new questions, depending on the mode selected, and whether they participated in the computer-based assessment of questionnaires in PISA 2015. Questions that were used in PISA 2015 will be colour-coded in the Master QAS.

18. The countries who did not participate in previous PISA cycles should treat all the questions as new and follow the procedure for new questions. The QAS they receive will be tailored accordingly and will not have highlighted trend questions.

19. You will have read-only access to trend questions for which existing national versions are available, and which are transferred into your PISA 2018 national Questionnaire Authoring Tool (QAT).

20. You will review the imported trend questions. Some of them will be marked as needing updates. You will propose the updates in the QAS along with adaptations for new questions in Workflow Step 1.0 – Negotiation.

21. The updates agreed upon by Core A Contractor will be implemented centrally by Core D Contractor in Workflow Steps 2.0 to 2.2 – Verification. You will review the implemented updates in Workflow Step 2.4 – Implementation of Review Feedback.

22. For the new questions and question items, you will enter your adaptations – i.e., intentional deviations from the international source to conform to local usage or national context – in the QAS, and these adaptations will be discussed with the Core A Contractor until an agreement is reached. At the same time, you will request any updates to the trend items, also via the QAS to be discussed with the Core A Contractor, as stated in (20) above.

23. For the new questions, you will follow the double translation and reconciliation procedure described in the NPM Manual and in the PISA2018 Translation and Adaptation Guidelines. A list of new questions is available in Annex 5 and in the Translation Kit. It can also be shared with the translators.

24. A number of new question items are added to existing trend questions as response options. In the QAT, you will add these response options and enter your final translations. A List of New Question Items in Trend Questions is enclosed to this document in Annex 5. It is also available in the Translation Kit, to be shared with the translators.

25. You will enter your final translations, which will reflect agreed-upon adaptations, into the QAT or your paper-based questionnaire forms. The verifiers will have read-only access to your translation in the QAT, and will document their verifier interventions in the QAS.

26. In a nutshell: There are two separate procedures for trend questions and for new questions.

- For trend questions that will be transferred centrally from PISA 2015, you will not be able to edit your translations from previous cycles, so changes that you think should be made must be requested in the QAS, and they will be implemented centrally.

- For new questions, the verifiers will not be able to edit your new translation in the QAT (or paper-based questionnaire forms), so corrections that they believe should be made must be described by the verifiers in the QAS, and will then be implemented by the National Centres.

- The transfer of trend questions for paper-based questionnaires will be the responsibility of the National Centres.

27. The respective Workflows for the translation, adaptation and verification of computer-based and paper-based questionnaires are described in Annex 1.

Timeline

28. **Preliminary** key dates for the preparation of your Field Trial Questionnaires are listed in the table below:

Table 3. Key dates

Action	Date
Negotiation of Student Demographic Tables (Study Programme Table)	Until January 11, 2016
Dispatch of Master QAS	April 1, 2016
NPM Meeting in Prague	March 14-18, 2016
Country review of QAS	As agreed upon in your Preferred Verification Schedule (PVS)
Dispatch of final ENG source version of all questionnaires, implemented in Master version of QAT	April 1, 2016
Dispatch of FRA source version of all questionnaires (for reference)	April 1, 2016
Translation of new questions	As agreed upon in your PVS
Adaptation approval process in QAS (new questions)	As agreed upon in your PVS
Verification window	As agreed upon in your PVS

29. Preferred Verification Schedules will need to be filled in by each country. The Preferred Verification Schedule (PVS) is used to negotiate an individual timeline for the translation and verification of the questionnaires and cognitive items based on your Field Trial date. TheWorkflow of the national versions is also set up on the basis of the PVS. It is available on the PISA 2018 Portal (http://pisa.ets.org/portal) for all countries. You can access this file through the Tasks Tab of the portal.

Dispatch Formats

Questionnaire Authoring Tool (QAT)

30. The majority of the PISA2018countries will administer questionnaires in computer-based mode. The Master version of all trend and new questions [1] will be available in English in the Questionnaire Authoring Tool (QAT), together with related instructions. Please refer to the QAT User Guides for specific instructions on how to implement your national version in the QAT. These are CY7_CBA_PISA2018_QATUserGuide.pdf and CY7_CBA_PISA2018_CondensedQATUserGuide.pdf, available on the PISA Portal in Documents/Materials/2018 Field Trial Resources/Questionnaires/QAT. Note that there is a user-friendly functionality in the QAT to export to PDF format.

Student Questionnaire

[1]Except for the optional Parent Questionnaire, available in paper-based format only.

31. The Student Questionnaire will have two rotated versions in the Field Trial, and each version will contain a common core of questions. However, the untranslated version in the QAT will contain the common core questions only in Booklet 1. Once the common core has-been verified, you will copy ('move') the verified common core questions from Booklet 1 to Booklet 2 of the Student Questionnaire (Workflow Step 2.4). This will ensure identical translations in both booklets. A list of the questions common for the two booklets is available in Annex 6.

Teacher Questionnaires

32. There will be two teacher questionnaires for PISA 2018. One questionnaire will be administered to a sample of teachers eligible for teaching the test language (Reading Teacher Questionnaire), and one questionnaire to be administered to a sample of teachers for all other subjects. There is an overlap of parallel questions between these questionnaires. Please make sure to provide the same translation for these parallel questions. Like for the Student Questionnaire, some common questions will only appear in the General Teacher questionnaire. Once all has been verified in the General Teacher Questionnaire, you'll copy the verified common questions from the General Teacher Questionnaire to the Reading Teacher Questionnaire (Workflow Step 2.4). They are indicated in the All Notes Version of the questionnaires. A list of the questions common for the General Teacher Questionnaire and the Reading Teacher Questionnaire is available in Annex 7.

Additional Formats

33. In general, the English Master versions of the questionnaires will be provided in electronic format in the QAT. In addition, an "All-Notes" version with information for NPMs and translators about issues associated with particular questions will be provided, in Word format and in PDF. The Notes version will also indicate whether the question was used in the PISA 2006, 2009 or 2012 Main Study, and if applicable any modifications that have since been made to the question. To consult them easily, they are included in shortened form in the QAS, too.

34. For countries testing paper based, a formatted Word version of the Student Questionnaire and School Questionnaire will be provided as templates for the national questionnaires.

35. The international optional Parent Questionnaire is available in paper-based format only.

French Source Version

36. The added value of being able to translate from two different source versions (or at least to double check those materials that were double-translated from English against the French source version) has been recognised. The full process of developing a French source version (double translation, reconciliation, expert review, equivalence check, linguistic purity check) will be implemented, and the resulting French version will be dispatched in MS Word format and PDF – for reference only – three weeks after the dispatch of the English source version for documentation for the NPM meeting, i.e., on April 1, 2016.

CHAPTER 1 – ADAPTATION NEGOTIATION

37. Adaptations to the questionnaire instruments will require a deep understanding of the educational structure of the country: The NPM or someone appointed by the NPM will need to work with the reconciler to document all national adaptations deemed necessary in the questionnaire material. Together, they will need to complete the QAS as per instructions in Chapter 4.

38. The NPM will also need to submit the translated material and the national adaptations to the country's **National Expert Committee** for discussion and approval.

39. The national QAS should then be submitted to the Core A Contractor by uploading to the PISA Portal, as described in the Workflow. The entire process of submitting and negotiating adaptations should take place according to your PVS.

Workflow Step 1.0 – 1.1: Negotiation of Proposed Adaptations with the Core A Contractor

40. A questionnaire expert from the Core A Contractor will consider the adaptations documented in the QAS, and approve or not approve (giving reasons), or request further information regarding each adaptation (for details about the negotiation process, please refer to Chapter 4.

41. **Negotiating adaptations to questions is likely to be an iterative communication process involving the National Centre and the Core A Contractor. NPMs should factor this into their scheduling plans and ensure that adequate resources are in place for a rapid turnaround of requests from the Core A Contractor**.

42. Following the resolution of all issues related to the adaptation of the questionnaires, an approved QAS will be returned to the NPM.

43. The negotiation of the adaptations will be carried out in the ***Questionnaire Adaptation Spreadsheet (QAS)*** via the PISA Portal in Workflow Step 1.0.

44. You will describe all adaptations that your country intends to introduce in the questionnaires in the ***Questionnaire Adaptation Spreadsheet (QAS)*** and submit it for approval to the Core A Contractor. Materials submitted for verification should reflect all agreed-upon adaptations described in the QAS. Before submitting the translation for verification, you will review it and make sure that all the agreed-upon adaptations are duly and correctly reflected in it.

45. Detailed instructions on the use of the QAS are included in Chapter 4 in this document. Videos and User Guides to guide you through the steps are available on the PISA Portal in Navigation Links >>More Links.

Harmonization

46. Harmonization is needed to ensure international comparability after a question has been adapted, especially when the structure of the question has been changed. Therefore, in such cases, you will be asked to provide harmonization information on some adaptations (i.e., to map the values of your nationally adapted variable to the original international variable) during negotiation (Step 1.0 in the Workflow). A Quick Reference Guide for Data Management National Adaptations and Harmonization is included in Annex 6.

CHAPTER 2 – TRANSLATION, VERIFICATION AND FINAL CHECK

Translation into National Questionnaires with Documentation of All Proposed Adaptations

47. Countries should organise for the translation of material following the detailed advice provided in the *PISA 2018Translation/Adaptation Guidelines.*

48. New questions should be translated using the "double translation and reconciliation" design. The reconciled national version of new questions (and trend questions that are regarded as new for your country) should be implemented in the Questionnaire Authoring Tool (QAT). Training will be conducted at the NPM Meeting in March 2016.

Workflow step 1.2: Implementation of Your Final Translation of New Questions in the Questionnaire Authoring Tool (QAT) (or in Paper-based Forms)

49. If your country administers computer-based questionnaires: Once an approved QAS has been returned to the National Centre, the NPM should then review their national version in the QAT and make sure that it correctly reflects all agreed-upon adaptations (Step 1.2in the Workflow). Once you have finalised your questionnaires in the QAT (see QAT Users' Manual), you need to return to the PISA Portal, upload the QAS and click on the button "Finish Task" to validate the step and make it available for your Verification Coordinator (Core D Contractor). Before you finalise your questionnaires, please make sure that they reflect the approved QAS (Step 1.1 in the Workflow).

50. If your country administers paper-based questionnaires, the agreed-upon adaptations from the QAS must be echoed in the paper-based questionnaire forms, which will be uploaded to the PISA Portal for verification, together with the QAS.

