



# SCHOOL QUESTIONNAIRE FOR PISA 2022

## Main Survey Version

Doc.: CY8\_202111\_QST\_MS\_SCQ\_CBA\_NoNotes.docx

November 2021

Produced by ETS, Core A with content regarding Creative Thinking provided by ACT, Core B3



Dear <school administrator>,

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

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

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

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

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

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

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

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

<School reminder note>

SC001

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

*(Please select one response.)*

- |            |   |                              |
|------------|---|------------------------------|
| SC001Q01TA | A village, hamlet or rural area (fewer than 3 000 people) | <input type="checkbox"/> _01 |
| SC001Q01TA | A small town (3 000 to about 15 000 people)               | <input type="checkbox"/> _02 |
| SC001Q01TA | A town (15 000 to about 100 000 people)                   | <input type="checkbox"/> _03 |
| SC001Q01TA | A city (100 000 to about 1 000 000 people)                | <input type="checkbox"/> _04 |
| SC001Q01TA | A large city (1 000 000 to about 10 000 000 people)       | <input type="checkbox"/> _05 |
| SC001Q01JA | A megacity (with over 10 000 000 people)                  | <input type="checkbox"/> _06 |

SC013

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

*(Please select one response.)*

SC013Q01TA

A public school

 01

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

SC013Q01TA

A private school

 02

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

SC014

**What kind of organisation runs your school?**

*(Please select one response.)*

- |            |  |                              |
|------------|--|------------------------------|
| SC014Q01TA | A church or other religious organisation | <input type="checkbox"/> _01 |
| SC014Q01TA | Another not-for-profit organisation      | <input type="checkbox"/> _02 |
| SC014Q01TA | A for-profit organisation                | <input type="checkbox"/> _03 |
| SC014Q01JA | The government                           | <input type="checkbox"/> _04 |

SC016 **About what percentage of your total funding for a typical school year comes from the following sources?**

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

		%
SC016Q01TA	Government (includes departments, local, regional, state and national)	_____01
SC016Q02TA	Student fees or school charges paid by parents or guardians	_____01
SC016Q03TA	Benefactors, donations, bequests, sponsorships, parent or guardian fundraising	_____01
SC016Q04TA	Other	_____01
	<i>Total</i>	<i>100%</i>

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

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

SC011

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

*(Please select one response.)*

SC011Q01TA There are two or more other schools in this area that compete for our students. \_01

SC011Q01TA There is one other school in this area that competes for our students. \_02

SC011Q01TA There are no other schools in this area that compete for our students. \_03

SC002

**As of <February 1, 2022>, what was the total school enrolment (number of students)?**

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

SC002Q01TA    Number of boys: \_\_\_\_\_01

SC002Q02TA    Number of girls: \_\_\_\_\_01









SC211

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

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

*(Please move the slider to the appropriate percentage.)*

- SC211Q01JA Students whose <heritage language> is different from <test language>  01
- SC211Q02JA Students with special learning needs  01
- SC211Q03JA Students from socioeconomically disadvantaged homes  01
- SC211Q04JA Students who are immigrants (not including refugees)  01
- SC211Q05JA Students who have parents who have immigrated  01
- SC211Q06JA Students who are refugees  01

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

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

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

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

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

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

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

SC018 **How many of the following teachers are on the staff of your school?**

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

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

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

SC182

**How many of the following are on the <mathematics staff> of your school?**

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

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

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

		<i>Full-time</i>	<i>Part-time</i>
SC182Q01WA	Teachers of mathematics in TOTAL	_____01	_____02
SC182Q06WA	Teachers of mathematics <fully certified> by <the appropriate authority>	_____01	_____02
SC182Q07JA	Teachers of mathematics with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____01	_____02
SC182Q08JA	Teachers of mathematics with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification <with a major> in mathematics	_____01	_____02
SC182Q09JA	Teachers of mathematics with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification in <pedagogy>	_____01	_____02
SC182Q10JA	Teachers of mathematics with an <ISCED Level 5 – Short-cycle tertiary education> but not an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____01	_____02

SC168

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

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

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

SC168Q01JA Personnel for pedagogical support, irrespective of the \_\_\_\_\_01  
<grade levels>/ages they support

*Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists and nurses*

SC168Q02JA School administrative personnel \_\_\_\_\_01  
*Including receptionists, secretaries, and administration assistants*

