

OECD Programme for International Student Assessment 2018



<country>

Date of Test (Field Trial PISA 2018)		
<input type="text"/>	<input type="text"/>	2018
Day	Month	

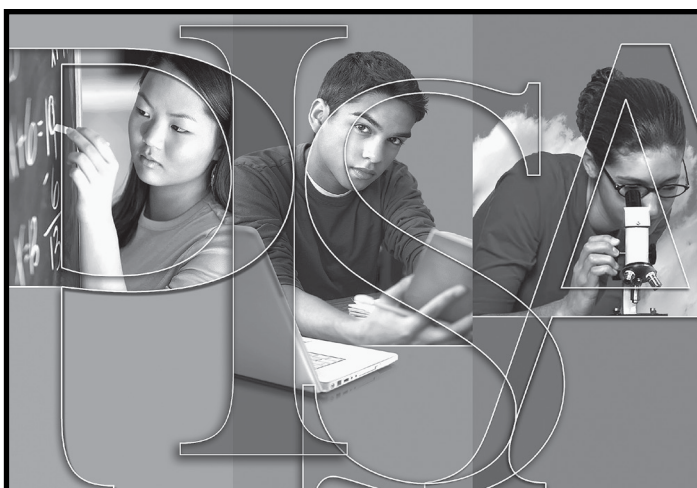
SCHOOL QUESTIONNAIRE

School Name

School ID

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<Language of test> <ISO code>



- **cApStAn Linguistic Quality Control (Belgium)**
- **Educational Testing Service (USA)**
- **Pearson (UK)**
- **Westat (USA)**

Dear <school administrator>,

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

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

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

The questionnaire should be completed by the principal or designate. It should take about 35 minutes to complete.

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

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

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

<School reminder note>

Q01 **Which of the following definitions best describes the community in which your school is located?**

SC001 *(Please select one response.)*

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

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

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

SC001Q01TA A city (100 000 to about 1 000 000 people) ☐ ₀₄

SC001Q01TA A large city (with over 1 000 000 people) ☐ ₀₅

Q02 **Is your school a public or a private school?**

SC013 *(Please select one response.)*

A public school

SC013Q01TA

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

☐ ₀₁

A private school

SC013Q01TA

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

☐ ₀₂

Q03 **About what percentage of your total funding for a typical school year comes from the following sources?**

SC016 *(Please write a number on each line. Write “0” (zero) if there are none.)*

%

SC016Q01TA Government (includes departments, local, regional, state and national) _____⁰¹

SC016Q02TA Student fees or school charges paid by parents _____⁰¹

SC016Q03TA Benefactors, donations, bequests, sponsorships, parent fundraising _____⁰¹

SC016Q04TA Other _____⁰¹

Total *100%*

Q04 Is your school's capacity to provide instruction hindered by any of the following issues?

SC017

(Please select one response in each row.)

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

Q05 **Who has the main responsibility for career guidance of students in <national modal grade for 15-year-olds> at your school?**

SC161 *(Please select all that apply.)*

SC161Q01SA Not applicable, career guidance is not available in this school ☐ ₀₁

SC161Q02SA All teachers share the responsibility for career guidance ☐ ₀₁

SC161Q03SA Specific teachers have the main responsibility for career guidance ☐ ₀₁

SC161Q04SA We have one or more specific career guidance counsellors **employed** at school ☐ ₀₁

SC161Q05SA We have one or more specific career guidance counsellors who regularly **visit** the school ☐ ₀₁

If career guidance is not available at your school please skip question Q06.

Q06 **If career guidance is available at your school, which of the statements below best describes the situation for students in <national modal grade for 15-year olds>?**

SC162 *(Please select one response.)*

SC162Q01SA Career guidance is sought voluntarily by students ☐ ₀₁

SC162Q01SA Career guidance is formally scheduled into students' time at school ☐ ₀₂

Q07 To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

SC155

(Please select one response in each row.)

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

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

Q08 Does your school have any of the following?