51. The submission dates for this material must comply with your PVS dates. **Verification of questionnaires will be performed only if the QAS has been approved by the Core A Contractor and only if complete instruments are submitted (STQ, SCQ and all international options if applicable)**. It is strongly recommended that the national versions in different languages be submitted at the same time.

Workflow Step 2.0 – 2.3: International Verification of New Questions

52. For PISA 2018, as for PISA 2015, the Core D Contractor - cApStAn - will act as verification co-ordinator for all translated/adapted test materials and questionnaires (English as well as non-English). For new questions, the entire verification feedback will be entered in the QAS. The verifiers have: (i) a column for verifier intervention category; (ii) a column to explain the issue they are concerned with; (iii) a column to enter the proposed edited target version. If you administer paper-based questionnaires, the same procedure will apply, although there will be no column (iii) because interventions will be implemented in the questionnaires in Word format submitted for verification.

53. The questionnaire team at the Core A Contractor will review the verification feedback and indicate verifier interventions that require follow-up before the QAS is made available to the National Centre again.

Workflow Step 2.4: Implementation of Feedback from Verification Process

54. Not all verifier interventions will be labelled as "requiring follow-up" by the Core A Contractor. For example, if the verifier proposes to fix a typo or an incorrect subject/verb agreement that makes a sentence ungrammatical, these are corrections at a purely linguistic level, which should not give cause to any controversy and therefore do not require further follow-up. However, this does not imply that such corrections are less important.

55. When the National Centre disagrees with corrections that require follow-up, they should discuss this with the Core A Contractor in the QAS via the PISA Portal (See Chapter 4) until the issue is resolved.

56. If you are administering computer-based questionnaires, you will need to implement verifier interventions in the QAT as needed: Corrections labelled as requiring follow-up must be implemented as agreed, while the other corrections/suggestions are left to the National Centre's discretion.

57. If you are administering paper-based questionnaires, the same procedure will be followed. If your paper-based questionnaires have been edited in track changes mode, it is the National Centre's responsibility to accept/reject corrections and suggestions as needed.

Workflow step 3.0: Final Check of Questionnaires

58. Once you have finalised your questionnaires, a final check will be performed by cApStAn to assess whether all verifier interventions labelled as requiring follow-up have been addressed in a satisfactory and consistent manner (Steps 3.0-3.3 in the Workflow). This will be documented in the final check columns of the QAS. The Core A Contractor will review this final check feedback and approve the QAS (Step 3.4 in the Workflow).

CHAPTER 3 - FINALIZATION OF THE QUESTIONNAIRES

Workflow Step 3.5: Harmonization Check

59. Once the final check is performed, the data management team will take a look at the harmonization information included in your QAS to make sure all is completed as expected. (Step 3.5 in the Workflow). If any remaining problems are detected, you'll be contacted by the Data Management Team to correct them (Step 3.6 in the Workflow). You'll have to upload your updated QAS and send it back for final approval. Please note that you need to take care of your harmonization from the beginning of the workflow (Step 1.0) as this step is mandatory for all your adapted questions.

Workflow step 3.7: Preparation for the Field Trial

60. After the harmonization is completed, the technical questionnaire team will run a set of checks on your questionnaires (Step 3.7 in the Workflow). The final check will be mainly technical to make sure nothing is missing before your Field Trial: check that your translated interface is integrated correctly, your fonts are validated, etc.

Production Mode

61. As soon as the Core A Contractor validates the last step in the PISA Portal (Step 3.7 in the Workflow), the questionnaire will be in production mode, and you will receive an email stating that the

online questionnaires are ready for the Field Trial and all the student questionnaires are ready to be integrated into the Student Delivery.

CHAPTER 4 –QUESTIONNAIRE ADAPTATION SPREADSHEET (QAS) INSTRUCTIONS

62. This chapter is designed to provide NPMs with an overview of the different steps involved in completing the Questionnaire Adaptation Spreadsheet (QAS).

63. The Questionnaire Adaptation Spreadsheet is provided to:

- negotiate and document national adaptations to existing translations of trend questions imported from archives of the versions countries administered in previous cycles.
- negotiate and document national adaptations to new questions.
- facilitate and document the international verification of adapted questionnaires.
- facilitate and document recoding of national data for the purpose of data management.

64. All questionnaire material will be reflected in the Questionnaire Adaptation Spreadsheet.

65. For countries that participated in PISA 2015, trend questions from PISA 2015 will be highlighted. Furthermore, all questionnaire items with a compulsory, i.e. “forced” adaptation are highlighted as well, enabling an easy check for whether all adaptations were taken care of by the NPM.

66. In the QAS, there will be one worksheet for each questionnaire being implemented in the PISA 2018 Field Trial.

67. To easily facilitate this process, the QAS also includes the adaptation and translation notes that are in the questionnaire source in Word format.

68. A legend of the QAS is included in a separate worksheet.

69. The different stages and steps to be taken on the PISA Portal are defined as follows:

- Stage 1 on the PISA Portal:
- Step 1.0 involves the documentation of adaptation and harmonization. This includes the requested adaptations in the questions and question items, possible desired adaptations in the new questions and question items and the requested updates to the trend items. The National Centre will record all the adaptations in the QAS as described in Chapter 4.
- The existing translations of trend questions have been imported from your national 2015 QAT into your national 2018 QAT unchanged. You will not be able to edit these translations. You will review the imported trend questions prior to the Negotiation Step in the Workflow (1.0).
- Countries that assessed on paper in PISA 2015 and are assessing in computer mode in this cycle will have the instructions unlocked in their transferred trend questions. They

should adapt them to computer-based assessment. In Annex 3 you will find the list of instructions for reference when checking consistency.

- A number of questions that have construct similarities are administered in two or more questionnaires. The translations of items that are identical in the source should be identical in the target. Please check consistency of translations across the questionnaires following the list Construct Similarities available in Annex 7. We recommend sharing this list with the translators. To this purpose, it is available in excel format in <CY7_1603_QQ_Consistency_Tools_lll_CCC> on PISA Portal in Documents > Materials > 2018 Field Trial Resources > Translation > Translation Kit > Consistency Tools.

- Please ensure that the new items are consistent with the trend items, and not vice versa. To this end, you may make available to the translators the lists in Annex 4 and the Consistency Tools, and use them when reviewing the translation. These consistency tools are also available in the Translation Kit, and can be used for ensuring coherent translation in new items, and shared with the translators.

- Any requested or desired updates to those translations should be recorded in the QAS by the National Centre in Step 1.0 in the Workflow, and will be implemented centrally for PISA 2018[2] in Workflow Steps 2.0-2.2.

- Step 1.1 involves adaptation negotiation and agreement and occurs between the National Centre and DIPF, by uploading and downloading the national QAS on the PISA Portal. Once DIPF has agreed to all adaptations, the QAS will be uploaded again to the PISA Portal and Step 1.2 will commence.

- Step 2.0 to Step 2.2 is verification by cApStAn. First, the verifier will check that each text segment in the target questionnaire matches either the source version (when no adaptation has been made) or the agreed-upon back translation (in case of adaptation). The verifier has read-only access to the national version of new questions and question items and editing access to the national version of trend questions and question items. For the countries that assess on computer (CBA), the verifier will implement the requested updates in the trend questions and question items as documented and agreed-upon in the QAS. For the countries that assess on paper (PBA), the National Centre will have implemented these updates in the national version during the translation and adaptation of new questions and question items (Step 1.2).

- In Step 2.3, DIPF will review all documented verifier interventions and will determine whether the changes suggested by the verifier require follow-up. The QAS will be uploaded to the PISA Portal and it will be available for the National Centre to implement verifier corrections and suggestions, and respond to possible comments.

- In Step 2.4, the National Centre will implement the verification feedback in the national version and will make the post-verification questionnaires available for a final check.

[2]The optional Parent Questionnaire will exist in paper-based format only and, for those countries that administer this option, it is proposed to process the entire Parent Questionnaire adaptation process at the same time as the Trend QAS, i.e.,during Stage 1.

Any issues with corrections requiring follow-up will be recorded in the QAS which will subsequently be uploaded to the PISA Portal.

These steps are described in more detail below in the section 'How to complete the QAS'.

70. The QAS is designed to clarify the proposed national adaptations and is used to describe in detail whether and how the national structure concerning context questionnaire data differs from the international structure.

71. *National Adaptations* are intentional deviations from the international source version to conform to local usage or context. There are mandatory adaptations that have to be addressed and negotiated by each country. Additional modifications of questions might be necessary to fit the national and cultural context. Likewise, these have to be negotiated via the QAS.

72. Mandatory adaptations, that is, all occurrences of words and phrases typed in red and enclosed in angular brackets <like this>, must be addressed in the corresponding cell highlighted in yellow (i.e., column 8a, as described later in this document. See also Notes for National Project Managers in the annotated questionnaire documents).

73. Some of the mandatory adaptations in trend items coming from PISA 2015 will need to be updated. They are highlighted in red font in the QAS, and a note drawing attention to the update is included to this end, as shown in the QAS Legend.

74. The trend item update negotiation process must be completed at the same time as the negotiation of the adaptations for new items (Workflow Steps 1.0 – 1.1). At the end of Step 1.1, the QAS must be agreed upon before the verification of your questionnaires can commence. The approved QAS will also be used in the data cleaning of the national database.

75. Required adaptations and any further modifications of questionnaires need to be reviewed and agreed upon by DIPF. Non-approved modifications may lead to the deletion of the data from the international database.

76. A final version of the QAS, including any subsequent variable modifications, will need to be submitted with the data after the Field Trial, to be used in the data cleaning process.

77. Please refer to the QAS Legend (Figure 16) for an illustration of the visual formatting in the QAS for different text elements in the questionnaires.

The Structure of the Questionnaire Adaptation Spreadsheet (QAS)

78. The QAS worksheet for each questionnaire contains 25 main columns, grouped in blocks according to the Workflow (see *Figure 1*). The first 5 columns are pre-populated by the PISA 2018 contractors DIPF, ETS and cApStAn (See *Figure 2*). The columns in the Step 1 – Adaptation block are reserved for Adaptation negotiation and agreement. Verification will be documented in the Step 2 – Verification block and completion of final check will be documented in Step 3.

