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*
- *Learning environment and curriculum*
- *School climate*

If a country administers national options, another bullet point should be added (above) as required.

This information helps 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 60 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 one school can be identified.

To answer questions in this questionnaire, please consider the following definitions:

'School science' includes all science courses referring to the domains of physics, chemistry, earth and space sciences, biology, applied sciences and technology either taught in your curriculum as separate science subjects, or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible earth science topics included in geography courses. In many countries this needs to be adapted to the national context.

<School reminder note> 'school' refers to the primary sampling unit. In a few countries with complex school sites or sampling procedures, the expression 'school' may need to be clarified for principals. It should have the same meaning as for the primary sampling unit in the (Field Trial) sampling frame. For example, the National Project Manager could place a label on the front cover, or in a space reserved on this page, which says: 'For the purpose of this questionnaire your school is defined as the campus on Aristotle Avenue only. Do not include the Plato Parade campus'. If a reminder note is not needed in your country, delete <school reminder note>.

Section A: School background information

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

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people)	SC001Q01TA01 ○
A small town (3 000 to about 15 000 people)	SC001Q01TA02 ○
A town (15 000 to about 100 000 people)	SC001Q01TA03 ○
A city (100 000 to about 1 000 000 people)	SC001Q01TA04 ○
A large city (with over 1 000 000 people)	SC001Q01TA05 ○

As at <February 1, 2014>, what was the total school enrolment (number of students)?

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

Number of boys:	SC002Q01TA01
Number of girls:	SC002Q02TA01

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

(Please select one response.)

15 students or fewer	SC003Q01TA01 ○
16-20 students	SC003Q01TA02 ○
21-25 students	SC003Q01TA03 ○
26-30 students	SC003Q01TA04 ○
31-35 students	SC003Q01TA05 ○
36-40 students	SC003Q01TA06 ○
41-45 students	SC003Q01TA07 ○
46-50 students	SC003Q01TA08 ○
More than 50 students	SC003Q01TA09 ○

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

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

	Number
At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	SC004Q01TA01
Approximately, how many computers are available for these students for educational purposes?	SC004Q02TA01
Approximately, how many of these computers are connected to the Internet/World Wide Web?	SC004Q03TA01
Approximately, how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01
About how many interactive whiteboards are available in the school altogether?	SC004Q05NA01
About how many data projectors are available in the school altogether?	SC004Q06NA01
About how many computers with internet connection are available **for teachers** in your school?	SC004Q07NA01

Do the following statements about ICT use apply to your school?

(Please select one response in each row.)

	Yes	*No*
Our school offers internet access free of charge to students via Wireless LAN.	SC005Q01NA01 ○	SC005Q01NA02 ○
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.	SC005Q02NA01 ○	SC005Q02NA02 ○
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom.	SC005Q03NA01 ○	SC005Q03NA02 ○
Our school has a media literacy education program for students.	SC005Q04NA01 ○	SC005Q04NA02 ○
Our school has a media literacy education program for teachers.	SC005Q05NA01 ○	SC005Q05NA02 ○
Our school offers accounts on school computers for students.	SC005Q06NA01 ○	SC005Q06NA02 ○
Our school offers accounts on school computers for teachers.	SC005Q07NA01 ○	SC005Q07NA02 ○
Our school offers intranet storage space for students.	SC005Q08NA01 ○	SC005Q08NA02 ○
Our school offers intranet storage space for teachers.	SC005Q09NA01 ○	SC005Q09NA02 ○

How many instructional days per calendar week does your school provide to students in <national modal grade for 15-year-olds>?

(Please select a number.)

SC006Q01NA01

0 days

7 days

Consistency check rule

Rule: IF ^SC006Q01NA01 = 0

Message: The value you have entered is zero. Please check your response.

How many instructional days are intended in this school year for students in <national modal grade for 15-year-olds>?

(Please consider all scheduled school days.)

(In case of periodical schooling please report the number of days by entering the average number of school days per calendar weeks calculated for a whole school year.)

(Please enter a number.)

Days: SC007Q01NA01

Consistency check rule

Rule: IF (^SC007Q01NA01 < 100 OR ^SC007Q01NA01 >350)

Message: The value you have entered is smaller than 100 or greater than 350. Please check your response.

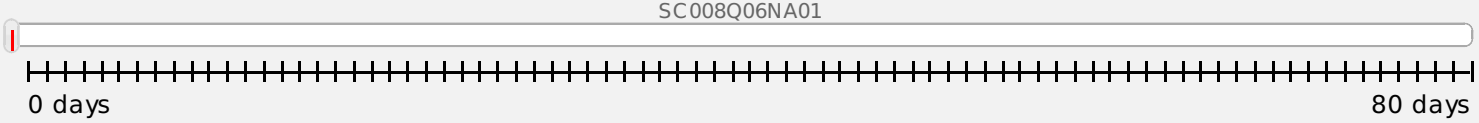
On approximately how many days in the last 12 months was your school closed or deviated from the regular curriculum because of the following reasons?

(Please select a number. Select "0" (zero) if there was none.)

Vacations and holidays	SC008Q01NA01 0 days — 80 days
Teacher conferences or professional development activities	SC008Q02NA01 0 days — 80 days
School events and student activities such as field trips, school dance, sporting events	SC008Q03NA01 0 days — 80 days
Regional or local problems such as weather (e. g. storm, snow, heat), hazards (e. g. epidemics, fire, floods), strikes, aggressive conflicts	SC008Q04NA01 0 days — 80 days
Poor or lacking resources	SC008Q05NA01 0 days — 80 days

SC008Q06NA01

Poor teacher or student behaviour



Section B: School management

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.

(Please select one response in each row.)

	Did not occur	*1-2 times during the year*	*3-4 times during the year*	*Once a month*	*Once a week*	*More than once a week*
I use student performance results to develop the school's educational goals.	SC009Q01TA01 ○	SC009Q01TA02 ○	SC009Q01TA03 ○	SC009Q01TA04 ○	SC009Q01TA05 ○	SC009Q01TA06 ○
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	SC009Q02TA01 ○	SC009Q02TA02 ○	SC009Q02TA03 ○	SC009Q02TA04 ○	SC009Q02TA05 ○	SC009Q02TA06 ○
I ensure that teachers work according to the school's educational goals.	SC009Q03TA01 ○	SC009Q03TA02 ○	SC009Q03TA03 ○	SC009Q03TA04 ○	SC009Q03TA05 ○	SC009Q03TA06 ○
I promote teaching practices based on recent educational research.	SC009Q04TA01 ○	SC009Q04TA02 ○	SC009Q04TA03 ○	SC009Q04TA04 ○	SC009Q04TA05 ○	SC009Q04TA06 ○
I praise teachers whose students are actively participating in learning.	SC009Q05TA01 ○	SC009Q05TA02 ○	SC009Q05TA03 ○	SC009Q05TA04 ○	SC009Q05TA05 ○	SC009Q05TA06 ○
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	SC009Q06TA01 ○	SC009Q06TA02 ○	SC009Q06TA03 ○	SC009Q06TA04 ○	SC009Q06TA05 ○	SC009Q06TA06 ○
I draw teachers' attention to the importance of pupils’ development of critical and social capacities.	SC009Q07TA01 ○	SC009Q07TA02 ○	SC009Q07TA03 ○	SC009Q07TA04 ○	SC009Q07TA05 ○	SC009Q07TA06 ○
I pay attention to disruptive behaviour in classrooms.	SC009Q08TA01 ○	SC009Q08TA02 ○	SC009Q08TA03 ○	SC009Q08TA04 ○	SC009Q08TA05 ○	SC009Q08TA06 ○