SC168Q03JA School management personnel \_\_\_\_\_01  
*Including principals, assistant principals, and other staff whose main activity is management*

SC168Q04JA Other non-teaching staff \_\_\_\_\_01

SC012

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

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

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

SC185

**In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school for the following reasons?**

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

		<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
SC185Q01WA	Low academic achievement	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC185Q02WA	High academic achievement	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC185Q03WA	Behavioural problems	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC185Q04WA	Special learning needs	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC185Q05WA	Parents' or guardians' request	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>

SC202

**Who has the main responsibility for the following at your school?***(Please select one response in each row.)*

	<i>Principal</i>	<i>Teachers or members of &lt;school management team&gt;</i>	<i>&lt;School governing board&gt;</i>	<i>&lt;Local or municipal authority&gt;</i>	<i>&lt;Regional or state authority&gt;</i>	<i>&lt;National or federal authority&gt;</i>
SC202Q01JA Appointing or hiring teachers	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q02JA Dismissing or suspending teachers from employment	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q03JA Establishing teachers' starting salaries, including setting pay scales	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q04JA Determining teachers' salary increases	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q05JA Formulating the school budget	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q06JA Deciding on budget allocations	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q07JA Establishing student disciplinary policies and procedures	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q08JA Establishing student assessment policies, including <national/regional > assessments	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>



SC202Q09JA	Approving students for admission to the school	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q10JA	Choosing which learning materials are used	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q11JA	Determining course content, including <national/regional > curricula	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC202Q12JA	Deciding which courses are offered	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

SC201

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

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

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>
SC201Q01JA	Collaborating with teachers to solve classroom discipline problems	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q03JA	Providing feedback to teachers based on observations of instruction in the classroom	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q04JA	Taking actions to support co-operation among teachers to develop new teaching practices	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q05JA	Taking actions to ensure that teachers take responsibility for improving their teaching skills	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q06JA	Taking actions to ensure that teachers feel responsible for their students' learning outcomes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q07JA	Providing parents or guardians with information on the school and student performance	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC201Q11JA	Working on a professional	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>

development plan for  
this school

SC004

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

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

		<i>Number</i>
SC004Q01TA	At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	_____01
SC004Q02TA	Approximately, how many desktop or laptop computers are available for these students for educational purposes?	_____01
SC004Q03TA	Approximately, how many of these desktop or laptop computers are connected to the Internet?	_____01
SC004Q08JA	Approximately, how many tablet devices (e.g. <iPad®>, <Galaxy Book®>, <Fire®>) or e-book readers (i.e. portable device for reading books on screen, e.g. <Amazon® Kindle™>, <Kobo>) are available for these students for educational purposes?	_____01
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 desktop or laptop computers with internet connection are available <b>for teachers</b> <u>in your school</u> ?	_____01

SC190

**Do the following statements apply to your school?***(Please select one response in each row.)*

		<i>Yes</i>	<i>No</i>
SC190Q01JA	The school has a written statement about the general use of digital devices on the school premises.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q02JA	The use of <cell phones> is not allowed on the school premises.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q05JA	The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q06JA	Teachers establish rules for when students may use digital devices during lessons.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q07JA	Teachers establish rules in collaboration with students about their use of <digital resources> at school or in class.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q08JA	The school has a specific programme to prepare students for responsible internet behaviour.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q09JA	The school has a specific policy about using social networks (e.g. <Facebook <sup>®</sup> >) in teaching and learning.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q10JA	The school has a specific programme to promote collaboration on the use of digital devices among teachers.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC190Q11JA	The school has a scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC037

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

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

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

		<i>Yes, this is mandatory, e.g. based on district or ministry policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
SC037Q01TA	Internal evaluation/Self-evaluation	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q02TA	External evaluation	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q03TA	Written specification of the school’s curricular profile and educational goals	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q04TA	Written specification of student performance standards	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q06NA	Systematic recording of student test results and graduation rates	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q08TA	Teacher mentoring	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC037Q11JA	Implementation of a standardised policy for mathematics subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>

- Help button Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.
- Help button External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

SC200

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

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

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

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

Help  
Button:

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



SC032

**During <the last academic year>, have any of the following methods been used to monitor the practice of teachers at your school?**