Figure 1. Blocks in the QAS

Pre-populated by PISA 2018 Contractors	STEP 1 - ADAPTATION	STEP 2 - VERIFICATION	STEP 3 - FINAL CHECK

Figure 2. Block pre-populated by PISA 2018 Contractors

Pre-populated by PISA 2018 Contractors				
A	B	C	D	E
Int. Q ID (Screen ID in QAT)	Int. Item ID	International English Version	Notes for NPM	Notes for translator

Figure 3 – Workflow Step 1 – Adaptation

STEP 1 - ADAPTATION							
1.1 Negotiation							
English translation of the national version (ONLY of the <adaptation>)	Translation in national language (ONLY of the <adaptation>)	Justification for proposed changes; national centre comment	Harmonization	Nat. ID (if applicable)	QQ Team Harmonization verification (indicate notes	Questionnaire Team	Agreement Status

Figure 4 – Workflow Step 2 – Verification

STEP 2 - VERIFICATION					
2.0 Verification			*2.3 Verification review*		*2.4 Implementation Review feedback & 3.3 Implementation Final Check*
Verifier intervention	Verifier comment	Verified target version	Questionnaire team post-verification comment	Correction status	National Centre post-verification comment

Figure 5 – Workflow Step 3 – Final Check

STEP 3 - FINAL CHECK				
3.0 Final Check	*3.4 Questionnaire Team final check*	*3.5 Harmonization check*	*3.6 Harmonization corrections*	ETS final check
Verifier final check comment	Post-Final check comment	DM comment	National centre post-DM comment	Sign off

Block Pre-populated by PISA 2018 Contractors

Figure 6. Block pre-populated by PISA 2018 Contractors

A	B	C	E	F
		PISA 2018 Field Trial Questionnaires		
NOTE to NPM: Questions with YES in column J (Harmonization) MUST include a harmonization and the appropriate harmonization mapping information completed in the sheet "Harmonization" For any questions concerning harmonization of the variables, please contact PISA Questionnaires Content Issues (PISA-QuestionnaireContent@dipf.de) and PISA Data Management (PISA-DataMgmnt@ets.org).				
		Pre-populated by PISA 2018 Contractors		
Int. Quest. ID (QAT Screen ID)	Internat. Item ID	International English version	Notes for NPM	Notes for translator
SC156		Does your school have any of the following?	Adapted from Survey of schools: ICT and education and asks about school ICT strategies.	Adapted from Survey of schools: ICT and education and asks about school ICT strategies.
SC156		*(Please select one response in each row.)*		
SC156	01	Yes		
SC156	02	No		
SC156	Q01HA	Its own written statement about the use of digital devices		

Column A: The International Question ID– Screen ID corresponds to the ID seen in the QAT screen in CBA

Figure 7a. The Screen ID in the QAT

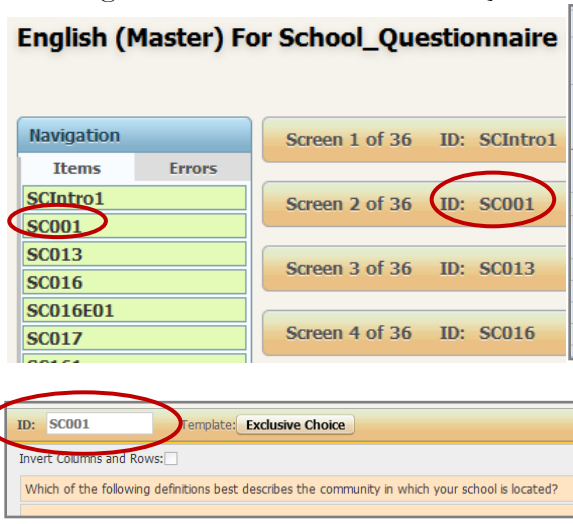
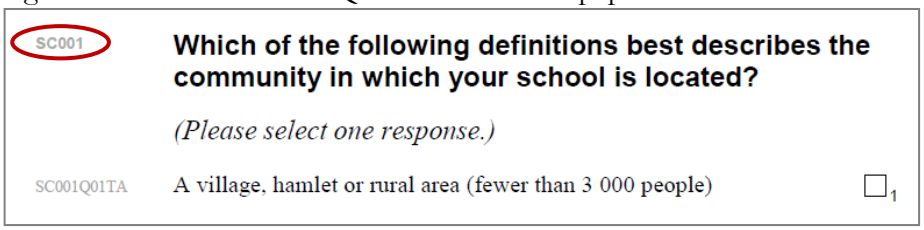


Figure 7b. The Screen ID in the QAS

		Pre-populated by PISA 2018 Contractors
A	B	C
Int. Quest. ID (QAT Screen ID)	Internat. Item ID	International English version
SC001		Which of the following definitions best describes the community in which your school is located?
		(Please select one response.)
SC001	Q01TA01	A village, hamlet or rural area (fewer than 3 000 people)
SC001	Q01TA02	A small town (3 000 to about 15 000 people)
SC001	Q01TA03	A town (15 000 to about 100 000 people)
SC001	Q01TA04	A city (100 000 to about 1 000 000 people)
SC001	Q01TA05	A large city (with over 1 000 000 people)

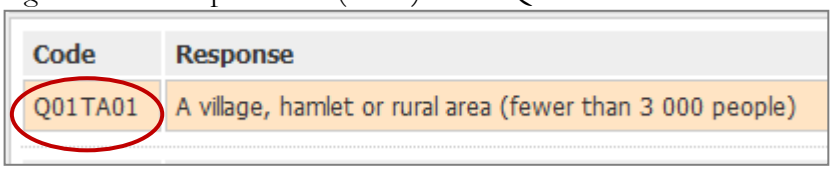
In the PBA version, this ID can be seen in the upper left corner.

Figure 8. The International Question ID in the paper-based assessment version



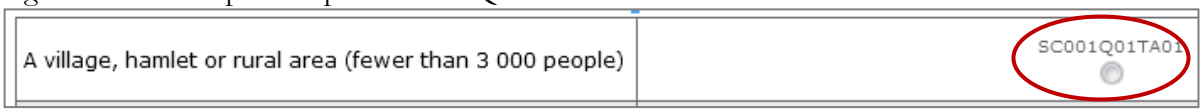
Column B matches the Code in the QAT.

Figure 9. The Response ID (Code) in the QAT



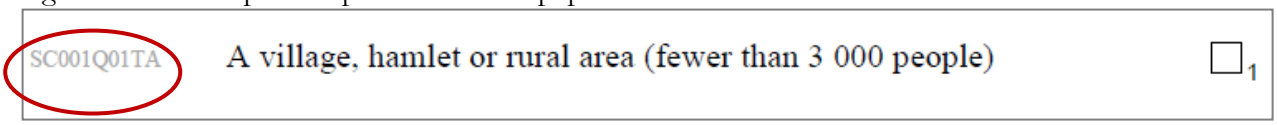
In combination with the Screen ID, it gives the ID of the response option:

Figure 10. The Response option ID in QAT Preview



In the PBA version it can be seen to the left of each response option:

Figure 11. The Response option ID in the paper-based assessment version



Note: Due to the different support and layout between the questionnaires assessed on computer and paper, sometimes the codes (Response IDs) do not correspond between the QAT/QAS and the Word version of the questionnaires. Please do not align them.

Column C: The stem, items, instructions and response categories of the **international English version** questions. Note that this is the English version for reference in the QAS and not the source. The source is available as Master version in the QAT and in Word and PDF formats on the PISA Portal in Documents > Materials > 2018 Field Trial Instruments> Questionnaires>2016_03_VersionFT.

The stem of the question appears in **bold**, the items in black, and the response categories or response scales appear in blue. Red text enclosed in angular brackets, <like this> (in order to draw your attention to it), must be adapted. Section headings are in CAPITAL LETTERS and any additional notes or instructions are in *black italics*.
There is also text in grey font that refers to text which will not be visible to the respondent, like "open format" or "slider bar". This text in grey font should not be translated!

Column D: The Notes for the National Project Manager (Notes for NPM) are transferred from the Word version in shortened in a shortened form that preserves the necessary information. They are not present in the QAT. They provide explanations and guidelines for adaptation, as well as the identity and source of the questions. Please consult them during the different steps of the preparation of your questionnaires.

Column E: Notes for translator–The Notes for Translators are transferred from the Word version in shortened form that preserves the necessary information. They are not present in the QAT. They provide explanations and guidelines for translation of specific terms and expressions, as well as the identity and source of the questions. Translators and reviewers should take them into consideration during the preparation of the questionnaires and ensure compliance of the translation with these notes.

The All Notes questionnaires provide the extended notes for NPMs and translators and should be consulted as a starting point for adaptation and translation.

Workflow Step 1 – Adaptation

The first three columns of the Step 1 – Adaptation block will be completed by the National Centre.

Figure 12. National centre to complete

	G	H	I
1	Questionnaire Adaptation Spreadsheet		
2			
3			
4			STEP 1 - ADAPTATION
5		*National Centre to complete*	
6	English translation of the national version (ONLY of the <adaptation>)	Translation in national language (ONLY of the <adaptation>)	Justification for proposed changes; National Centre comment

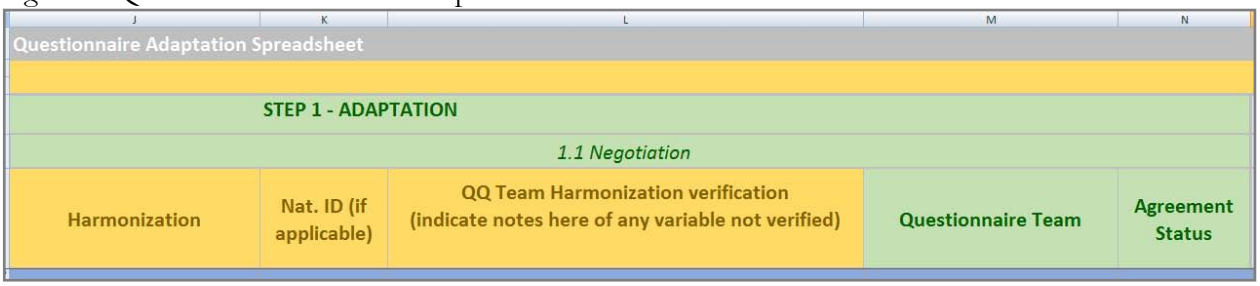
Column G – English translation of the national version (ONLY of the <adaptation>) – Please provide a back translation of the national version of an adapted item in English. Use it to document **only** the adaptation and only in the items that contain adaptation (requested or desired).

Column H – Translation in national language(ONLY of the <adaptation>) – You will provide the target version of the adaptation in the national language in this column – **only** for the adaptation and only in the items that contain adaptation (requested or desired).

Column I – Justification for proposed changes; National Centre comment – You will use this column to provide the justification for a desired adaptation or explanatory comments for a proposed adaptation requested by the Core A Contractor. The documentation must be in English.

The next block of 5 columns will be completed by the Core A Contractor on review of your documented adaptations.