I provide staff with opportunities to participate in school decision-making.	SC009Q09TA01 ○	SC009Q09TA02 ○	SC009Q09TA03 ○	SC009Q09TA04 ○	SC009Q09TA05 ○	SC009Q09TA06 ○
I engage teachers to help build a school culture of continuous improvement.	SC009Q10TA01 ○	SC009Q10TA02 ○	SC009Q10TA03 ○	SC009Q10TA04 ○	SC009Q10TA05 ○	SC009Q10TA06 ○
I ask teachers to participate in reviewing management practices.	SC009Q11TA01 ○	SC009Q11TA02 ○	SC009Q11TA03 ○	SC009Q11TA04 ○	SC009Q11TA05 ○	SC009Q11TA06 ○
When a teacher brings up a classroom problem, we solve the problem together.	SC009Q12TA01 ○	SC009Q12TA02 ○	SC009Q12TA03 ○	SC009Q12TA04 ○	SC009Q12TA05 ○	SC009Q12TA06 ○
I discuss the school's academic goals with teachers at faculty meetings.	SC009Q13TA01 ○	SC009Q13TA02 ○	SC009Q13TA03 ○	SC009Q13TA04 ○	SC009Q13TA05 ○	SC009Q13TA06 ○

Regarding your school, who has a considerable responsibility for the following tasks?

(Please select as many boxes as appropriate in each row.)

	Principal	*Teachers*	*<School governing board>*	*<Regional or local education authority>*	*National education authority*
Selecting teachers for hire	SC010Q01TA01 ☐	SC010Q01TB01 ☐	SC010Q01TC01 ☐	SC010Q01TD01 ☐	SC010Q01TE01 ☐
Firing teachers	SC010Q02TA01 ☐	SC010Q02TB01 ☐	SC010Q02TC01 ☐	SC010Q02TD01 ☐	SC010Q02TE01 ☐
Establishing teachers' starting salaries	SC010Q03TA01 ☐	SC010Q03TB01 ☐	SC010Q03TC01 ☐	SC010Q03TD01 ☐	SC010Q03TE01 ☐
Determining teachers' salary increases	SC010Q04TA01 ☐	SC010Q04TB01 ☐	SC010Q04TC01 ☐	SC010Q04TD01 ☐	SC010Q04TE01 ☐
Formulating the school budget	SC010Q05TA01 ☐	SC010Q05TB01 ☐	SC010Q05TC01 ☐	SC010Q05TD01 ☐	SC010Q05TE01 ☐
Deciding on budget allocations within the school	SC010Q06TA01 ☐	SC010Q06TB01 ☐	SC010Q06TC01 ☐	SC010Q06TD01 ☐	SC010Q06TE01 ☐
Establishing student disciplinary policies	SC010Q07TA01 ☐	SC010Q07TB01 ☐	SC010Q07TC01 ☐	SC010Q07TD01 ☐	SC010Q07TE01 ☐
Establishing student assessment policies	SC010Q08TA01 ☐	SC010Q08TB01 ☐	SC010Q08TC01 ☐	SC010Q08TD01 ☐	SC010Q08TE01 ☐
Approving students for admission to the school	SC010Q09TA01 ☐	SC010Q09TB01 ☐	SC010Q09TC01 ☐	SC010Q09TD01 ☐	SC010Q09TE01 ☐

Choosing which textbooks are used	SC010Q10TA01 ☐	SC010Q10TB01 ☐	SC010Q10TC01 ☐	SC010Q10TD01 ☐	SC010Q10TE01 ☐
Determining course content	SC010Q11TA01 ☐	SC010Q11TB01 ☐	SC010Q11TC01 ☐	SC010Q11TD01 ☐	SC010Q11TE01 ☐
Deciding which courses are offered	SC010Q12TA01 ☐	SC010Q12TB01 ☐	SC010Q12TC01 ☐	SC010Q12TD01 ☐	SC010Q12TE01 ☐

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

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

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 ○
There is one other school in this area that competes for our students.	SC011Q01TA02 ○
There are no other schools in this area that compete for our students.	SC011Q01TA03 ○

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

(Please select one response in each row.)

	Never	*Sometimes*	*Always*
Student's record of academic performance (including placement tests)	SC012Q01TA01 ○	SC012Q01TA02 ○	SC012Q01TA03 ○
Recommendation of feeder schools	SC012Q02TA01 ○	SC012Q02TA02 ○	SC012Q02TA03 ○
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 ○	SC012Q03TA02 ○	SC012Q03TA03 ○
Whether the student requires or is interested in a special programme	SC012Q04TA01 ○	SC012Q04TA02 ○	SC012Q04TA03 ○
Preference given to family members of current or former students	SC012Q05TA01 ○	SC012Q05TA02 ○	SC012Q05TA03 ○
Residence in a particular area	SC012Q06TA01 ○	SC012Q06TA02 ○	SC012Q06TA03 ○
Other	SC012Q07TA01 ○	SC012Q07TA02 ○	SC012Q07TA03 ○

Is your school a public or a private school?

(Please select one response.)

A public school *(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.)*	SC013Q01TA01 ○
A private school *(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)*	SC013Q01TA02 ○

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC014R01

What kind of organisation runs your school?

(Please select one response.)