SC156

(Please select one response in each row.)

		Yes	No
SC156Q01HA	Its own written statement about the use of digital devices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q02HA	Its own written statement specifically about the use of digital devices for pedagogical purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q03HA	A programme to use digital devices for teaching and learning in specific subjects	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q04HA	Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q05HA	A specific programme to prepare students for responsible internet behaviour	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q06HA	A specific policy about using social networks (<Facebook>, etc.) in teaching and learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q07HA	A specific programme to promote collaboration on the use of digital devices among teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC156Q08HA	Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

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

Q09 Which of the following statements best describes the schooling available to students in your location?

SC011 (Please select one response.)

- | | | |
|------------|---|--|
| SC011Q01TA | There are two or more other schools in this area that compete for our students. | <input type="checkbox"/> ₀₁ |
| SC011Q01TA | There is one other school in this area that competes for our students. | <input type="checkbox"/> ₀₂ |
| SC011Q01TA | There are no other schools in this area that compete for our students. | <input type="checkbox"/> ₀₃ |

Q10 **How often are the following factors considered when students are admitted to your school?**

SC012

(Please select one response in each row.)

		<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
SC012Q01TA	Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q02TA	Recommendation of feeder schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q03TA	Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q04TA	Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q05TA	Preference given to family members of current or former students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q06TA	Residence in a particular area	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC012Q07TA	Other	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

Some schools organise instruction differently for students with different abilities.

Q11 What is your school's policy about this for students in <national modal grade for 15-year-olds>?

SC042

(Please select one response in each row.)

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

Q12 In your school, are assessments of students in <national modal grade for 15-year-olds> used for any of the following purposes?

SC154

(Please select one response in each row.)

	Yes	No
SC154Q01HA To guide students' learning	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q02WA To inform parents about their child's progress	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q03WA To make decisions about students' retention or promotion	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q04WA To group students for instructional purposes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q05WA To compare the school to <district or national> performance	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q06WA To monitor the school's progress from year to year	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q07WA To make judgements about teachers' effectiveness	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q08WA To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q09HA To adapt teaching to the students' needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q10WA To compare the school with other schools	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC154Q11HA To award certificates to students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q13 In your school, are achievement data used in any of the following <accountability procedures>?

SC036 Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please select one response in each row.)

		Yes	No
SC036Q01TA	Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC036Q02TA	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC036Q03NA	Achievement data are provided directly to parents	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q14 Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

SC037

(Please select one response in each row.)

		<i>Yes, this is mandatory, e.g. based on district or ministry policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
SC037Q01TA	Internal evaluation/Self-evaluation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q02TA	External evaluation	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q03TA	Written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q04TA	Written specification of student performance standards	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q06NA	Systematic recording of student test results and graduation rates	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q08TA	Teacher mentoring	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃
SC037Q10NA	Implementation of a standardised policy for reading subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃

Q15 Do the following statements reflect teachers' practices for multicultural learning in your school?

SC165 (Please select one response in each row.)

		Yes	No
SC165Q01HA	In our school, students learn about the histories of diverse cultural groups that live in <country of test>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q02HA	In our school, students learn about the histories of diverse cultural groups that live in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q03HA	In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse cultural groups that live in <country of test>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q04HA	In our school, students learn about different cultural perspectives on historical and social events.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q05HA	Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q06HA	Our school offers an exchange programme with schools in other countries.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q07HA	Our school organises multicultural events (e.g. cultural diversity day).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q08HA	In our school, we celebrate festivities from other cultures.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q09HA	In our school, students are encouraged to communicate with people from other cultures via web/internet/social media	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC165Q10HA	Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q16

To what extent do the following statements reflect an opinion shared by your teaching staff?

SC166

(Please select one response in each row.)