*Figure 13.*Questionnaire team to complete



Column J – Harmonization– In some cases, national adaptations need to be recoded into an internationally comparable format. This is specified in column J. Questions indicated here need to be followed up on in the Harmonization Tab of the QAS. Questions that need harmonization by default are highlighted in orange in the QAS. They are: ST019 and ST022 in the Student Questionnaire, and PA039 and PA165 in the Parent Questionnaire.

Column K – Nat. ID (if applicable) – IDs recode suggestions (national variable into international variable) where applicable suggested by questionnaire team. These National IDs will have to be implemented either in the QAT or the Word document.

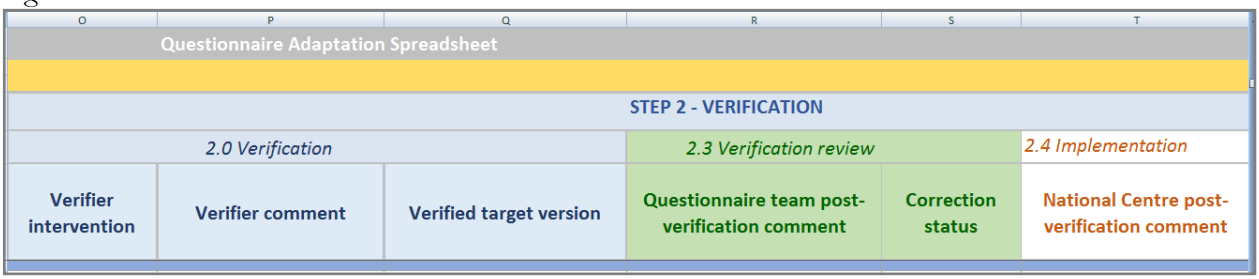
Column L – QQ Team Harmonization verification(indicate notes here of any variable not verified) – This part will be completed by the questionnaire team in case of problems detected when providing a first check of the Harmonization sheet.

Column M – Questionnaire Team– Comments/queries from the Core A Contractor in relation to columns G to I. Here the questionnaire team will specify any further need for clarification in the adaptation negotiation, especially if the status of the agreement in Column N is "Pending".

Column N – Agreement Status – Status of negotiation of an adaptation (**Agreed, Pending or Declined**). As long as an agreement is "Pending", the adaptation negotiation is ongoing.

Workflow Step 2 – Verification

*Figure 14.*Verification



Column O – Verifier intervention – Verifier intervention category (drop-down menu). Please see Annex 2 for a definition of each of the 14 verifier intervention categories.

Column P – Verifier comment – Verifier's brief description of the detected deviation in the target version compared against the source.

Column Q – Verified target version – for CBA, verifier will propose the target version in this column. For PBA, the target version will be proposed in the Word document in track changes.

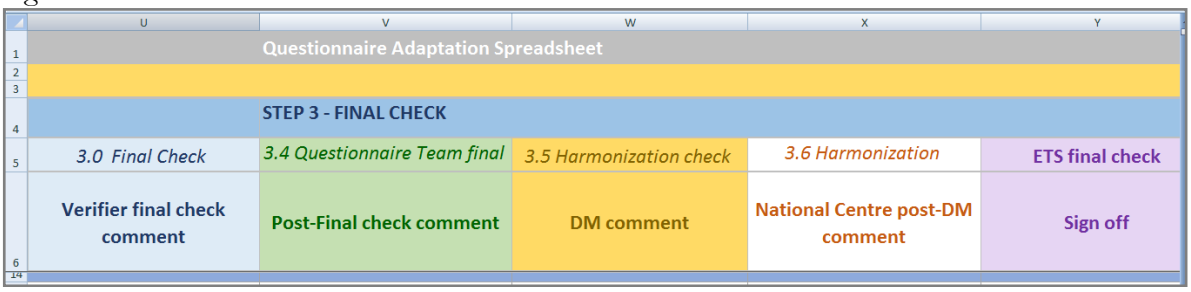
Column R – Questionnaire team post-verification comment – Comments/queries from the Core A Contractor after verification.

Column S – Correction status – Records whether change indicated by verifier requires follow-up. For all the corrections deemed to be necessary to obtain equivalence of the target to the source and comparability of data, Requires follow-up will be stated in this column.

Column T – National Centre post-verification comment –Records that the required follow up was addressed and/or documents any further comments by the National Centre.

Workflow Step 3 – Final Check

*Figure 15.*Final Check



	U	V	W	X	Y
1	Questionnaire Adaptation Spreadsheet				
2					
3					
4		STEP 3 - FINAL CHECK			
5	*3.0 Final Check*	*3.4 Questionnaire Team final*	*3.5 Harmonization check*	*3.6 Harmonization*	ETS final check
6	Verifier final check comment	Post-Final check comment	DM comment	National Centre post-DM comment	Sign off

Column U – Verifier final check comment–Performed after the verification of translation and adaptation to record whether all verifier interventions requiring follow up were correctly and consistently addressed in a satisfactory way.

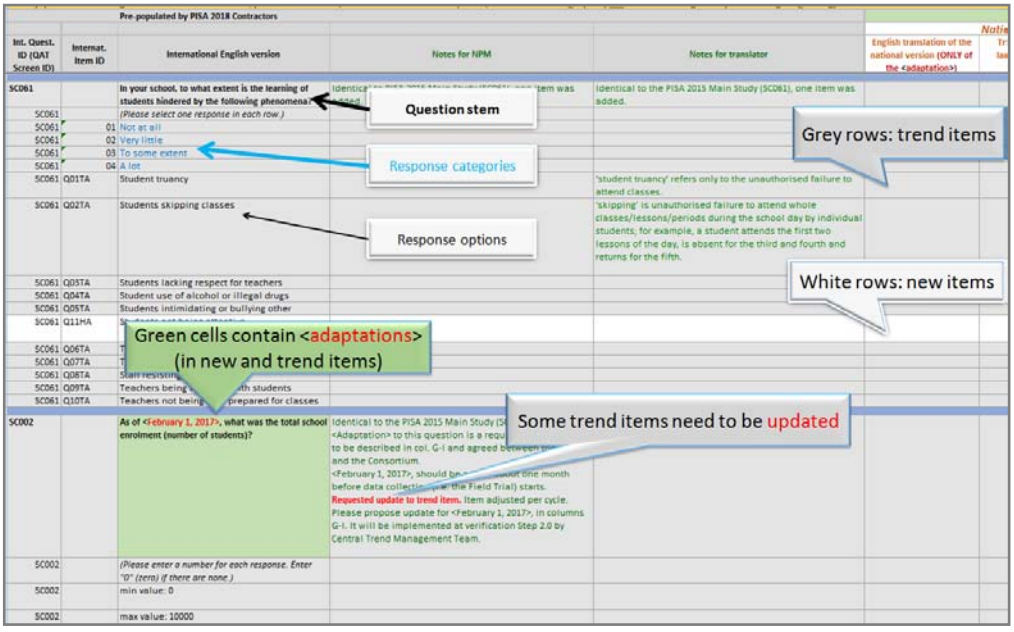
Column V – Post-Final check comment– Possible comments following the final check.

Column W – DM comment– Comments/queries provided by the data management team based on information provided in the Harmonization sheet.

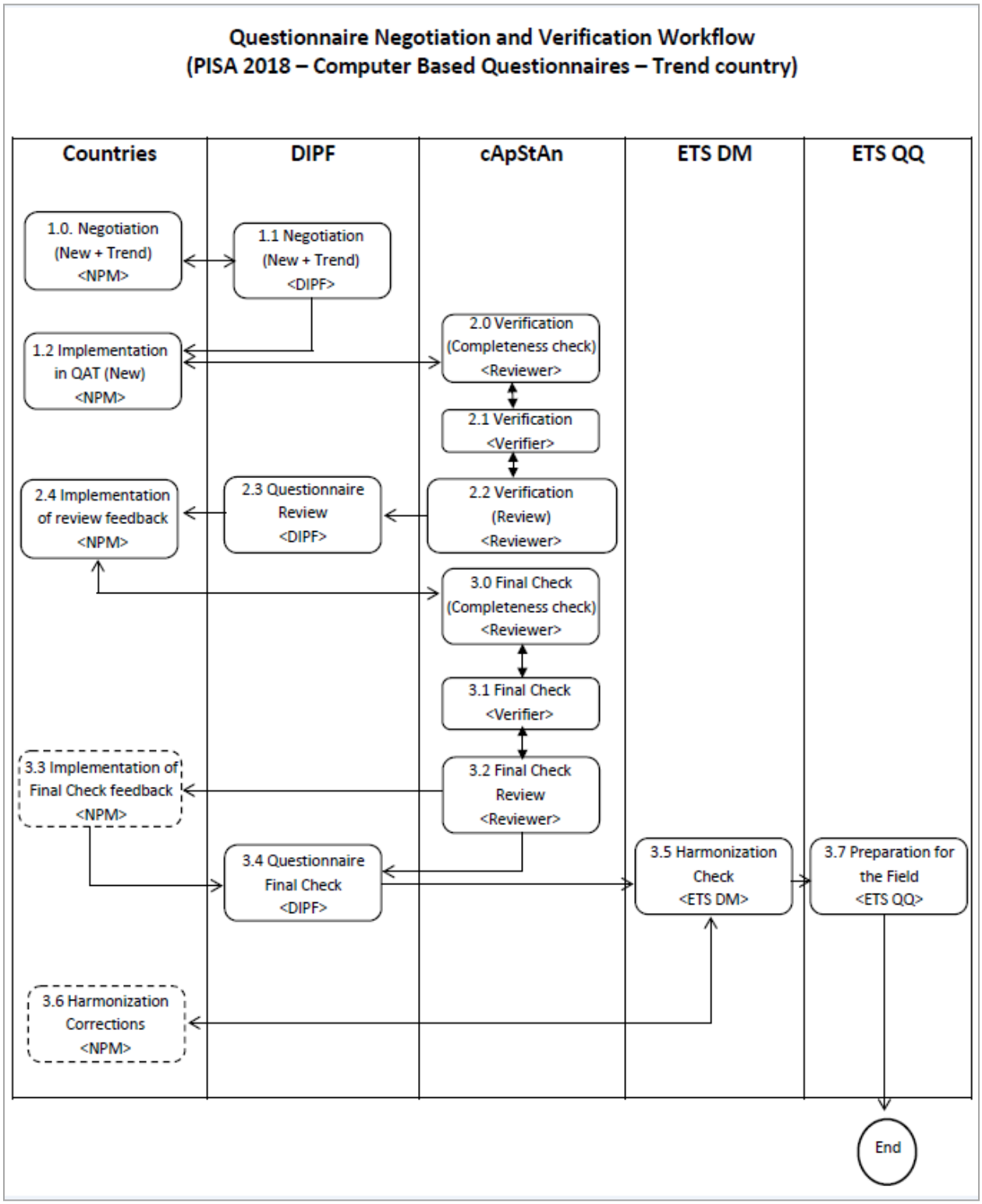
Column X – National Centre post-DM comment – Comments provided by the National Centre in response to the data management team's queries.