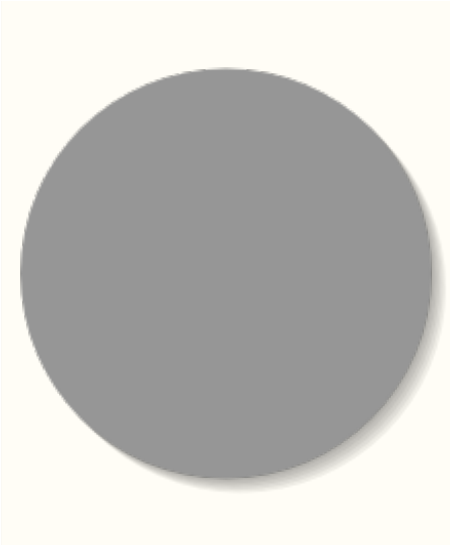
A church or other religious organisation	SC014Q01NA01 ○
Another not-for-profit organisation	SC014Q01NA02 ○
A for-profit organisation	SC014Q01NA03 ○

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC015 ELSE GOTO ^SC016

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

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



	Government (includes departments, local, regional, state and national)	SC015Q01TA01
	Student fees or school charges paid by parents	SC015Q02TA01
	Benefactors, donations, bequests, sponsorships, parent fundraising	SC015Q03TA01
	Other	SC015Q04TA01

Consistency check rule

Rule: If (^SC015Q01TA01 + ^SC015Q02TA01 + ^SC015Q03TA01 + ^SC015Q04TA01) >100 OR (^SC015Q01TA01 + ^SC015Q02TA01 + ^SC015Q03TA01 + ^SC015Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC017 ELSE GOTO ^SC016

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

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

	%
Government (includes departments, local, regional, state and national)	SC016Q01TA01
Student fees or school charges paid by parents	SC016Q02TA01
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01
Other	SC016Q04TA01

Consistency check rule

Rule: If (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) >100 OR (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

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

(Please select one response in each row.)

	Not at all	*Very little*	*To some extent*	*A lot*
A lack of teaching staff.	SC017Q01NA01 ○	SC017Q01NA02 ○	SC017Q01NA03 ○	SC017Q01NA04 ○
Inadequate or poorly qualified teaching staff.	SC017Q02NA01 ○	SC017Q02NA02 ○	SC017Q02NA03 ○	SC017Q02NA04 ○
A lack of assisting staff.	SC017Q03NA01 ○	SC017Q03NA02 ○	SC017Q03NA03 ○	SC017Q03NA04 ○
Inadequate or poorly qualified assisting staff.	SC017Q04NA01 ○	SC017Q04NA02 ○	SC017Q04NA03 ○	SC017Q04NA04 ○
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q05NA01 ○	SC017Q05NA02 ○	SC017Q05NA03 ○	SC017Q05NA04 ○
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q06NA01 ○	SC017Q06NA02 ○	SC017Q06NA03 ○	SC017Q06NA04 ○
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q07NA01 ○	SC017Q07NA02 ○	SC017Q07NA03 ○	SC017Q07NA04 ○
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q08NA01 ○	SC017Q08NA02 ○	SC017Q08NA03 ○	SC017Q08NA04 ○

Section C: Teaching staff

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

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

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

	Full-time	*Part-time*
Teachers in TOTAL	SC018Q01TA01	SC018Q01TA02
Teachers <fully certified> by <the appropriate authority>	SC018Q02TA01	SC018Q02TA02
Teachers with a <below ISCED Level 5> qualification	SC018Q03NA01	SC018Q03NA02
Teachers with an <ISCED Level 5B> qualification	SC018Q04NA01	SC018Q04NA02
Teachers with an <ISCED Level 5A Bachelor degree> qualification	SC018Q05NA01	SC018Q05NA02
Teachers with an <ISCED Level 5A Master's degree> qualification	SC018Q06NA01	SC018Q06NA02
Teachers with an <ISCED Level 6> qualification	SC018Q07NA01	SC018Q07NA02

How many of the following teachers are on the <school science> staff of your school?

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

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

	Full-time	*Part-time*
<School science> teachers in TOTAL	SC019Q01NA01	SC019Q01NA02
<School science> teachers <fully certified> by <the appropriate authority>	SC019Q02NA01	SC019Q02NA02
<School science> teachers with an <ISCED Level 5A or higher> qualification <with a major> in <school science>	SC019Q03NA01	SC019Q03NA02

How many teachers in your school are teaching any of the following <school science> subjects?

(Please do not distinguish between full-time and part-time teachers. If a teacher teaches two <school science> subjects (e.g. both physics and biology), please count him or her twice.)

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

Physics	SC020Q01NA01
Chemistry	SC020Q02NA01
Biology	SC020Q03NA01
<Earth and space>	SC020Q04NA01
Applied science and technology (e. g. <country-specific example>)	SC020Q05NA01
General, integrated, or comprehensive science course (e. g. <country-specific example>)	SC020Q06NA01

Which of the following procedures for recruiting teachers is more common at your school?

(Please select one response.)

Teachers submit a direct application to your school.	SC021Q01NA01 ○
The <school administration authority> assigns teachers to your school.	SC021Q01NA02 ○
The school collaborates with the <school administration authority> in the recruitment of teachers.	SC021Q01NA03 ○

Is the completion of a teacher education or training programme required to teach at your school?

(Please select one response.)

Yes	SC022Q01NA01 ○
No	SC022Q01NA02 ○

Branching rule

Rule: IF (^SC022Q01NA01=1) THEN GOTO ^SC023 ELSE GOTO ^SC024

In your school the completion of a teacher education or training programme is required to teach. How strict is this rule?

(Please select one response.)

The completion of a teacher education or training programme is required from the beginning of teacher service.	SC023Q01NA01 ○
In the beginning of teacher service, teachers have a limited time span to complete a teacher education or training programme.	SC023Q01NA02 ○

In <the last academic year>, did you fill all vacant <national modal grade for 15-year-olds> science teaching positions at your school?

See the preliminary note on the definition of science <inside the front cover>. *A science teacher is defined as a teacher of the subject(s) which meet this definition.*

(Please select one response.)

Not applicable *(we had no vacant science teaching positions to be filled)*	SC024Q01NA01 ○
Yes, we filled all vacant positions by appointing staff that holds a science teaching qualification.	SC024Q01NA02 ○
Yes, we filled all vacant positions by appointing staff without a science teaching qualification.	SC024Q01NA03 ○
No *(we could not fill one or more vacant science teaching positions)*	SC024Q01NA04 ○

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).)

All teaching staff at your school	SC025Q01NA01 0% 100%
Science teaching staff at your school	SC025Q02NA01 0% 100%

For how many days within a school year is a teacher in your school required to take part in professional development activities?

(Please move the slider to the appropriate number of days. If teachers are not required to take part in professional development activities, please select "0" (zero).)

SC026Q01NA01

0 days

40 days or more

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

(Please select one response in each row.)

	Yes	*No*
The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	SC027Q01NA01 ○	SC027Q01NA02 ○
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA01 ○	SC027Q02NA02 ○
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 ○	SC027Q03NA02 ○
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 ○	SC027Q04NA02 ○

Does your school have a <formal school policy> concerning professional development activities?

(Please select one response.)

Yes	SC028Q01NA01 ○
No	SC028Q01NA02 ○

Branching rule

Rule: IF (^SC028Q01NA01=1) THEN GOTO ^SC029 ELSE GOTO ^SC030

Does your <formal school policy> concerning professional development activities include the following topics?

(Please select all that apply.)

Obligation to participate in professional development activities	SC029Q01NA01 ☐
Use of working time	SC029Q02NA01 ☐
Release from teaching responsibilities	SC029Q03NA01 ☐
Remuneration and reimbursement	SC029Q04NA01 ☐
Contents of professional development activities	SC029Q05NA01 ☐
Provision of resources (e.g. rooms, materials, staff)	SC029Q06NA01 ☐

What resources does your school provide for professional development activities?