		<i>Shared among none or almost none of them</i>	<i>Shared among some of them</i>	<i>Shared among many of them</i>	<i>Shared among all or almost all of them</i>
SC166Q02HA	It is important for students to learn that people from other cultures can have different values.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q03HA	Respecting other cultures is something that students should learn as early as possible.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q05HA	In the classroom, it is important that students of different origins recognise the similarities that exist between them.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC166Q06HA	When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Q17 **Is there any formal curriculum for the following in
<national modal grade for 15-year-olds>?**

SC167

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

(Please select one response in each row.)

		Yes	No
SC167Q01HA	Communicating with people from different cultures or countries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q02HA	Knowledge of different cultures	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q03HA	Openness to intercultural experiences	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q04HA	Respect for cultural diversity	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q05HA	Foreign languages	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC167Q06HA	Critical thinking skills	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q18 **Is there any formal curriculum for the following topics in
<national modal grade for 15-year-olds>?**

SC158

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

(Please select one response in each row.)

		Yes	No
SC158Q01HA	Climate change and global warming	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q02HA	Global health (e.g. epidemics)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q04HA	Migration (movement of people)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q07HA	International conflicts	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q08HA	Hunger or malnutrition in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q09HA	Causes of poverty	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC158Q12HA	Equality between men and women in different parts of the world	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q19 In your school, to what extent is the learning of students hindered by the following phenomena?

SC061

(Please select one response in each row.)

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
SC061Q01TA	Student truancy	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q02TA	Students skipping classes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q03TA	Students lacking respect for teachers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q04TA	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q05TA	Students intimidating or bullying other students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q11HA	Students not being attentive	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q06TA	Teachers not meeting individual students' needs	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q07TA	Teacher absenteeism	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q08TA	Staff resisting change	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q09TA	Teachers being too strict with students	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
SC061Q10TA	Teachers not being well prepared for classes	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

Q20 **As of <February 1, 2018>, what was the total school enrolment (number of students)?**

SC002 *(Please write a number on each line. Write “0” (zero) if there are none.)*

SC002Q01TA Number of boys: _____⁰¹

SC002Q02TA Number of girls: _____⁰¹

Q21 Please estimate the percentage of students in <national modal grade for 15-year-olds> in your school who have the following characteristics.

SC048

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

(Please write the appropriate percentage on each line.)

SC048Q01NA

Students whose <heritage language> is different from _____ %₀₁
<test language>

SC048Q02NA

Students with special needs _____ %₀₁

SC048Q03NA

Students from socioeconomically disadvantaged homes _____ %₀₁

Q22

The goal of the following set of questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.

SC004

(Please write a number on each line. Write “0” (zero) if there are none.)

Number

SC004Q01TA

At your school, what is the total number of students in the <national modal grade for 15-year-olds>?

_____ 01

SC004Q02TA

Approximately, how many computers are available for these students for educational purposes?

_____ 01

SC004Q03TA

Approximately, how many of these computers are connected to the Internet/World Wide Web?

_____ 01

SC004Q04NA

Approximately, how many of these computers are portable (e.g. laptop, tablet)?

_____ 01

SC004Q05NA

Approximately, how many interactive whiteboards are available in the school altogether?

_____ 01

SC004Q06NA

Approximately, how many data projectors are available in the school altogether?

_____ 01

SC004Q07NA

Approximately, how many computers with internet connection are available **for teachers** in your school?

_____ 01

Q23 How many of the following teachers are on the staff of your school?

SC018

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

(Please write a number on each line. Write "0" (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
SC018Q01TA Teachers in TOTAL	_____01	_____02
SC018Q02TA Teachers <fully certified> by <the appropriate authority>	_____01	_____02
SC018Q05NA Teachers with an <ISCED Level 5A Bachelor degree> qualification	_____01	_____02
SC018Q06NA Teachers with an <ISCED Level 5A Master's degree> qualification	_____01	_____02
SC018Q07NA Teachers with an <ISCED Level 6> qualification	_____01	_____02

Q24 **During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?**

SC025

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

(Please write the appropriate percentage on the line. If none of your teachers participated in any professional development activities write “0” (zero).)