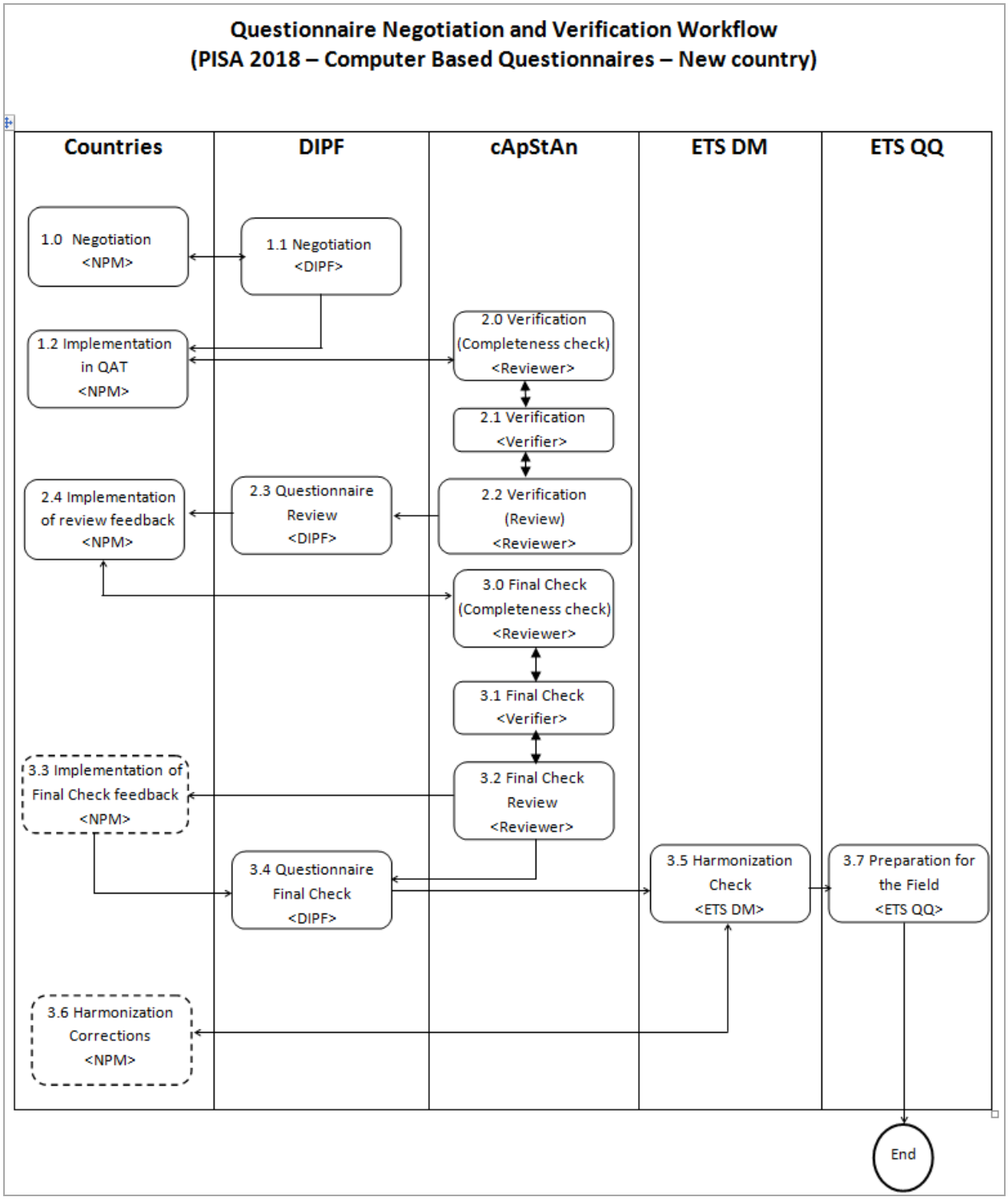
Column Y – Sign off– Information about the final technical checks performed and the last changes made on the questionnaires before putting them in Production mode.

Figure 16 – QAS Legend

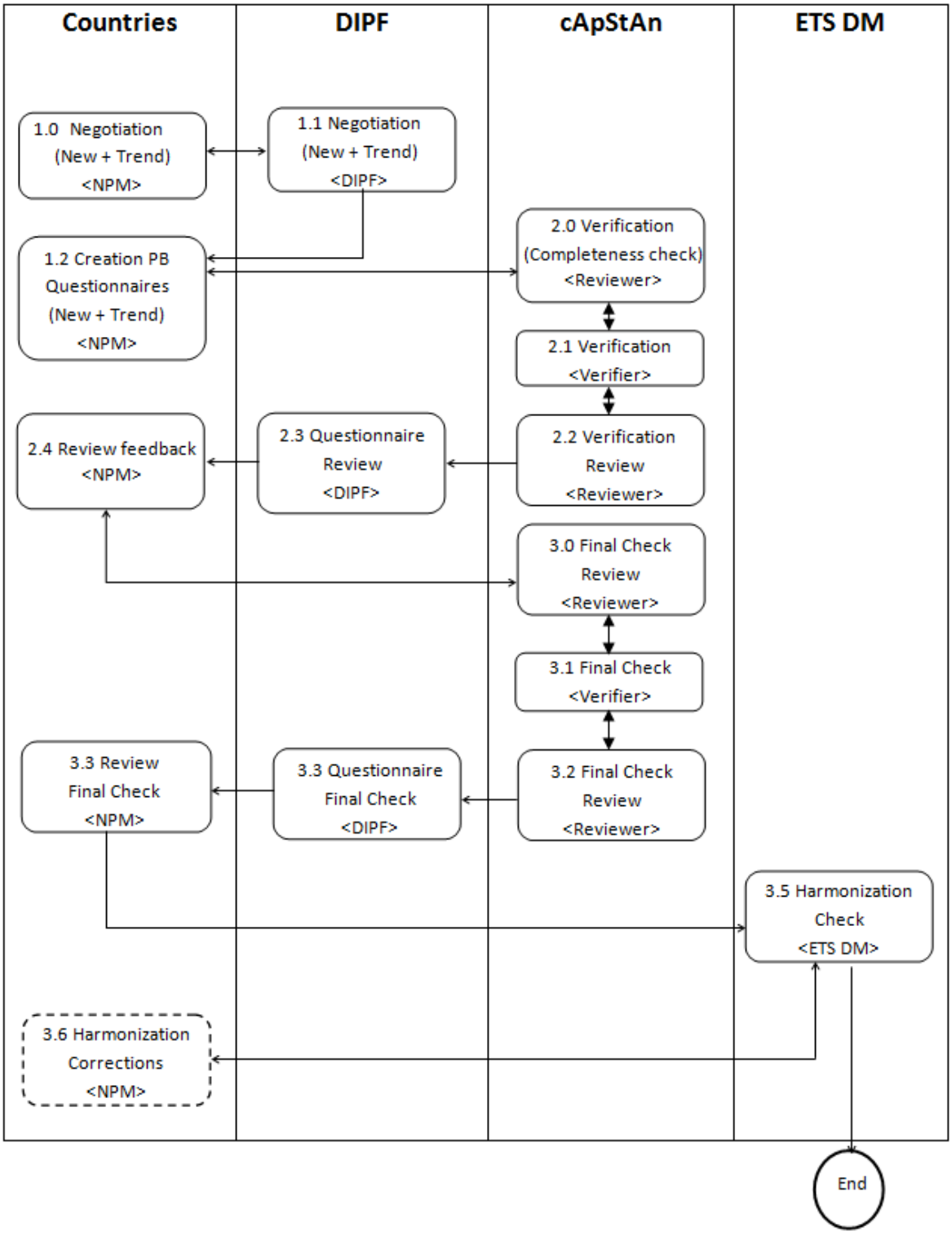


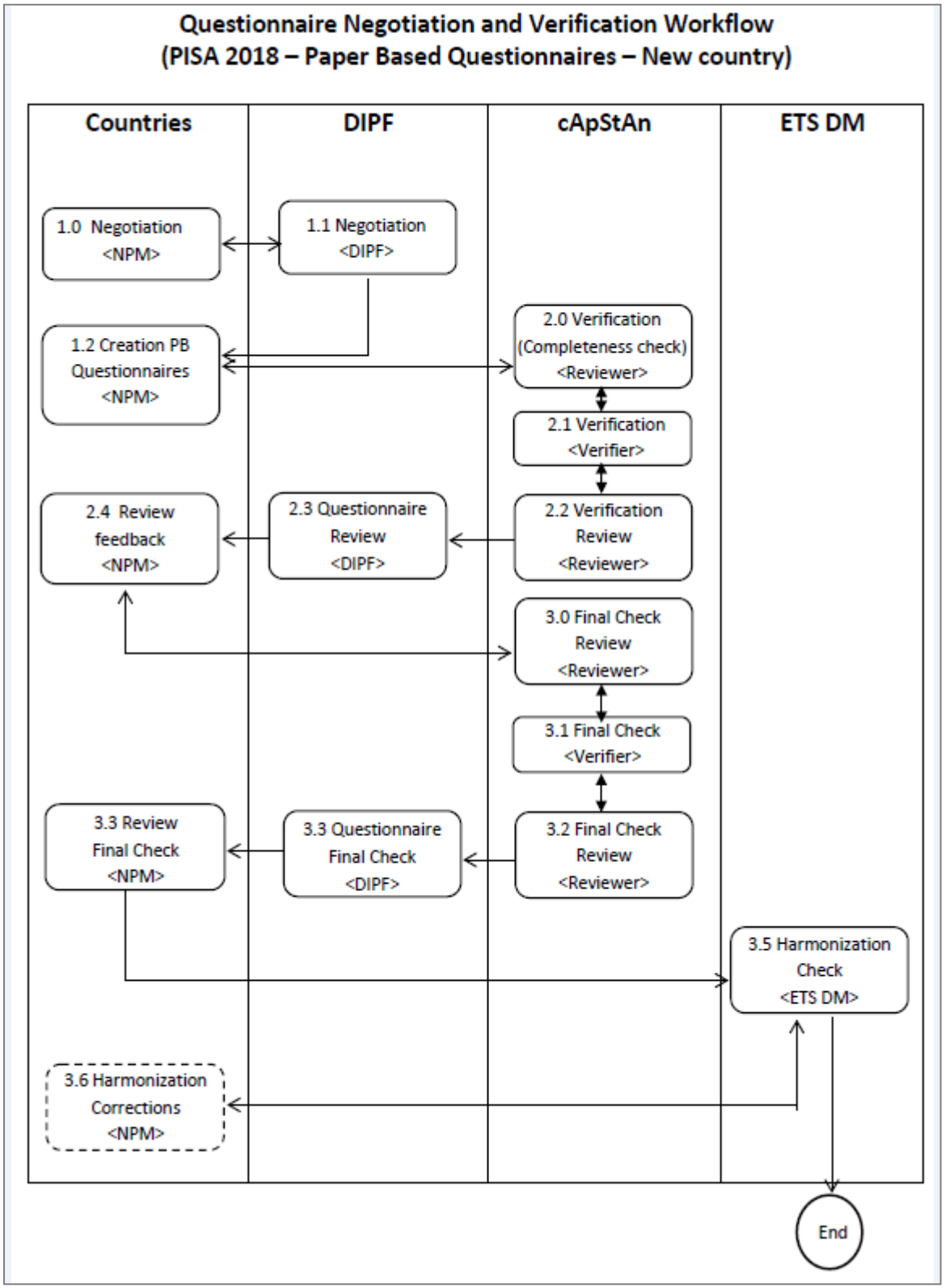
Annex 1. Questionnaire Negotiation and Verification Workflows