(Please select all that apply.)

Specified periods of time	SC030Q01NA01 ☐
Specified rooms	SC030Q02NA01 ☐
Staff (e.g <subject supervisor>)	SC030Q03NA01 ☐
Procurement and provision of materials	SC030Q04NA01 ☐

The next question only refers to the <school science> teachers at your school.

Which proportion of all professional development activities attended by <school science> teachers from your school has been dedicated to each of the following three areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for <broad science> and technology content matter.)

(Note that the percentages must add up to 100.)

	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	SC031Q01NA01
	Teaching and learning <school science>: teaching methodology related to <school science>, didactical skills (e.g. use of experiments), student misconceptions	SC031Q02NA01
	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	SC031Q03NA01
	Other topics	SC031Q04NA01

Consistency check rule

Rule: IF (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) >100 or (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) < 100

Message: Sum does not add to 100%. Please check your response.

Section D: Assessment and evaluation

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.)

	Yes	*No*
Tests or assessments of student achievement	SC032Q01TA01 ○	SC032Q01TA02 ○
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 ○	SC032Q02TA02 ○
Principal or senior staff observations of lessons	SC032Q03TA01 ○	SC032Q03TA02 ○
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 ○	SC032Q04TA02 ○

Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

(Please select one response in each row.)

	Never	*Sometimes*	*Most of the time*	*Always*
Public recognition from the principal	SC033Q01NA01 ○	SC033Q01NA02 ○	SC033Q01NA03 ○	SC033Q01NA04 ○
A change in a teacher's salary or a payment of a financial bonus	SC033Q02NA01 ○	SC033Q02NA02 ○	SC033Q02NA03 ○	SC033Q02NA04 ○
A change in the likelihood of a teacher's career advancement	SC033Q03NA01 ○	SC033Q03NA02 ○	SC033Q03NA03 ○	SC033Q03NA04 ○
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	SC033Q04NA01 ○	SC033Q04NA02 ○	SC033Q04NA03 ○	SC033Q04NA04 ○
A development or training plan is developed for the teacher	SC033Q05NA01 ○	SC033Q05NA02 ○	SC033Q05NA03 ○	SC033Q05NA04 ○
Measures to remedy any weaknesses in teaching are discussed with the teacher	SC033Q06NA01 ○	SC033Q06NA02 ○	SC033Q06NA03 ○	SC033Q06NA04 ○
A mentor is appointed to help the teacher improve his/her teaching	SC033Q07NA01 ○	SC033Q07NA02 ○	SC033Q07NA03 ○	SC033Q07NA04 ○
Dismissal or non-renewal of contract	SC033Q08NA01 ○	SC033Q08NA02 ○	SC033Q08NA03 ○	SC033Q08NA04 ○

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.)

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

	Never	*1-2 times a year*	*3-5 times a year*	*Monthly*	*More than once a month*
Mandatory <standardised tests>, e.g. <country specific example>	SC034Q01NA01 ○	SC034Q01NA02 ○	SC034Q01NA03 ○	SC034Q01NA04 ○	SC034Q01NA05 ○
Non-mandatory <standardised tests> (e.g. publicly or commercial available standardised test material like <country specific example>)	SC034Q02NA01 ○	SC034Q02NA02 ○	SC034Q02NA03 ○	SC034Q02NA04 ○	SC034Q02NA05 ○
Teacher-developed tests	SC034Q03TA01 ○	SC034Q03TA02 ○	SC034Q03TA03 ○	SC034Q03TA04 ○	SC034Q03TA05 ○
Teachers' judgmental ratings	SC034Q04TA01 ○	SC034Q04TA02 ○	SC034Q04TA03 ○	SC034Q04TA04 ○	SC034Q04TA05 ○

Branching rule

Rule: IF (^SC034Q01NA02=1 or ^SC034Q01NA03=1 or ^SC034Q01NA04=1 or ^SC034Q01NA05=1 or ^SC034Q02NA02=1 or ^SC034Q02NA03=1 or ^SC034Q02NA04=1 or ^SC034Q02NA05=1 or ^SC034Q03TA02=1 or ^SC034Q03TA03=1 or ^SC034Q03TA04=1 or ^SC034Q03TA05=1) THEN GOTO ^SC035 ELSE GOTO ^SC036

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.)

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 commercial available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

	<Standardised tests>	*Teacher-developed tests*
To guide students' learning	SC035Q01NA01 Select...	SC035Q01NB01 Select...
• To guide students' learning (SC035Q01NB01) Select... Yes No		
• To guide students' learning (SC035Q01NA01) Select... Yes No		
To inform parents about their child's progress	SC035Q02TA01 Select...	SC035Q02TB01 Select...
• To inform parents about their child's progress (SC035Q02TB01) Select... Yes No		
• To inform parents about their child's progress (SC035Q02TA01) Select...		

Yes
No

	SC035Q03TA01	SC035Q03TB01
To make decisions about students' retention or promotion	Select...	Select...

- To make decisions about students' retention or promotion (SC035Q03TB01)
  Select...
  Yes
  No

- To make decisions about students' retention or promotion (SC035Q03TA01)
  Select...
  Yes
  No

	SC035Q04TA01	SC035Q04TB01
To group students for instructional purposes	Select...	Select...

- To group students for instructional purposes (SC035Q04TB01)
  Select...
  Yes
  No

- To group students for instructional purposes (SC035Q04TA01)
  Select...
  Yes
  No

	SC035Q05TA01	SC035Q05TB01
To compare the school to <district or national> performance	Select...	Select...

- To compare the school to <district or national> performance (SC035Q05TB01)
  Select...
  Yes
  No

- To compare the school to <district or national> performance (SC035Q05TA01)
  Select...
  Yes
  No

	SC035Q06TA01	SC035Q06TB01
To monitor the school’s progress from year to year	Select...	Select...

- To monitor the school’s progress from year to year (SC035Q06TB01)
  Select...
  Yes
  No

- To monitor the school’s progress from year to year (SC035Q06TA01)
  Select...
  Yes
  No

	SC035Q07TA01	SC035Q07TB01
To make judgements about teachers' effectiveness	Select...	Select...

- To make judgements about teachers' effectiveness (SC035Q07TB01)
  Select...
  Yes
  No

- To make judgements about teachers' effectiveness (SC035Q07TA01)
  Select...
  Yes
  No

	SC035Q08TA01	SC035Q08TB01
To identify aspects of instruction or the curriculum that could be improved	Select...	Select...

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TB01)
  Select...
  Yes
  No

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TA01)
  Select...
  Yes
  No

	SC035Q09NA01	SC035Q09NB01
To adapt teaching to the students' needs	Select...	Select...