SC025Q01NA

All teaching staff at your school _____ % of

Q25 **Does your school host visiting teachers from other countries?**

SC159 *(Please select only one response.)*

SC159Q01HA Yes

☐ ₀₁

SC159Q01HA No

☐ ₀₂

Q26 **What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?**

SC003 *(Please select one response.)*

SC003Q01TA	15 students or fewer	<input type="checkbox"/> ₀₁
SC003Q01TA	16-20 students	<input type="checkbox"/> ₀₂
SC003Q01TA	21-25 students	<input type="checkbox"/> ₀₃
SC003Q01TA	26-30 students	<input type="checkbox"/> ₀₄
SC003Q01TA	31-35 students	<input type="checkbox"/> ₀₅
SC003Q01TA	36-40 students	<input type="checkbox"/> ₀₆
SC003Q01TA	41-45 students	<input type="checkbox"/> ₀₇
SC003Q01TA	46-50 students	<input type="checkbox"/> ₀₈
SC003Q01TA	More than 50 students	<input type="checkbox"/> ₀₉

Q27 **<This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year-olds>?**

SC053

(Please select one response in each row.)

		Yes	No
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q02TA	School play or school musical	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q04TA	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q12IA	Book club	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q13IA	Debating club or debating activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q09TA	Art club or art activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q10TA	Sporting team or sporting activities	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q14IA	Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q15IA	Collaboration with local libraries	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q16IA	Collaboration with local newspapers	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC053Q11TA	<country specific item>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q28 Does your school offer any of the following options to students in <national modal grade for 15-year-olds> whose <heritage language> is not the <test language>?

SC150

(Please select one response in each row.)

	Yes	No
SC150Q01/A These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q02/A Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q03/A Before transferring to regular classes, these students receive some instruction in school subjects through their <heritage language>.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q04/A These students receive significant amounts of instruction in their <heritage language> aimed at developing proficiency in both languages.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC150Q05/A Class size is reduced to cater to the special needs of these students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Q29 **In the last full academic year, what proportion of students in your school's final grade left school without a <certificate>?**

SC164

(A certificate allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment.)

(Please write the appropriate percentage on the line. Write "0" (zero) if no students left without such a certificate.)

SC164Q01HA

_____ %₀₁

Q30 **During <the last academic year>, what proportion of students' parents participated in the following school-related activities?**

SC064

(Please write a number on each line. If no parents participated in the activity, please write "0" (zero). Write "100" (one hundred) if all parents participated in the activity.)

SC064Q01TA

Discussed their child's progress with a teacher on their own initiative _____ %₀₁

SC064Q02TA

Discussed their child's progress on the initiative of one of their child's teachers _____ %₀₁

SC064Q03TA

Participated in local school government (e.g. parent council or school management committee) _____ %₀₁

SC064Q04NA

Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip) _____ %₀₁

Q31 Does your school offer additional <test language> lessons apart from <test language> lessons offered during the usual school hours?

SC152

(Please select one response.)

SC152Q01HA

Yes

☐ ₀₁

*If the answer is “Yes”, please
continue with question Q32.*

SC152Q01HA

No

☐ ₀₂

*If the answer is “No”, please
skip question Q32.*

Q32 **What is the purpose of these additional <test language> lessons?**

SC160 *(Please select one response.)*

SC160Q01WA <Enrichment> only ☐ ₀₁

SC160Q01WA <Remedial> only ☐ ₀₂

SC160Q01WA Both <enrichment> and <remedial> ☐ ₀₃

SC160Q01WA Without differentiation depending on the prior achievement level of the students ☐ ₀₄

Q33 **For 15-year old students, does your school provide the following study help?**

SC052

(Please select one response in each row.)

		Yes	No
SC052Q01NA	Room(s) where the students can do their homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC052Q02NA	Staff help with homework	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
SC052Q03HA	Peer-to-peer tutoring	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

***Thank you very much for your co-operation in
completing this questionnaire!***