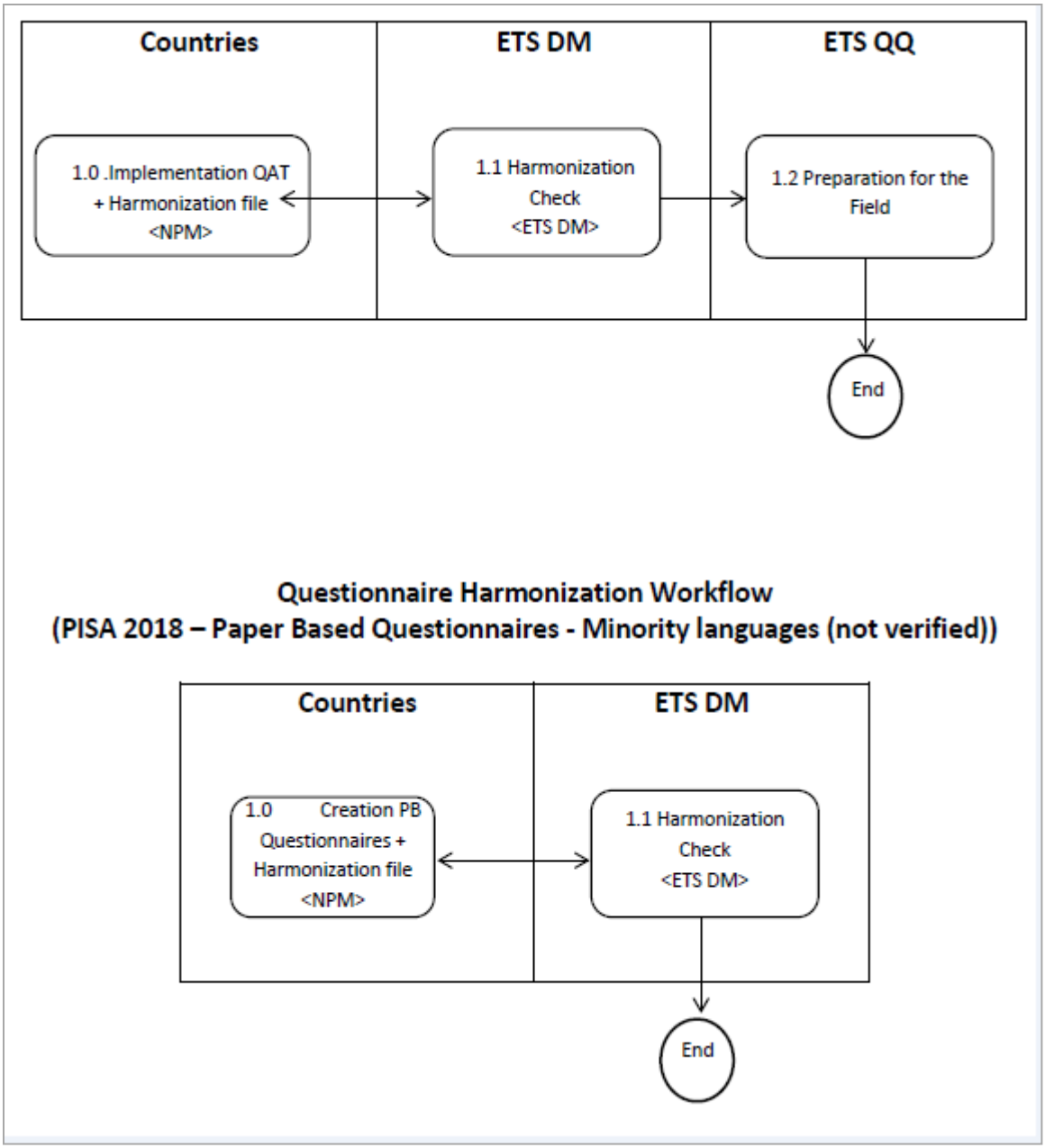



Questionnaire Negotiation and Verification Workflow
(PISA 2018 – Computer Based Questionnaires – New country)
Countries
DIPF
cApStAn
ETS DM
ETS QQ
1.0 Negotiation <NPM>
1.1 Negotiation <DIPF>
1.2 Implementation in QAT <NPM>
2.0 Verification (Completeness check) <Reviewer>
2.1 Verification <Verifier>
2.2 Verification (Review) <Reviewer>
2.3 Questionnaire Review <DIPF>
2.4 Implementation of review feedback <NPM>
3.0 Final Check (Completeness check) <Reviewer>
3.1 Final Check <Verifier>
3.2 Final Check Review <Reviewer>
3.3 Implementation of Final Check feedback <NPM>
3.4 Questionnaire Final Check <DIPF>
3.5 Harmonization Check <ETS DM>
3.7 Preparation for the Field <ETS QQ>
3.6 Harmonization Corrections <NPM>
End

Questionnaire Negotiation and Verification Workflow
(PISA 2018 – Paper Based Questionnaires – Trend country)




Questionnaire Negotiation and Verification Workflow
(PISA 2018 – Paper Based Questionnaires – New country)
Countries
DIPF
cApStAn
ETS DM
1.0 Negotiation <NPM>
1.1 Negotiation <DIPF>
1.2 Creation PB Questionnaires <NPM>
2.0 Verification (Completeness check) <Reviewer>
2.1 Verification <Verifier>
2.4 Review feedback <NPM>
2.3 Questionnaire Review <DIPF>
2.2 Verification Review <Reviewer>
3.0 Final Check Review <Reviewer>
3.1 Final Check <Verifier>
3.3 Review Final Check <NPM>
3.3 Questionnaire Final Check <DIPF>
3.2 Final Check Review <Reviewer>
3.5 Harmonization Check <ETS DM>
3.6 Harmonization Corrections <NPM>
End


Countries
ETS DM
ETS QQ
1.0 .Implementation QAT + Harmonization file <NPM>
1.1 Harmonization Check <ETS DM>
1.2 Preparation for the Field
End
Questionnaire Harmonization Workflow
(PISA 2018 – Paper Based Questionnaires - Minority languages (not verified))
Countries
ETS DM
1.0 Creation PB Questionnaires + Harmonization file <NPM>
1.1 Harmonization Check <ETS DM>
End

Annex 2. Verifier Intervention Categories

OK	**No intervention** is needed. The verifier has checked and confirms that the text element or segment is equivalent to the source, linguistically correct, and – if applicable – that it conforms to an explicit translation/adaptation guideline. This category may also be used to report an appropriate but undocumented adaptation.
ADDED INFORMATION	Information is present in the target version but not in the source version, e.g., an explanation between brackets of a preceding word.
MISSING INFORMATION	Information is present in the source version but omitted in the target version.
MATCHES AND PATTERNS	1) A **literal match** (repetition of the same word or phrase) or a **synonymous match** (use of a synonym or paraphrase) in the source version is not reflected in the target version. Most important: literal or synonymous matches **between stimulus and item** and **between a question stem and response categories**. 2) A **pattern** in multiple choice items is not reflected in the target version, e.g., all but one option start with the same word, proportional length of response options, etc.
INCONSISTENCY	A recurring element across units (e.g., an instruction or prompt) is inconsistently translated, and this appears to be unintentional.
ADAPTATION ISSUE	An adaptation is an intentional deviation from the source version made for cultural reasons or to conform to local usage. An adaptation issue occurs when an adaptation is needed but was not made, or when an inappropriate or unnecessary adaptation was made.
REGISTER / WORDING ISSUE	1) *Register*: difference in level of terminology (scientific term >< familiar term) or level of language (formal >< casual, standard >< idiomatic) in target versus source. 2) *Wording*: inappropriate or less than optimal choice of vocabulary or wording in target to fluently convey the same information as in the source. This category is used typically for vague, inaccurate or not quite fluent translations.
GRAMMAR / SYNTAX ISSUE	1. *Grammar*: grammar mistake that could affect comprehension or equivalence, e.g., lack of subject-verb agreement, wrong case (inflected languages), wrong verb form. 2. *Syntax*: syntax-related deviation from the source, e.g. a long (source) sentence is split into two (target) sentences or two (source) sentences are merged into a single (target) one; or another syntactic problem due to overly literal translation of the source, for example.
MISTRANSLATION	A wrong translation which seriously alters the meaning. A mistranslation should always be reported with a back-translation. Note: a vague or inaccurate translation should rather be classified as a Register/Wording issue (or sometimes a Grammar/Syntax issue). This category covers cases where the source has been misunderstood, but also copy/paste errors that unintentionally result in the wrong text element or segment.
GUIDELINE NOT FOLLOWED	An explicit translation/adaptation guideline for a given text element or segment was overlooked or was not addressed in a satisfactory way.
LEFT IN SOURCE LANGUAGE	A text element or segment that should have been translated was left in the source language.
MINOR LINGUISTIC DEFECT	Typo or other linguistic defect (spelling, grammar, capitalization, punctuation, etc.) that does not significantly affect comprehension or equivalence. Correcting such errors is usually not controversial and can be made in track changes without documenting them.
ERRATUM/UPDATE MISSED	An erratum or update notice has been overlooked.
LAYOUT / FORMAT ISSUE	A deviation or defect in layout or formatting: disposition of text and graphics, item labels, question numbering, styles (**boldface**, underlining, *italics*, UPPERCASE), legibility of captions, tables, number formatting (decimal separators, “five” versus “5”), etc. In computer-based materials, this includes truncated words in the preview, undesired scrolling, etc.