- To adapt teaching to the students' needs (SC035Q09NB01)
  Select...
  Yes
  No

- To adapt teaching to the students' needs (SC035Q09NA01)
  Select...
  Yes
  No

	SC035Q10TA01	SC035Q10TB01
To compare the school with other schools	Select...	Select...

- To compare the school with other schools (SC035Q10TB01)
  Select...
  Yes
  No

- To compare the school with other schools (SC035Q10TA01)
  Select...
  Yes
  No

	SC035Q11NA01	SC035Q11NB01
To award certificates to students	Select...	Select...

- To award certificates to students (SC035Q11NB01)
  Select...
  Yes
  No

- To award certificates to students (SC035Q11NA01)
  Select...
  Yes
  No

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

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

(Please select one response in each row.)

	Yes	*No*
Achievement data are posted publicly (e.g. in the media)	SC036Q01TA01 ○	SC036Q01TA02 ○
Achievement data are tracked over time by an administrative authority	SC036Q02TA01 ○	SC036Q02TA02 ○
Achievement data are provided directly to parents	SC036Q03NA01 ○	SC036Q03NA02 ○

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.)

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.

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.

	Yes, this is mandatory, e.g. based on district or ministry policies	*Yes, based on school initiative*	*No*
Internal evaluation / Self-evaluation	SC037Q01TA01 ○	SC037Q01TA02 ○	SC037Q01TA03 ○
External evaluation	SC037Q02TA01 ○	SC037Q02TA02 ○	SC037Q02TA03 ○
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 ○	SC037Q03TA02 ○	SC037Q03TA03 ○
Written specification of student performance standards	SC037Q04TA01 ○	SC037Q04TA02 ○	SC037Q04TA03 ○
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 ○	SC037Q05NA02 ○	SC037Q05NA03 ○
Systematic recording of student test results and graduation rates	SC037Q06NA01 ○	SC037Q06NA02 ○	SC037Q06NA03 ○
Seeking written feedback from students (e.g. regarding	SC037Q07TA01	SC037Q07TA02	SC037Q07TA03

lessons, teachers or resources)	○	○	○
Teacher mentoring	SC037Q08TA01 ○	SC037Q08TA02 ○	SC037Q08TA03 ○
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 ○	SC037Q09TA02 ○	SC037Q09TA03 ○
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 ○	SC037Q10NA02 ○	SC037Q10NA03 ○
Policies on negative consequences for teachers performing poorly	SC037Q11NA01 ○	SC037Q11NA02 ○	SC037Q11NA03 ○
Policies on rewards for teachers performing exceptionally well	SC037Q12NA01 ○	SC037Q12NA02 ○	SC037Q12NA03 ○
Policies on the continuing professional development of particular poorly performing teachers	SC037Q13NA01 ○	SC037Q13NA02 ○	SC037Q13NA03 ○

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC038 ELSE GOTO ^SC040R01

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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.

	Yes	*No*
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	SC038Q01NA01 ○	SC038Q01NA02 ○
Educational staff (e.g. workload, personal requirements, qualifications)	SC038Q02NA01 ○	SC038Q02NA02 ○
Implementation of the curriculum	SC038Q03NA01 ○	SC038Q03NA02 ○
Extra-curricular activities (e.g. such as participation, content)	SC038Q04NA01 ○	SC038Q04NA02 ○
Quality of teaching and learning	SC038Q05NA01 ○	SC038Q05NA02 ○
Assessment practices	SC038Q06NA01 ○	SC038Q06NA02 ○
Social climate in school	SC038Q07NA01 ○	SC038Q07NA02 ○
Teacher cooperation	SC038Q08NA01 ○	SC038Q08NA02 ○

Use of ICT for teaching and learning	SC038Q09NA01 ○	SC038Q09NA02 ○
School management (e.g. leadership, counselling, cooperation, school programme)	SC038Q10NA01 ○	SC038Q10NA02 ○
Parental engagement in school	SC038Q11NA01 ○	SC038Q11NA02 ○
Teacher professional development	SC038Q12NA01 ○	SC038Q12NA02 ○
Diversity management	SC038Q13NA01 ○	SC038Q13NA02 ○
Cooperation with external partners	SC038Q14NA01 ○	SC038Q14NA02 ○
Student achievement	SC038Q15NA01 ○	SC038Q15NA02 ○
Students' cross-curricular competencies	SC038Q16NA01 ○	SC038Q16NA02 ○
Equity in school	SC038Q17NA01 ○	SC038Q17NA02 ○

Thinking about the last internal evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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.

	Yes	*No*
We clearly defined criteria prior to evaluation.	SC039Q01NA01 ○	SC039Q01NA02 ○
We derive evaluation criteria from our school's educational goals.	SC039Q02NA01 ○	SC039Q02NA02 ○
The results of internal evaluations led to changes in school policies.	SC039Q03NA01 ○	SC039Q03NA02 ○
We used the results of internal evaluations to draw up clearly defined measures.	SC039Q04NA01 ○	SC039Q04NA02 ○
We used the data to plan specific action for school development.	SC039Q05NA01 ○	SC039Q05NA02 ○
We used the data to plan specific action for the improvement of teaching.	SC039Q06NA01 ○	SC039Q06NA02 ○
We put measures derived from the results of internal evaluations into practice promptly.	SC039Q07NA01 ○	SC039Q07NA02 ○
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	SC039Q08NA01 ○	SC039Q08NA02 ○

	SC039Q09NA01	SC039Q09NA02
The effects triggered by the internal evaluation "disappeared" very quickly at our school.	○	○

Based on your last internal school evaluation results, did your school implement any measures in the following areas?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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.

	Yes	*No, because results were satisfactory*	*No for other reasons*
School's educational resources (e.g. textbooks, computer, library materials, laboratory materials)	SC040Q01NA01 ○	SC040Q01NA02 ○	SC040Q01NA03 ○
Educational staff (e.g. workload, personal requirements, qualifications)	SC040Q02NA01 ○	SC040Q02NA02 ○	SC040Q02NA03 ○
Implementation of the curriculum	SC040Q03NA01 ○	SC040Q03NA02 ○	SC040Q03NA03 ○
Extra-curricular activities (such as participation, content)	SC040Q04NA01 ○	SC040Q04NA02 ○	SC040Q04NA03 ○
Quality of teaching and learning	SC040Q05NA01 ○	SC040Q05NA02 ○	SC040Q05NA03 ○
Assessment practices	SC040Q06NA01 ○	SC040Q06NA02 ○	SC040Q06NA03 ○
Social climate in school	SC040Q07NA01 ○	SC040Q07NA02 ○	SC040Q07NA03 ○
Teacher cooperation	SC040Q08NA01 ○	SC040Q08NA02 ○	SC040Q08NA03 ○