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

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

SC193

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

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

		<i>No impact</i>	<i>Small impact</i>	<i>Moderate impact</i>	<i>Large impact</i>
SC193Q01WA	A change in salary	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q02WA	A financial bonus or another kind of monetary reward	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q03WA	Opportunities for professional development activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q04WA	A change in the likelihood of career advancement	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q05WA	Public recognition from you	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q06WA	Changes in work responsibilities that make the job more attractive	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC193Q07WA	A role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

SC025

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

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

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

SC025Q01NA All teaching staff at your school



01

SC025Q02NA Staff who teach mathematics at your school



01

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

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

SC027

**Which of the following types of in-house professional development exist at your school?**

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

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

SC183

**Which of the following types of in-house professional development exist for staff who teach mathematics at your school?**

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

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

SC184

**Does your school offer professional development to mathematics teachers in any of the following?**

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

		<i>Yes</i>	<i>No</i>
SC184Q01JA	Mathematics content	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q02JA	Mathematics pedagogy/instruction	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q03JA	Mathematics curriculum	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q04JA	Integrating digital resources into mathematics instruction	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q05JA	Improving students' critical thinking or problem solving skills	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q06JA	Mathematics assessment	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC184Q07JA	Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC017 **Is your school's capacity to provide instruction hindered by any of the following issues?**

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

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

SC061

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

*(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"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q02TA	Students skipping classes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q03TA	Students lacking respect for teachers	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q04TA	Student use of alcohol or illegal drugs	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q05TA	Students intimidating or bullying other students	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q11HA	Students not being attentive	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q06TA	Teachers not meeting individual students' needs	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q07TA	Teacher absenteeism	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q08TA	Staff resisting change	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q09TA	Teachers being too strict with students	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC061Q10TA	Teachers not being well prepared for classes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>



SC172

**To what extent is each of the following behaviours a problem in your school?**

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

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

SC173

**During <the last academic year>, how often has the school staff done each of the following?**

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








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

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

SC064

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

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

		%
SC064Q05WA	Discussed their child's behaviour with a teacher on the parents' or guardians' own initiative	 01
SC064Q06WA	Discussed their child's behaviour on the initiative of one of their child's teachers	 01
SC064Q01TA	Discussed their child's progress with a teacher on the parents' or guardians' own initiative	 01
SC064Q02TA	Discussed their child's progress on the initiative of one of their child's teachers	 01
SC064Q04NA	Volunteered in physical or extra-curricular activities, (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	 01
SC064Q03TA	Participated in local school government (e.g. parent council or school management committee)	 01
SC064Q07WA	Assisted in fundraising for the school	 01

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

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

SC192

**During <the last academic year>, how often has the school staff done each of the following?**

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

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

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

SC175

**How many minutes, on average, are there in a <class period> for <national modal grade for 15-year-olds> taking the following subjects?**

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

SC175Q01JA

Mathematics



SC175Q02JA

Average minutes in a <class period> across all subjects, including Mathematics



Slider bar: “0” – “120 or more”, step = 5.

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

SC176

**What is the average size of mathematics classes in  
<national modal grade for 15-year-olds> in your  
school?***(Please select one response.)*

- |            |                       |                              |
|------------|-----------------------|------------------------------|
| SC176Q01JA | 15 students or fewer  | <input type="checkbox"/> _01 |
| SC176Q01JA | 16-20 students        | <input type="checkbox"/> _02 |
| SC176Q01JA | 21-25 students        | <input type="checkbox"/> _03 |
| SC176Q01JA | 26-30 students        | <input type="checkbox"/> _04 |
| SC176Q01JA | 31-35 students        | <input type="checkbox"/> _05 |
| SC176Q01JA | 36-40 students        | <input type="checkbox"/> _06 |
| SC176Q01JA | 41-45 students        | <input type="checkbox"/> _07 |
| SC176Q01JA | 46-50 students        | <input type="checkbox"/> _08 |
| SC176Q01JA | More than 50 students | <input type="checkbox"/> _09 |

SC003

**What is the average size of <test language> classes in  
<national modal grade for 15-year-olds> in your  
school?***(Please select one response.)*

- |            |                       |                              |
|------------|-----------------------|------------------------------|
| SC003Q01TA | 15 students or fewer  | <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 |

SC174

**How many foreign languages are being taught at your school <this academic year>?**

*(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses <this academic year>.)*