Annex 3. Instructions in Questionnaires
Instructions in Student Questionnaire

Student Questionnaire –ST001-ST013		
Screen ID (PISA 18)	**PBA Instructions PISA 2015**	**CBA Instructions PISA 2018**
ST001	_____<grade>	(Please select from the drop-down menu to answer the question.)
ST002	(Please select one response.)	(Please select one response.)
ST003	(Please write in the day, month and year you were born.)	(Please select the day, month, and year from the drop-down menus to answer the question.)
ST004	(Please select one response.)	(Please select one response.)
ST005	If you are not sure which box to choose, please ask the <test administrator> for help. (Please select one response.)	If you are not sure which response to choose, please ask the <test administrator> for help. (Please select one response.)
ST006	If you are not sure how to answer this question, please ask the <test administrator> for help. (Please select one response in each row.)	If you are not sure how to answer this question, please ask the <test administrator> for help. (Please select one response in each row.)
ST007	If you are not sure which box to choose, please ask the <test administrator> for help. (Please select one response.)	If you are not sure which response to choose, please ask the <test administrator> for help. (Please select one response.)
ST008	If you are not sure how to answer this question, please ask the <test administrator> for help. (Please select one response in each row.)	If you are not sure how to answer this question, please ask the <test administrator> for help. (Please select one response in each row.)
ST011	(Please select one response in each row.)	(Please select one response in each row.)
ST012	(Please select one response in each row.)	(Please select one response in each row.)
ST013	There are usually about 40 books per metre of shelving. Do not include magazines, newspapers, or your schoolbooks. (Please select one response.)	There are usually about 40 books per metre of shelving. Do not include magazines, newspapers, or your schoolbooks. (Please select one response.)

Student Questionnaire –ST014 – ST036		
Screen ID (PISA 18)	**PBA Instructions PISA 2015**	**CBA Instructions PISA 2018**
ST014	(If she is not working now, please tell us her last main job.) Please write in the job title. Please use a sentence to describe the kind of work she does or did in that job.	(If she is not working now, please tell us her last main job.) Please type in the job title. Please use a sentence to describe the kind of work she does or did in that job.
ST015	(If he is not working now, please tell us his last main job.) Please write in the job title. Please use a sentence to describe the kind of work he does or did in that job.	(If he is not working now, please tell us his last main job.) Please type in the job title. Please use a sentence to describe the kind of work he does or did in that job.
ST016	Not in PBA 2015	The following question asks how satisfied you feel about your life, on a scale from "0" to "10". Zero means you feel 'not at all satisfied' and "10" means 'completely satisfied'. (Please move the slider to the appropriate number.)
ST019	(Please select one response in each column.)	(Please select one response in each column.)
ST021	Not in PBA 2015	(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).)
ST022	(Please select one response.)	(Please select one response.)
ST023	Not in PBA 2015	(Please select one response in each row.)
ST034	(Please select one response in each row.)	(Please select one response in each row.)
ST036	Not in PBA 2015	(Please select one response in each row.)

Student Questionnaire –ST039 – ST102		
Screen ID (PISA 18)	**PBA Instructions PISA 2015**	**CBA Instructions PISA 2018**
ST039	Not in PBA 2015	(Please select one response in each row.)
ST059	(Please write a number in each row. Write 0 (zero) if you have none.) ST058 in PBA	(Please enter a number in each row. Enter "0" (zero) if you have none.)
ST060	Not in PBA 2015	(Please move the slider to the number of <class periods> per week.)
ST061	Not in PBA 2015	(Please move the slider to the number of minutes per <class period>.)
ST062	Not in PBA 2015	(Please select one response in each row.)
ST070	(Please think of all instruction and study support in-school and out-of-school that you have taken in addition to your required school schedule (e.g. remediation, advanced courses, tutoring, <national example>). (Please select all that apply.)	Please think of all instruction and study support in-school and out-of-school that you have taken in addition to your required school schedule (e.g. remediation, advanced courses, tutoring, <national example>). (Please select all that apply.)
ST071	Not in PBA 2015	(Please include the total hours for homework, additional instruction, and private study.) (Please move the slider to the number of total hours. Select "0" (zero) if you do not do homework, study or practice for a subject.)
ST097	(Please select one response in each row.)	(Please select one response in each row.)
ST100	(Please select one response in each row.)	(Please select one response in each row.)
ST102	Not in PBA 2015	(Please select one response in each row.)

Student Questionnaire –ST104 – ST127		
Screen ID (PISA 18)	**PBA Instructions PISA 2015**	**CBA Instructions PISA 2018**
ST104	(Remember to answer this question in reference to the <school science> course you indicated earlier.) (Please select one response in each row.) Slightly different question in 2015 vs. 2018.	(Please select one response in each row.)
ST111	Not in PBA 2015	(Please select one response.)
ST114	(Please write in the job title.)	(Please type in the job title.)
ST123	Not in PBA 2015	(Please select one response in each row.)
ST125	(Please select one response.)	(Please choose from the drop-down menu to answer the question.)
ST125	Not in PBA 2015	(Please choose from the drop-down menu to answer the question.)
ST126	(Please write in the appropriate number.)	(Please choose from the drop-down menu to answer the question.)
ST126	(Please write in the appropriate number.)	(Please choose from the drop-down menu to answer the question.)
ST127	(Please select one response in each row.)	(Please select one response in each row.)

Instructions in School Questionnaire

School Questionnaire SC001 – SC036		
International Question ID	PBA Instructions PISA 2015	CBA Instructions PISA 2018
SC001	(Please select one response.)	(Please select one response.)
SC002	(Please write a number on each line. Write 0 (zero) if there are none.)	(Please enter a number for each response. Enter "0" (zero) if there are none.)
SC003	(Please select one response.)	(Please select one response.)
SC004	(Please write a number on each line. Write 0 (zero) if there are none.)	(Please enter a number for each response. Enter "0" (zero) if there are none.)
SC011	(Please select one response.)	(Please select one response.)
SC012	(Please select one response in each row.)	(Please select one response in each row.)
SC013	(Please select one response.)	(Please select one response.)
SC016	(Please write a number in each line. Write0 (zero) if no funding comes from that source.)	(Please enter a number for each response. Enter "0" (zero) if there are none.)
SC017	(Please select one response in each row.)	(Please select one response in each row.)
SC018	(Please write a number in each space provided. Write 0 (zero) if there are none.)	(Please enter a number in each space provided. Enter "0" (zero) if there are none.)
SC025	(Please write the appropriate percentage in each line. If none of your teachers participated in any professional development activities write "0" (zero).)	(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)
SC036	(Please select one response in each row.)	(Please select one response in each row.)

School Questionnaire SC037 – SC064		
International Question ID	**PBA Instructions PISA 2015**	**CBA Instructions PISA 2018**
SC037	(Please select one response in each row.)	(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.) (Please select one response in each row.)
SC042	(Please select one response in each row.)	(Please select one response in each row.)
SC048	(Please consider that students may fall into multiple categories.) (Please write the appropriate percentage in each line.)	(Please consider that students may fall into multiple categories.) (Please move the slider to the appropriate percentage.)
SC052	(Please select one response in each row.)	(Please select one response in each row.)
SC053	(Please select one response in each row.)	(Please select one response in each row.)
SC064	(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity.)	(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

Annex 4. Consistency Tools

Consistency glossary of recurring adaptations	
English	**French**
<class period>, <class periods>	<période de cours>, <périodes de cours>
<grade>	<grade>
<highest level of schooling>	<niveau de scolarité le plus élevé>
<national modal grade for 15-year-olds>	<grade modal du pays pour les élèves de 15 ans>
<ISCED 0>	<niveau CITE 0>
<ISCED 1>, <ISCED level 1>	<niveau CITE 1>, <Niveau CITE 1>
<grade 1 in ISCED 1>	<grade 1 du niveau CITE1>
<ISCED 2>, <ISCED level 2>	<niveau CITE 2>, <Niveau CITE 2>
<ISCED level 3A>	<Niveau CITE 3A>
<ISCED level 3B, 3C>	<Niveau CITE 3B, 3C>
<ISCED level 4>	<Niveau CITE 4>
<ISCED level 5A>	<Niveau CITE 5A>
<ISCED level 5B>	<Niveau CITE 5B>
<ISCED level 6>	<Niveau CITE 6>
<standardised test>, <standardised tests>	<test standardisé>, <tests standardisés>
<test language>	<langue de l'évaluation>
<the last academic year>	<l'année scolaire en cours / l'année scolaire écoulée>
<the student who brought this questionnaire home>	<l'élève qui vous a remis ce questionnaire>

Consistency glossary of recurring response categories (scales)	
English	**French**
Yes, and I use it	Oui, et je l'utilise
Yes, but I don't use it	Oui, mais je ne l'utilise pas
No	Non
No time	Pas du tout
1-30 minutes per day	De 1 à 30 minutes par jour
31-60 minutes per day	De 31 à 60 minutes par jour
Between 1 hour and 2 hours per day	Entre 1 et 2 heures par jour
Between 2 hours and 4 hours per day	Entre 2 et 4 heures par jour
Between 4 hours and 6 hours per day	Entre 4 et 6 heures par jour
More than 6 hours per day	Plus de 6 heures par jour
Never or hardly ever	Jamais ou presque jamais
Once or twice a month	Une ou deux fois par mois
Once or twice a week	Une ou deux fois par semaine
Almost every day	Presque tous les jours
Every day	Tous les jours
Strongly disagree	Pas du tout d'accord
Disagree	Pas d'accord
Agree	D'accord
Strongly agree	Tout à fait d'accord
Never or hardly ever	Jamais ou presque jamais
Once or twice a year	Une ou deux fois par an
Once or twice a month	Une ou deux fois par mois
Once or twice a week	Une ou deux fois par semaine
Every day or almost every day	Chaque jour ou presque chaque jour
Strongly agree	Tout à fait d'accord
Agree	D'accord
Disagree	Pas d'accord
Strongly disagree	Pas du tout d'accord
Not at all	Pas du tout
Very little	Très peu
To some extent	Dans une certaine mesure
A lot	Beaucoup