Use of ICT for teaching and learning	SC040Q09NA01 ○	SC040Q09NA02 ○	SC040Q09NA03 ○
School management (leadership, counselling, cooperation, school programme)	SC040Q10NA01 ○	SC040Q10NA02 ○	SC040Q10NA03 ○
Parental engagement in school	SC040Q11NA01 ○	SC040Q11NA02 ○	SC040Q11NA03 ○
Teacher professional development	SC040Q12NA01 ○	SC040Q12NA02 ○	SC040Q12NA03 ○
Diversity management	SC040Q13NA01 ○	SC040Q13NA02 ○	SC040Q13NA03 ○
Cooperation with external partners	SC040Q14NA01 ○	SC040Q14NA02 ○	SC040Q14NA03 ○
Student achievement	SC040Q15NA01 ○	SC040Q15NA02 ○	SC040Q15NA03 ○
Students' cross-curricular competencies	SC040Q16NA01 ○	SC040Q16NA02 ○	SC040Q16NA03 ○
Equity in school	SC040Q17NA01 ○	SC040Q17NA02 ○	SC040Q17NA03 ○

Branching rule

Rule: IF (^SC037Q02TA01=1 or ^SC037Q02TA02=1) THEN GOTO ^SC041 ELSE GOTO ^SC5info

Thinking about the last external evaluation in your school. Do the following statements apply?

(If you need further explanation of the term "external school evaluation", please use the help button.)

(Please select one response in each row.)

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.

	Yes	*No*
The results of external evaluations led to changes in school policies.	SC041Q01NA01 ○	SC041Q01NA02 ○
We used the results of external evaluations to draw up clearly defined measures.	SC041Q02NA01 ○	SC041Q02NA02 ○
We used the data to plan specific action for school development.	SC041Q03NA01 ○	SC041Q03NA02 ○
We used the data to plan specific action for the improvement of teaching.	SC041Q04NA01 ○	SC041Q04NA02 ○
We put measures derived from the results of external evaluations into practice promptly.	SC041Q05NA01 ○	SC041Q05NA02 ○
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q06NA01 ○	SC041Q06NA02 ○
The effects triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q07NA01 ○	SC041Q07NA02 ○

Section E: Targeted groups

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.)

	For all subjects	*For some subjects*	*Not for any subjects*
Students are grouped by ability into different classes.	SC042Q01TA01 ○	SC042Q01TA02 ○	SC042Q01TA03 ○
Students are grouped by ability within their classes.	SC042Q02TA01 ○	SC042Q02TA02 ○	SC042Q02TA03 ○

Which policies regarding retention are implemented in your school?

(Please select one response in each row.)

	Yes	*No*
Grade retention is possible on a voluntary basis, i.e. with request or permission from the parents.	SC043Q01NA01 ○	SC043Q01NA02 ○
If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the grade.	SC043Q02NA01 ○	SC043Q02NA02 ○
Individual courses can be repeated without repeating a whole grade.	SC043Q03NA01 ○	SC043Q03NA02 ○
After repeating grades a certain number of times, students are expected to leave the school.	SC043Q04NA01 ○	SC043Q04NA02 ○
Grade retention is prohibited by <state or district> regulations.	SC043Q05NA01 ○	SC043Q05NA02 ○
Grade retention is prohibited by school policies.	SC043Q06NA01 ○	SC043Q06NA02 ○

Which measures to support students at risk of academic failure are implemented in your school?

(Please select one response in each row.)

	Yes	*No*
Our school has a professional counsellor for students at risk of academic failure.	SC044Q01NA01 ○	SC044Q01NA02 ○
Our school provides mandatory remedial courses during the school year.	SC044Q02NA01 ○	SC044Q02NA02 ○
Our school offers remedial courses during the school year.	SC044Q03NA01 ○	SC044Q03NA02 ○
Our school offers remedial courses during the summer.	SC044Q04NA01 ○	SC044Q04NA02 ○
Our school offers students remedial education while repeating.	SC044Q05NA01 ○	SC044Q05NA02 ○
Our school offers students specific counselling during repeating.	SC044Q06NA01 ○	SC044Q06NA02 ○

Among the students in your school's final grade, what proportion of them left school without a certificate in <the last academic year>?

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

(Please select a number. Select "0" (zero) if no students left without such a certificate.)

SC045Q01NA01

0% 100%

Consistency check rule

Rule: IF ^SC045Q01NA01 >=50

Message: Value entered is 50% or more. Please check your response.

Does your school have a policy on additional instruction for grades with 15-year-olds (e.g. tutoring, private lessons, additional instruction)?

(Please select one response.)

Yes	SC046Q01NA01 ○
No	SC046Q01NA02 ○

Branching rule

Rule: IF (^SC046Q01NA01=1) THEN GOTO ^SC047 ELSE GOTO ^SC048

How do your school and your <local authority> or government handle additional instruction?

(Please select all that apply.)

<Local authority> or government pay for courses given by an instructor of the student's choice.	SC047Q01NA01 ☐
<Local authority> or government pay for courses given by specific instructors or organisations of tutoring.	SC047Q02NA01 ☐
Our school pays for courses given by an instructor of the student's choice.	SC047Q03NA01 ☐
Our school pays for courses given by specific instructors or organisations of tutoring.	SC047Q04NA01 ☐
Our school provides free additional instruction for students.	SC047Q05NA01 ☐
Our school provides students with contact information for some instructor.	SC047Q06NA01 ☐
Our school provides rooms where students can meet their instructor(s).	SC047Q07NA01 ☐
Our school does not interfere with additional instruction.	SC047Q08NA01 ☐
Teachers in our school are allowed to provide additional instruction for any student in their time off duty (paid and unpaid).	SC047Q09NA01 ☐
Regulations determine which students teachers in our school can provide with	SC047Q10NA01 ☐

additional instruction under which circumstances.	☐
For teachers in our school, providing free of charge additional instruction for students is part of their regular teaching duties.	SC047Q11NA01 ☐

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

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

(Please move the slider to the appropriate percentage.)

Students whose <heritage language> is different from <test language>	SC048Q01NA01 0% 100%
Students with special needs	SC048Q02NA01 0% 100%
Students from socioeconomically disadvantaged homes	SC048Q03NA01 0% 100%

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC049

Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select only one of the following two responses.)

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.	SC049Q01NA01 ○	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of <country of test>.	SC049Q01NA02 ○
It is crucial for the academic success of multilingual students that schools offer additional courses in <test language>.	SC049Q02NA01 ○	It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their <heritage language>.	SC049Q02NA02 ○
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC049Q03NA01 ○	It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.	SC049Q03NA02 ○
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC049Q04NA01 ○	In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school’s existing structures and practices.	SC049Q04NA02 ○
It is best for school cohesion when all students speak the same	SC049Q05NA01 ○	It is best for school cohesion when the school encourages linguistic	SC049Q05NA02 ○

language at school.

diversity in school.