SC174Q01JA

Number of foreign languages

\_\_\_\_\_01



SC053

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

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

		<i>Yes</i>	<i>No</i>
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q02TA	School play or school musical	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q04TA	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q05NA	Mathematics club	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q06NA	Mathematics competitions, e.g. <national examples>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q07TA	Chess club	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q08TA	Club with a focus on computers (e.g. programming or coding)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q09TA	Art club or art activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q10TA	Sporting team or sporting activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC053Q11TA	<country specific item>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC212

**For students in <national modal grade for 15-year-olds>, does your school provide the following study help?***(Please select one response in each row.)*

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

SC034

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

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

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

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

**Help  
Button:**

*<Standardised tests> are consistent in design, content, administration, and scoring. Results can be compared across students and schools.*

This is a filter question:

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

Else respondents answer SC042.

This is a filtered question:

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

Else proceed to SC042.

SC035

**In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?**

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

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

		<Standardised tests>		Teacher-developed tests	
		A		B	
		Yes	No	Yes	No
SC035Q01N	To guide students’ learning	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q02T	To inform parents or guardians about their child’s progress	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q03T	To make decisions about students’ retention or promotion	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q04T	To group students for instructional purposes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q05T	To compare the school to <district or national> performance	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q06T	To monitor the school’s progress from year to year	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q07T	To make judgements about teachers’ effectiveness	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC035Q09N	To adapt teaching to the students’ needs	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC035Q10T To compare the school with other schools <sub>01</sub> <sub>02</sub> <sub>01</sub> <sub>02</sub>

SC035Q11N To award certificates to students <sub>01</sub> <sub>02</sub> <sub>01</sub> <sub>02</sub>

**Help  
Button:**

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

SC042

*Some schools organise instruction differently for students with different abilities.*

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

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

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

*Schools sometimes organise instruction differently for students with different abilities and interests in mathematics.*

SC187

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

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

		<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
SC187Q01WA	Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC187Q02WA	Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC187Q03WA	Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC187Q04WA	In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>

SC177

**Who has the main responsibility for the following decisions at your school?**

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

		<i>Student</i>	<i>Parent(s) or Guardian(s)</i>	<i>School staff</i>	<i>Not applicable</i>
SC177Q01JA	Choosing a student's mathematics course(s)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC177Q02JA	Choosing the level of difficulty of a student's mathematics course(s)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC177Q03JA	Choosing the number of mathematics courses or <class periods> that a student takes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>



SC188

**To what extent is your school's mathematics programme structured according to the following resources?**

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

		<i>Not at all</i>	<i>Small extent</i>	<i>Moderate extent</i>	<i>Large extent</i>
SC188Q01JA	<Local or municipal> curriculum standards or curriculum guides	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q02JA	<Regional or state> curriculum standards or curriculum guides	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q03JA	<National or federal> curriculum standards or frameworks	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q04JA	In-school curriculum frameworks and standards for learning	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q05JA	Results from <local or municipal > assessments	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q06JA	Results from <regional or state> assessments	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q07JA	Results from <national or federal > assessments	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q08JA	Recommendations from school mathematics department	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q09JA	Discretion of individual teachers	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q10JA	Results from school assessments (e.g. quizzes or tests created by teachers)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC188Q11JA	Commercially designed programmes	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

SC195

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

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

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

		<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
SC195Q01JA	Mandatory <standardised tests> in mathematics, e.g. <country specific example>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC195Q02JA	Non-mandatory <standardised tests> in mathematics (e.g. publicly or commercially available standardised test material like <country specific example>)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC195Q03JA	Teacher-developed mathematics tests	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>
SC195Q04JA	Teachers’ judgmental ratings in mathematics	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>

**Help Button:** *<Standardised tests> are consistent in design, content, administration, and scoring. Results can be compared across students and schools.*

SC198

**In your school, are mathematics achievement data used in the following ways?**

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

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

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

SC178

**Thinking about students' last <school report>:  
Approximately what percentage of the students in  
<national modal grade for 15-year-olds> received the  
following types of <marks> in Mathematics?**

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

%

SC178Q01JA <Marks> at or above the <pass mark> \_\_\_\_\_01

SC178Q02JA <Marks> below the <pass mark> \_\_\_\_\_01

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

SC180

**Does your school offer additional mathematics lessons  
apart from mathematics lessons offered during the  
usual school hours?**

*(Please select one response.)*

SC180Q01JA Yes

\_01

SC180Q01JA No

\_02

This is a filter question:

If the answer is “No” respondents proceed to SC189.