Consistency glossary of recurring response categories (scales)	
English	**French**
Never or almost never A few times a year A few times a month Once a week or more	Jamais ou presque jamais Quelques fois par an Quelques fois par mois Au moins une fois par semaine
Every lesson Most lessons Some lessons Never or hardly ever	À chaque cours À la plupart des cours À quelques cours Jamais ou presque jamais
Never or almost never Some lessons Many lessons Every lesson or almost every lesson	Jamais ou presque jamais À quelques cours À la plupart des cours À chaque cours ou presque

Annex 5. New Questions and New Question Items in Trend Questions

NEW QUESTIONS

SCQ	STQ	STQ	ICQ	ECQ	WBQ	TCQ	TCQ	PAQ
	Booklet 1	Booklet 2				General	Reading	
Intro	Intro	Intro	Intro	Intro	Intro	Intro	Intro	Intro
SC161	ST179	ST177	IC150	EC150	WB150	TC206	TC203	PA150
SC162	ST224	ST211	IC151	EC151	WB151	TC193	TC150	PA151
SC155	ST189	ST212	IC152	EC152	WB152	TC185	TC204	PA152
SC156	ST214	ST213		EC153	WB153	TC198	TC156	PA153
SC154	ST215	ST150		EC161	WB154	TC199	TC157	PA154
SC157	ST216	ST151		EC156	WB155	TC152	TC158	PA155
SC165	ST217	ST152		EC157	WB179	TC155	TC159	PA156
SC166	ST218	ST154		EC160	WB156	TC166	TC163	PA157
SC167	ST219	ST155		EC158	WB157	TC164	TC165	PA158
SC158	ST196	ST157		EC159	WB158	TC194	TC167	PA159
SC159	ST197	ST153		EC163	WB159	TC195	TC168	PA160
SC150	ST221	ST158		EC162	WB160	TC176	TC170	PA161
SC164	ST220	ST160		EC154	WB161	TC175	TC171	PA162
SC152	ST200	ST161		EC155	WB162	TC172	TC182	PA163
SC160	ST222	ST163			WB163	TC173	TC202	PA164
	ST223	ST167			WB164	TC186		PA165
	ST204	ST168			WB165	TC187		PA166
	ST181	ST169			WB166	TC188		PA167
	ST182	ST170			WB167	TC189		PA168
	ST183	ST172			WB168	TC200		PA169
	ST184	ST173			WB169	TC208		PA170
	ST185	ST175			WB170	TC207		PA171
	ST186	ST176			WB171	TC178		PA172
	ST187	ST164			WB172	TC196		PA173
	ST188	ST165			WB173	TC209		PA177
	ST205	ST166			WB174	TC181		PA178
	ST206	ST207			WB175	TC169		PA179
	ST209	ST208			WB176	TC184		PA180
	ST210				WB177	TC197		PA181
					WB178	TC192		PA182
								PA175
								PA176

NEW QUESTION ITEMS IN TREND QUESTIONS

SCQ		ICQ		ECQ		TCQ		PAQ
						General		
SC061	Q11HA	**IC002**	Q01HA06	**EC012**	Q13HA01	**TC014**	Q01HA01	**PA003**Q04HA
SC053	Q12IA	**IC002**	Q01HA07			**TC014**	Q01HA02	**PA003**Q05IA
SC053	Q13IA	**IC004**	Q01HA06			**TC045**	Q16H	**PA003**Q06IA
SC053	Q14IA	**IC004**	Q01HA07			**TC045**	Q17H	**PA003**Q07IA
SC053	Q15IA	**IC010**	Q11HA			**TC045**	Q18H	**PA006**Q12HA
SC053	Q16IA	**IC010**	Q12HA					**PA006**Q13HA
SC052	Q03HA							**PA006Q14HA**

Annex 6. Common question

Common Questions for Booklets 1 and 2 of the Student Questionnaire

STIntro1
ST001
ST002
ST003
ST004
ST005
ST006
ST007
ST008
ST011
ST012
ST013
ST014
ST015
ST019
ST021

Common Questions for General Teacher Questionnaire and Reading Teacher Questionnaire

TC001
TC002
TC005
TC007
TC014
TC015
TC018
TC045
TC155E01
TC021
TC198
TC152
TC155
TC166
TC164
TC176
TC175
TC172
TC173
TC177
TC178
TC181
TC184
TC194
TC195

Annex 7. Construct similarities

STQ	SCQ	TCQ-G	TCQ-R	PaQ	Construct similarities
	SC158	TC178	TC178		Identical response options and scales.
ST197				PA170	Identical question stem, response options and scales.
ST004		TC001	TC001		Identical question
ST158		TC166	TC166		Identical response options and scales
ST154		TC164	TC164		Similar question stems, identical response options and scales.
ST155		TC194	TC194		Similar question stems, identical instructions
ST157		TC195	TC195		Similar question stems, 2 similar response options / 2 identical response options, identical instructions.
ST176		TC176	TC176	PA151	Similar question stems. Identical instructions, response options and scales.
ST168		TC172	TC172	PA162	Identical question
ST169		TC173	TC173	PA163	Identical question
ST019		TC186		PA039	Identical question
ST214				PA168	3 identical response options. Identical instructions.
ST222				PA171	Identical question
ST204		TC196		PA167	Identical question
ST177				PA166	Similar question stems. Scale in STQ is identical to response options in TCQ.
ST097			TC170		Identical question stems, instructions and scales. 3 identical response options, 2 similar response options.
ST102			TC171		Similar question stems and response options. Identical instructions and scales.
ST150			TC158		Similar question stems. Identical instructions, response options and scales.
ST151			TC159		Similar question stems. Identical instructions, response options and scales.
ST152			TC156		Identical question stems, instructions and scales. Similar response options.
ST153			TC165		Identical instructions and scales. 6 identical response options, 4 similar response options.
ST160				PA158	Identical question
ST167				PA160	Similar question stems. Identical instructions, scales and response options.

STQ	SCQ	TCQ-G	TCQ-R	PaQ	Construct similarities
	SC158	TC178	TC178		Identical response options and scales.
ST197				PA170	Identical question stem, response options and scales.
ST004		TC001	TC001		Identical question
ST158		TC166	TC166		Identical response options and scales
ST154		TC164	TC164		Similar question stems, identical response options and scales.
ST155		TC194	TC194		Similar question stems, identical instructions
ST157		TC195	TC195		Similar question stems, 2 similar response options / 2 identical response options, identical instructions.
ST176		TC176	TC176	PA151	Similar question stems. Identical instructions, response options and scales.
ST168		TC172	TC172	PA162	Identical question
ST169		TC173	TC173	PA163	Identical question
ST019		TC186		PA039	Identical response options
ST214				PA168	3 identical response options. Identical instructions.
ST222				PA171	Identical question stems, instructions. 6 identical response options. 4 similar response options.
ST204		TC196		PA167	Identical question
ST177				PA166	Similar question stems. Scale in STQ is identical to response options in TCQ.
ST097			TC170		Identical question stems, instructions and scales. 3 identical response options, 2 similar response options.
ST102			TC171		Similar question stems and response options. Identical instructions and scales.
ST150			TC158		Similar question stems. Identical instructions, response options and scales.
ST151			TC159		Similar question stems. Identical instructions, response options and scales.
ST152			TC156		Identical question stems, instructions and scales. Similar response options.
ST153			TC165		Identical instructions and scales. 6 identical response options, 4 similar response options.
ST160				PA158	Identical question
ST167				PA160	Similar question stems. Identical instructions, scales and response options.
ST167				PA153	Similar question stems. Identical instructions, scales and response options.

STQ	SCQ	TCQ-G	TCQ-R	PaQ	Construct similarities
ST170				PA164	Identical question
ST173		TC181	TC181		Similar question stems. Identical instructions and scales.
ST175				PA159	Identical question
ST104		TC192	TC202		Similar question stems. Identical instructions and scales.
		TC002	TC002		Identical question
		TC005	TC005		Identical question
		TC007	TC007		Identical question
		TC014	TC014		Identical question
		TC015	TC015		Identical question
		TC018	TC018		Identical question
		TC045	TC045		Identical question
		TC021	TC021		Identical question
		TC198	TC198		Identical question
		TC152	TC152		Identical question
		TC155	TC155		Identical question
		TC175	TC175		Identical question
	SC166	TC208			Similar question stems and scales. Identical instructions. Identical response options, 2 reponse options added in TCQ.
	SC167	TC207	TC207		5 identical response options, identical scales
		TC184	TC184		Identical question
	SC017	TC028			Identical question
ST111				PA172	Similar question stems. Identical response options.
	SC157	TC200			Similar question stems and scales. Identical instructions. 4 identical response options. SC157Q05HA and TC200Q05HA slightly different.

PISA18: Data Management National Adaptations and Harmonizations Quick Reference Guide

Getting Started

ETS Data Management has created this 'quick reference' guide to assist PISA NPM/NDMs with the proper creation and reporting of national adaptations and international mappings.

Overview

Has the question's structure or content changed?	In some instances nationally-adapted variables are modified in structure (modifications to question stem; adding or deleting response options) and/or meaning of the question. In these cases, a harmonization is needed. *Example: In PISA, the adaptation for <country of birth> (ST019) or <language> (ST022) will vary between countries. For these instances, NPM need to provide an English translation for the countries and languages listed in their national version of this question so that they can be harmonized in the international database.* *Need for harmonization will be highlighted in the QAS and will be checked by the Contractors as part of the adaptation negotiation process.*
Creating Adaptations	Once adaptations have been approved by the BQ contractor, countries should implement their approved national adaptation in their questionnaire material. NPMs and NDMs must document and implement all adaptations in the following resources: QAS, Harmonization sheet (in the QAS) only for adaptations that require harmonization, the QAT (for CBA questionnaires), and the DME (for PBA questionnaire and PBA countries).
Mapping to the International Version	For data management processing and analysis, the nationally-adapted variables requiring harmonization must be mapped to the international version of the question. NPMs/NDMs should be sure all adaptations in structure, changes in question/response meaning are documented in the 'harmonization' sheet in the QAS as appropriate.

Quick Check: *Creating consistent adaptations*

Nationally-adapted variables must be consistently changed/modified in all resources to reflect what the students were presented with during the assessment.
NPMs/NDMs please check the following for consistent adaptations:

- ✓ ***Adaptation is documented in the QAS (including English translations)***
- ✓ ***Adaptation in QAS is documented and mapped to the International source version in the 'Harmonization' sheet (in the QAS) where indicated***
- ✓ ***Adaptation is implemented in the QAT (computer based questionnaires)***
- ✓ ***Adaptation is implemented in the DME (paper questionnaires and paper based assessment countries)***