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC051

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	None or almost none of them	*Some of them*	*Many of them*	*All or almost all of them*
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.	SC050Q01NA01 ○	SC050Q01NA02 ○	SC050Q01NA03 ○	SC050Q01NA04 ○
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of <country of test>.	SC050Q02NA01 ○	SC050Q02NA02 ○	SC050Q02NA03 ○	SC050Q02NA04 ○
It is crucial for the academic success of multilingual students that schools offer courses in their <heritage language>.	SC050Q03NA01 ○	SC050Q03NA02 ○	SC050Q03NA03 ○	SC050Q03NA04 ○
It is crucial for the academic success of multilingual students that schools offer additional courses in <test language>.	SC050Q04NA01 ○	SC050Q04NA02 ○	SC050Q04NA03 ○	SC050Q04NA04 ○
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC050Q05NA01 ○	SC050Q05NA02 ○	SC050Q05NA03 ○	SC050Q05NA04 ○
It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.	SC050Q06NA01 ○	SC050Q06NA02 ○	SC050Q06NA03 ○	SC050Q06NA04 ○
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC050Q07NA01 ○	SC050Q07NA02 ○	SC050Q07NA03 ○	SC050Q07NA04 ○
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the	SC050Q08NA01 ○	SC050Q08NA02 ○	SC050Q08NA03 ○	SC050Q08NA04 ○

school’s existing structures and practices.				
It is best for school cohesion when all students speak the same language at school.	SC050Q09NA01 ○	SC050Q09NA02 ○	SC050Q09NA03 ○	SC050Q09NA04 ○
It is best for school cohesion when the school encourages linguistic diversity in school.	SC050Q10NA01 ○	SC050Q10NA02 ○	SC050Q10NA03 ○	SC050Q10NA04 ○

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

(Please select one response in each row.)

	Yes	*No*
In our school, students learn about the histories of diverse ethnic and cultural groups that live in <country of test>.	SC051Q01NA01 ○	SC051Q01NA02 ○
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in <country of test>.	SC051Q02NA01 ○	SC051Q02NA02 ○
In our school, students learn about different ethnic and cultural perspectives on historical and social events.	SC051Q03NA01 ○	SC051Q03NA02 ○
Our school supports activities or organisations that encourage student's expression of diverse ethnic and cultural identities (e.g. artistic groups).	SC051Q04NA01 ○	SC051Q04NA02 ○

Section F: Learning environment and curriculum

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

(Please select one response in each row.)

	Yes	*No*
Room(s) where the students can do their homework	SC052Q01NA01 ○	SC052Q01NA02 ○
Staff help with homework	SC052Q02NA01 ○	SC052Q02NA02 ○

<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.)

	Yes	*No*
Band, orchestra or choir	SC053Q01TA01 ○	SC053Q01TA02 ○
School play or school musical	SC053Q02TA01 ○	SC053Q02TA02 ○
School yearbook, newspaper or magazine	SC053Q03TA01 ○	SC053Q03TA02 ○
Volunteering or service activities, e.g. <national examples>	SC053Q04TA01 ○	SC053Q04TA02 ○
Science club	SC053Q05NA01 ○	SC053Q05NA02 ○
Science competitions, e.g. <national examples>	SC053Q06NA01 ○	SC053Q06NA02 ○
Chess club	SC053Q07TA01 ○	SC053Q07TA02 ○
Club with a focus on computers / Information and Communication Technology	SC053Q08TA01 ○	SC053Q08TA02 ○
Art club or art activities	SC053Q09TA01 ○	SC053Q09TA02 ○

Sporting team or sporting activities	SC053Q10TA01 ○	SC053Q10TA02 ○
<country specific item>	SC053Q11TA01 ○	SC053Q11TA02 ○

Do the following statements regarding students' lunch apply to your school?

(Please select one response in each row.)

	Yes	*No*
Our school provides free lunch for all students.	SC054Q01NA01 ○	SC054Q01NA02 ○
Our school provides free lunch only for students in need.	SC054Q02NA01 ○	SC054Q02NA02 ○
Our school provides lunch to students for a charge.	SC054Q03NA01 ○	SC054Q03NA02 ○
There is a cafeteria at our school.	SC054Q04NA01 ○	SC054Q04NA02 ○
There is a food vending machine at our school.	SC054Q05NA01 ○	SC054Q05NA02 ○
There is a kiosk at our school.	SC054Q06NA01 ○	SC054Q06NA02 ○
Our school has a policy on healthy lunch.	SC054Q07NA01 ○	SC054Q07NA02 ○

Who pays for the following things at your school?

(Please select one response in each row.)

	We don't have this at our school	*Our school subsidises this for all students*	*Our school subsidises this only for students in need*	*Our school fully finances this for all students*	*Our school fully finances this only for students in need*	*The students (or their families) cover all expenses for this*
Textbooks	SC055Q01NA01 ○	SC055Q01NA02 ○	SC055Q01NA03 ○	SC055Q01NA04 ○	SC055Q01NA05 ○	SC055Q01NA06 ○
School trips	SC055Q02NA01 ○	SC055Q02NA02 ○	SC055Q02NA03 ○	SC055Q02NA04 ○	SC055Q02NA05 ○	SC055Q02NA06 ○

Which of the following statements about science education apply to your school?

(A policy refers to formal rules known to those concerned with the policy.)

(Please select one response in each row.)

	Yes	*No*
Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC056Q01NA01 ○	SC056Q01NA02 ○
The school follows a policy on how to use computers in science instruction (e.g. amount of computer use in science lessons, use of specific science computer programmes).	SC056Q02NA01 ○	SC056Q02NA02 ○

Does your school offer <school science> lessons in addition to the <school science> lessons offered during the usual school hours?

(Please select one response.)

Yes	SC057Q01NA01 ○
No	SC057Q01NA02 ○

Branching rule

Rule: IF (^SC057Q01NA01=1) THEN GOTO ^SC058 ELSE GO TO ^SC059

What is the purpose of these additional <school science> lessons?

(Please select one response.)

<Enrichment science> only	SC058Q01NA01 ○
<Remedial science> only	SC058Q01NA02 ○
Both <enrichment science> and <remedial science>	SC058Q01NA03 ○
Without differentiation depending on the prior achievement level of the students	SC058Q01NA04 ○

Which of the following is true for the science department of your school?

(Please select one response in each row.)

	Yes	*No*
Compared to other departments, our school's <school science department> is well equipped.	SC059Q01NA01 ○	SC059Q01NA02 ○
If we ever have some extra funding, a big share goes into improvement of our <school science> teaching.	SC059Q02NA01 ○	SC059Q02NA02 ○
<School science> teachers are among our best educated staff members.	SC059Q03NA01 ○	SC059Q03NA02 ○
Compared to similar schools, we have a well equipped laboratory.	SC059Q04NA01 ○	SC059Q04NA02 ○
The material for hands-on activities in <school science> is in good shape.	SC059Q05NA01 ○	SC059Q05NA02 ○
We have enough laboratory material that all courses can regularly use it.	SC059Q06NA01 ○	SC059Q06NA02 ○
We have extra laboratory staff that helps support <school science> teaching.	SC059Q07NA01 ○	SC059Q07NA02 ○
Our school spends extra money on up-to-date <school science> equipment.	SC059Q08NA01 ○	SC059Q08NA02 ○

Do you agree with the following statements about <school science> education at your school?