Else respondents answer SC181.

This is a filtered question:

Only if SC180 is something else than “No”.

Else proceed to SC189.

SC181

**What types of additional mathematics lessons are offered?**

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

		<i>Yes</i>	<i>No</i>
SC181Q01JA	<Enrichment>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC181Q02JA	<Remedial>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC181Q03JA	Without differentiation depending on the prior achievement level of the students	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC189

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

		<i>Yes</i>	<i>No</i>
SC189Q02WA	The school has a policy on how to use <digital devices> in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs).	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC189Q03WA	All <national modal grade for 15-year-olds> mathematics classes in the school use the same textbook.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC189Q04WA	Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC189Q01JA	The school has a specific policy to encourage the teaching and learning of <social and emotional skills>.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC189Q05JA	There is a mission statement describing the <social and emotional skills> we aim to foster in our school.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC189Q06JA	Teachers are asked to evaluate students' <social and emotional skills> as a part of their grading.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

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

*(Please select one response.)*

SC169Q01JA Yes \_01

SC169Q01JA No \_02

This is a filter question:

If the answer is “No” respondents proceed to SC171.

Else respondents answer SC210 and SC170.



This is a filtered question:  
Only if SC169 is something other than “No”.  
Else proceed to SC171.

SC210 **Which of the statements below best describes the situation for students in <national modal grade for 15-year-olds> at your school?**

*(Please select one response.)*

SC210Q01JA Career guidance is sought voluntarily by students. \_01

SC210Q01JA Career guidance is formally scheduled into students’ time at school. \_02

This is a filtered question:  
 Only if SC169 is something other than “No”.  
 Else proceed to SC171.

SC170      **Who has the main responsibility for career guidance of students in <national modal grade for 15-year-olds> at your school?**

*(Please select one response.)*

- |            |  |  |
|------------|--|--|
| SC170Q01JA | All teachers share the responsibility for career guidance.   | <input type="checkbox"/> <sub>01</sub> |
| SC170Q01JA | Specific teachers have the main responsibility for career guidance.  | <input type="checkbox"/> <sub>02</sub> |
| SC170Q01JA | One or more specific career guidance counsellors <b>employed</b> at school have the main responsibility for career guidance.             | <input type="checkbox"/> <sub>03</sub> |
| SC170Q01JA | One or more specific career guidance counsellors who regularly <b>visit</b> the school have the main responsibility for career guidance. | <input type="checkbox"/> <sub>04</sub> |

SC171

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

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

		<i>Yes</i>	<i>No</i>
SC171Q01JA	Information about internships	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC171Q02JA	Information about future careers	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC171Q03JA	Information about future educational opportunities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC171Q04JA	Information about student financing (e.g. student loans or grants)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC204

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

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

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
SC204Q01JA	Creativity can be trained.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC204Q02JA	People can be creative if they keep trying.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC204Q05JA	There are many different ways to be creative.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC204Q06JA	It is possible to be creative in nearly any subject.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

SC205

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

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

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
SC205Q01JA	Teachers in our school give students enough time to come up with creative solutions on assignments.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC205Q02JA	Teachers in our school value students' creativity.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC205Q03JA	Class activities in our school help students think about new ways to solve complex tasks.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC205Q05JA	Mathematics assignments at our school require students to come up with different solutions for a complex task.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC205Q06JA	Teachers in our school encourage students to come up with original answers.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC205Q07JA	At our school, students are given a chance to express their ideas.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

SC207

**Is each activity below offered at your school? If so, how often is it offered?**

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

		<i>Never or almost never</i>	<i>About once or twice a year</i>	<i>About once or twice a month</i>	<i>About once or twice a week</i>	<i>Every day or almost every day</i>	<i>Not available at our school</i>
SC207Q01JA	Art classes/activities (e.g. painting, drawing)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q02JA	Creative writing classes/activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q03JA	Music classes/activities (e.g. chorus, band)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q04JA	Debate <club>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q05JA	Dramatics, theatre class/activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q06JA	Publications (e.g. newspaper, <yearbooks>, literary magazine)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q07JA	Science <club>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>
SC207Q08JA	Computer programming classes/activities	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>	<input type="checkbox"/> <sub>05</sub>	<input type="checkbox"/> <sub>06</sub>