(Please select one response in each row.)

	Yes	*No*
Our school has a good reputation because of its <school science department>.	SC060Q01NA01 ○	SC060Q01NA02 ○
Our school is proud to have a good <school science department>.	SC060Q02NA01 ○	SC060Q02NA02 ○
Students and parents select our school because of our good <school science department>.	SC060Q03NA01 ○	SC060Q03NA02 ○
It is important for our school, in particular to have a good <school science department>.	SC060Q04NA01 ○	SC060Q04NA02 ○
Our school's <school science department> is in particular responsible for the school's good reputation.	SC060Q05NA01 ○	SC060Q05NA02 ○
We spend extra effort to provide best possible <school science> education to our students.	SC060Q06NA01 ○	SC060Q06NA02 ○
Parents view on our <school science department> is especially important to us.	SC060Q07NA01 ○	SC060Q07NA02 ○

Section G: School climate

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

(Please select one response in each row.)

	Not at all	*Very little*	*To some extent*	*A lot*
Student truancy	SC061Q01TA01 ○	SC061Q01TA02 ○	SC061Q01TA03 ○	SC061Q01TA04 ○
Students skipping classes	SC061Q02TA01 ○	SC061Q02TA02 ○	SC061Q02TA03 ○	SC061Q02TA04 ○
Students lacking respect for teachers	SC061Q03TA01 ○	SC061Q03TA02 ○	SC061Q03TA03 ○	SC061Q03TA04 ○
Student use of alcohol or illegal drugs	SC061Q04TA01 ○	SC061Q04TA02 ○	SC061Q04TA03 ○	SC061Q04TA04 ○
Students intimidating or bullying other students	SC061Q05TA01 ○	SC061Q05TA02 ○	SC061Q05TA03 ○	SC061Q05TA04 ○
Teachers not meeting individual students' needs	SC061Q06TA01 ○	SC061Q06TA02 ○	SC061Q06TA03 ○	SC061Q06TA04 ○
Teacher absenteeism	SC061Q07TA01 ○	SC061Q07TA02 ○	SC061Q07TA03 ○	SC061Q07TA04 ○
Staff resisting change	SC061Q08TA01 ○	SC061Q08TA02 ○	SC061Q08TA03 ○	SC061Q08TA04 ○
Teachers being too strict with students	SC061Q09TA01 ○	SC061Q09TA02 ○	SC061Q09TA03 ○	SC061Q09TA04 ○
Teachers not being well prepared for classes	SC061Q10TA01 ○	SC061Q10TA02 ○	SC061Q10TA03 ○	SC061Q10TA04 ○

Think about the teachers in your school. How much do you agree with the following statements?

(Please select one response in each row.)

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
The morale of teachers in this school is high.	SC062Q01TA01 ○	SC062Q01TA02 ○	SC062Q01TA03 ○	SC062Q01TA04 ○
Teachers work with enthusiasm.	SC062Q02TA01 ○	SC062Q02TA02 ○	SC062Q02TA03 ○	SC062Q02TA04 ○
Teachers take pride in this school.	SC062Q03TA01 ○	SC062Q03TA02 ○	SC062Q03TA03 ○	SC062Q03TA04 ○
Teachers value academic achievement.	SC062Q04TA01 ○	SC062Q04TA02 ○	SC062Q04TA03 ○	SC062Q04TA04 ○

Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

	Yes	*No*
Our school invites parents to participate in school-wide activities on a regular basis.	SC063Q01NA01 ○	SC063Q01NA02 ○
Our school provides a welcoming and accepting atmosphere for parents to get involved.	SC063Q02NA01 ○	SC063Q02NA02 ○
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	SC063Q03NA01 ○	SC063Q03NA02 ○
Our school includes parents in school decisions.	SC063Q04NA01 ○	SC063Q04NA02 ○
Our school offers parent education (e.g. courses on family literacy) or family support (e.g. to assist with health or nutrition).	SC063Q05NA01 ○	SC063Q05NA02 ○
Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	SC063Q06NA01 ○	SC063Q06NA02 ○
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	SC063Q07NA01 ○	SC063Q07NA02 ○
Our school keeps parents informed about their child's progress.	SC063Q08NA01 ○	SC063Q08NA02 ○
There is a <national, state, or district legislation> on including	SC063Q09NA01	SC063Q09NA02

parents in school activities.	○	○

During <the last academic year>, what proportion of students' parents 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.)

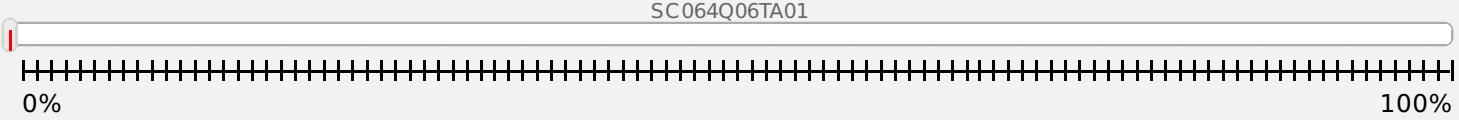
Discussed their child's progress with a teacher on their own initiative	SC064Q01TA01 0% 100%
Discussed their child's progress on the initiative of one of their child's teachers	SC064Q02TA01 0% 100%
Participated in local school government, (e.g. parent council or school management committee)	SC064Q03TA01 0% 100%
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	SC064Q04NA01 0% 100%
Volunteered to support school activities (e.g. volunteered in the school library, media centre, or	SC064Q05NA01

canteen, assisted a teacher, appeared as a guest speaker)

0% 100%

Assisted in fundraising for the school

SC064Q06TA01



Which statement below best characterises parental expectations towards your school?

(Please select one response.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them.	SC065Q01TA01 ○
Pressure on the school to achieve higher academic standards among students comes from a *minority of parents.*	SC065Q01TA02 ○
Pressure from parents on the school to achieve higher academic standards among students is *largely absent.*	SC065Q01TA03 ○

Which of the following statements about science related collaboration is true for your school?

(Please select one response in each row.)

	Yes	*No*
Parents are encouraged to help us improve our science teaching.	SC066Q01NA01 ○	SC066Q01NA02 ○
Science teachers are especially encouraged to regard parental expectations.	SC066Q02NA01 ○	SC066Q02NA02 ○
Parent consultation is particularly frequent for science teachers.	SC066Q03NA01 ○	SC066Q03NA02 ○
Our school regularly cooperates with science organisations to improve teaching.	SC066Q04NA01 ○	SC066Q04NA02 ○
Companies in the technical and science sector are invited to share their expertise with our students.	SC066Q05NA01 ○	SC066Q05NA02 ○

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