SC208

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

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

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
SC208Q01JA	Most students at my school are creative.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q02JA	Most students at my school enjoy doing creative projects.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q03JA	Most students at my school perform well when given the freedom to be creative.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q04JA	Most students at my school enjoy work that is challenging.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q05JA	Most students at my school enjoy learning new things.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q06JA	Most students at my school perform well when given complex problems to solve.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q07JA	Most students at my school are artistic.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q08JA	Most students at my school are imaginative.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC208Q09JA	Most students at my school are able to think of many new ideas.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

**SC213**      **In the last three years, approximately how many school days was your school building closed to students because of the following reasons?**

*Please count the time that your school was closed to the majority of students.*

*Do not count the time that your school was scheduled to be closed for school holiday or vacations.*

*If your school had to close and reopen multiple times, please count all closing times.*

*(Please enter a number for each response. Enter “0” (zero) if the school building was not closed to students.)*

**SC213Q01JA**      Number of school days closed because of COVID-19: \_\_\_\_\_01

**SC213Q02JA**      Number of school days closed for another reason (e.g. a natural disaster, strikes or demonstrations, air pollution): \_\_\_\_\_01

This is a filter question:  
 If the answer is “0” (zero) for Item 1 proceed to SC155.  
 Else proceed to SC214.



This is a filtered question:

Only if SC213 Item 1 is greater than “0” (zero).

Else proceed to SC155.

**SC214**      **During the time when your school building was closed to students because of COVID-19, how was instruction in your school organised?**

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

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

SC215

**During the time when your school building was closed to students because of COVID-19, did your school make the following resources available to students to support their learning?**

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

		<i>Yes</i>	<i>No</i>
SC215Q01JA	Paper textbooks, workbooks, or worksheets	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q02JA	Digital textbooks, workbooks, or worksheets	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q03JA	Real-time lessons by a teacher from my school on a video communication program (e.g. <Zoom <sup>TM</sup> >, <Skype <sup>TM</sup> >, <Google <sup>®</sup> Meet <sup>TM</sup> >, <Microsoft <sup>®</sup> Teams>)	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q04JA	Recorded lessons or other digital material created by teachers from my school	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q05JA	Recorded lessons or other digital material created by others outside of school	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q06JA	Additional instructional resources for students with special learning needs	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q07JA	Additional instructional resources for students whose <heritage language> is different from <test language>	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC215Q08JA	Lessons broadcast over television or radio	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

SC216

**During the time when your school building was closed to students because of COVID-19, to what extent was your school's capacity to provide remote instruction hindered by the following issues?**

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

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

SC217

**During the time when your school building was closed to students because of COVID-19, were teachers in your school asked to do the following things?**

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

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

SC218 **During the time when your school building was closed to students because of COVID-19, did the school keep track of students' attendance in distance learning activities?**

*(Please select one response.)*

SC218Q01JA Yes \_01

SC218Q01JA No \_02

This is a filter question:  
If the answer is "Yes" for Item 1 proceed to SC219.  
Else proceed to SC221.

This is a filtered question:  
 Only if SC218 Item 1 is “Yes”.  
 Else proceed to SC221.

SC219 **During the time when your school building was closed to students because of COVID-19, approximately what percentage of students attended distance learning activities in a typical week?**

*(Please select one response.)*

- |            |             |                              |
|------------|-------------|------------------------------|
| SC219Q01JA | 0%          | <input type="checkbox"/> _01 |
| SC219Q01JA | 1% to 10%   | <input type="checkbox"/> _02 |
| SC219Q01JA | 11% to 20%  | <input type="checkbox"/> _03 |
| SC219Q01JA | 21% to 30%  | <input type="checkbox"/> _04 |
| SC219Q01JA | 31% to 40%  | <input type="checkbox"/> _05 |
| SC219Q01JA | 41% to 50%  | <input type="checkbox"/> _06 |
| SC219Q01JA | 51% to 60%  | <input type="checkbox"/> _07 |
| SC219Q01JA | 61% to 70%  | <input type="checkbox"/> _08 |
| SC219Q01JA | 71% to 80%  | <input type="checkbox"/> _09 |
| SC219Q01JA | 81% to 90%  | <input type="checkbox"/> _10 |
| SC219Q01JA | 91% to 100% | <input type="checkbox"/> _11 |

SC220

**During the time when your school building was closed to students because of COVID-19, approximately what percentage of students did not attend any distance learning activities?**

*If your school closed multiple times because of COVID-19, please provide the approximate mean percentage across all instances.*

*(Please select one response.)*

- SC220Q01JA 0% <sub>01</sub>
- SC220Q01JA 1% to 10% <sub>02</sub>
- SC220Q01JA 11% to 20% <sub>03</sub>
- SC220Q01JA 21% to 30% <sub>04</sub>
- SC220Q01JA 31% to 40% <sub>05</sub>
- SC220Q01JA 41% to 50% <sub>06</sub>
- SC220Q01JA 51% to 60% <sub>07</sub>
- SC220Q01JA 61% to 70% <sub>08</sub>
- SC220Q01JA 71% to 80% <sub>09</sub>
- SC220Q01JA 81% to 90% <sub>10</sub>
- SC220Q01JA 91% to 100% <sub>11</sub>

SC221

**During the time when your school building was closed to students because of COVID-19, were the following resources used to support teachers in providing remote instruction?**

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

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



SC222

**During the time when your school building was closed to students because of COVID-19, to what extent did you feel your school was supported by the following groups?**

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

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

SC223 **Has your school taken any of the following actions to prepare for remote instruction?**

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

	<i>Yes, as a standard practice before COVID-19</i>	<i>Yes, in response to COVID-19</i>	<i>No</i>
SC223Q01JA	Training teaching staff on the use of video communication programs (e.g. <Zoom™>, <Skype™>, <Google® Meet™>, <Microsoft® Teams>) for remote instruction		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q02JA	Training students on the use of video communication programs (e.g. <Zoom™>, <Skype™>, <Google® Meet™>, <Microsoft® Teams>) for remote instruction		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q03JA	Preparing digital material for remote instruction (e.g. reorganising existing resources, designing new resources)		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q04JA	Preparing paper-based material for remote instruction (e.g. reorganising existing resources, designing new resources)		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q05JA	Adapting existing curriculum plans for remote instruction (e.g. modifying course requirements, sequence of lessons, grading policies)		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q06JA	Preparing digital materials for assessing student learning via online assessment (e.g. quizzes, tests)		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>
SC223Q07JA	Compiling instructional resources for parents or guardians to support their child's learning outside the school		
	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>

SC223Q08JA	Ensuring that students have access to <digital devices> for remote instruction	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03
SC223Q09JA	Ensuring that teaching staff have access to <digital resources> for remote instruction	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03
SC223Q10JA	Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction	<input type="checkbox"/> _01	<input type="checkbox"/> _02	<input type="checkbox"/> _03

SC155

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

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

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

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
SC155Q06HA	Teachers have the necessary technical and pedagogical skills to integrate <digital devices> in instruction.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC155Q07HA	Teachers have sufficient time to prepare lessons integrating <digital devices>.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC155Q08HA	Effective professional resources for teachers to learn how to use <digital devices> are available.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC155Q09HA	An effective online learning support platform is available.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC155Q10HA	Teachers are provided with incentives to integrate <digital devices> in their teaching.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>
SC155Q11HA	The school has sufficient qualified technical assistant staff.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>	<input type="checkbox"/> <sub>03</sub>	<input type="checkbox"/> <sub>04</sub>

SC224

**Overall, how prepared do you feel your school is for providing remote instruction if your school building closed to students for an extended period in the future?**

*(Please select one response.)*

- |            |                     |                              |
|------------|---------------------|------------------------------|
| SC224Q01JA | Not prepared at all | <input type="checkbox"/> _01 |
| SC224Q01JA | Not very prepared   | <input type="checkbox"/> _02 |
| SC224Q01JA | Well prepared       | <input type="checkbox"/> _03 |
| SC224Q01JA | Very well prepared  | <input type="checkbox"/> _04 |

SC209

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

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

		<i>Yes</i>	<i>No</i>
SC209Q04JA	I have spoken to teachers at my school about the importance of the PISA test.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC209Q05JA	I have spoken to parents or guardians about the importance of the PISA test.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>
SC209Q06JA	I have encouraged the students at my school to do their best during the PISA test.	<input type="checkbox"/> <sub>01</sub>	<input type="checkbox"/> <sub>02</sub>

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