



ANNEX B

Background questionnaires

Annex B provides the background questionnaires used in the PISA 2009 survey to obtain information about the participating schools, students and parents. There are different questionnaires for each group:

The school questionnaire is administered to principals and covers the structure and organisation of the school; the student and teacher body; the school's resources; the school's instruction, curriculum and assessment; the school climate; the school's policies and practices; and the characteristics of the principal or designate.

The questionnaire for students addresses their educational career; family context and home resources; individual engagement in reading; instructional time, learning and assessment; classroom and school climate; access to and use of libraries; and students' strategies in reading and understanding texts.

Two optional questionnaires are administered to students: an educational career questionnaire covering the students' educational histories and career aspirations; and a questionnaire about students' access to information and communication technology and their use of and attitude towards computers.

A third optional questionnaire for parents covers their children's past reading engagement; their own reading engagement; home reading resources and support; parents' background; their perception of and involvement in school; and school choice.

SCHOOL QUESTIONNAIRE

The school questionnaire is administered to the school principal and takes about 30 minutes to complete. It covers a variety of school-related aspects:

- the structure and organisation of the school
- the student and teacher body
- the school's resources
- the school's instruction, curriculum and assessment
- the school climate
- the school policies and practices
- the characteristics of the principal or designate

Technical terms are given in <brackets> and are adapted to the national context by the national data collection centre of the participating country or economy. In this annex, an explanation of the technical terms is given below the questionnaire item.

The structure and organisation of the school

Grade levels

Q1 Do you have the following grade levels in your school?

(Please tick one box in each row)

		Yes	No
a)	<Grade 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<Grade 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<Grade 3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<Grade 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	<Grade 5>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	<Grade 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	<Grade 7>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	<Grade 8>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	<Grade 9>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	<Grade 10>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	<Grade 11>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	<Grade 12>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m)	<Grade 13>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n)	<Ungraded school>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<Grade> - refers to the administrative level of the student in the school. <Grade 1> is the first year of the primary level of education, when systematic studies characteristic of primary education begin, *e.g.* in reading, writing and mathematics. <Grade 2> is the year immediately following <Grade 1>, etc.

<Ungraded school> is a school, or a study programme within a school, where there are no grades.



Public or private

Q2 Is your school a public or a private school?

(Please tick only one box)

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.) ₁

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.) ₂

School funding sources

Q3 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source)

%

- a) Government (includes departments, local, regional, state and national) _____
- b) Student fees or school charges paid by parents _____
- c) Benefactors, donations, bequests, sponsorships, parent fundraising _____
- d) Other _____

Total 100%

School location

Q4 Which of the following definitions best describes the community in which your school is located?

(Please tick only one box)

A village, hamlet or rural area (fewer than 3 000 people) ₁

A small town (3 000 to about 15 000 people) ₂

A town (15 000 to about 100 000 people) ₃

A city (100 000 to about 1 000 000 people) ₄

A large city (with over 1 000 000 people) ₅

Competition between schools

Q5 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 tick only one box)

There are two or more other schools in this area that compete for our students ₁

There is one other school in this area that competes for our students ₂

There are no other schools in this area that compete for our students ₃

Compositional school characteristics

Total school enrolment per gender

Q6 As at <month day, 2009>, what was the total school enrolment (number of students)?
(Please write a number in each line. Write 0 (zero) if there are none)

- a) Number of boys: _____
b) Number of girls: _____

Note.

<month day, 2009> - This is a date about one month before the data collection of the Main Survey starts in the country or economy.

% students repeating grade

Q7 About what percentage of students in your school repeated a grade, at these <ISCED levels>, last academic year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Tick the 'not available' box if the <ISCED level> does not exist in your school)

		%	<ISCED level> not available in this school
a)	The approximate percentage of students repeating a grade at <ISCED 2> in this school last year was:	_____	<input type="checkbox"/> ₉₉₆
b)	The approximate percentage of students repeating a grade at <ISCED 3> in this school last year was:	_____	<input type="checkbox"/> ₉₉₆

Note.

<ISCED level> - This term refers to the International Standard Classification of Education (ISCED-97) which was adopted by the UNESCO General Conference in 1997 (OECD, 1999). The structure of educational systems varies widely between countries, and ISCED-97 provides a multi-dimensional framework to collect and report internationally comparable data on educational programmes with a similar level of educational content. Six ISCED levels are defined:

- ISCED level 0: Pre-primary level of education. Should be centre or school-based, be designed to meet the educational and development needs of children at least 3 years of age and have staff that are adequately trained to provide an educational programme for the children.
- ISCED level 1: Primary level of education. Beginning of systematic studies characteristic of primary education, *e.g.* reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes.
- ISCED level 2: Lower secondary level of education. Programmes at the start of level 2 should correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation.
- ISCED level 3: Upper secondary level of education. The final stage of secondary education in most OECD countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED level 2. ISCED 3A is designed to provide direct access to ISCED 5A. ISCED 3B is designed to provide direct access to ISCED 5B. ISCED 3C is not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to labour market, ISCED 4 programmes or other ISCED 3 programmes.
- ISCED level 4: Post-secondary non-tertiary education. They are often not significantly more advanced than programmes at ISCED level 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3.



- ISCED levels 5/6: Tertiary level of education.
 - ◇ ISCED 5A programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.
 - ◇ ISCED 5B programmes that are generally more practical/technical/occupationally specific than ISCED 5A programmes.
 - ◇ ISCED level 6 is reserved for tertiary programmes that lead to the award of an advanced research qualification.

REFERENCE

OECD (1999) Classifying Educational Programmes Manual for ISCED-97 Implementation in OECD Countries. Paris: OECD Publications. Available on-line: <http://www.oecd.org/dataoecd/7/2/1962350.pdf>.

% of immigrant students

Q8 About how many students in <national modal grade for 15-year-olds> in your school have a <first language> that is not <the test language>?

(Please tick only one box.)

- | | | |
|-----------------------------------|--------------------------|---|
| a) 60% or more | <input type="checkbox"/> | 1 |
| b) 40% or more but less than 60% | <input type="checkbox"/> | 2 |
| c) 20% or more but less than 40% | <input type="checkbox"/> | 3 |
| d) 10% or more but less than 20% | <input type="checkbox"/> | 4 |
| e) More than 0% but less than 10% | <input type="checkbox"/> | 5 |
| f) None | <input type="checkbox"/> | 6 |

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

<first language> refers to the language first learnt by the student as a child – often referred to as the mother-tongue. In administering the questionnaire, **<the test language>** is replaced with the name of the language of the test.

Composition and qualification of teaching staff

Q9 How many of the following 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.

(Please write a number in each space provided. Write 0 (zero) if there is none)

	Full-time	Part-time
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by <the appropriate authority>	_____	_____
c) Teachers with an <ISCED5A> qualification	_____	_____

Note.

<Appropriate authority> – This is the government agency which is empowered to certify that a person is permitted to work as a school teacher.

<ISCED 5A> typically involves three or four years full time tertiary study (such as a Bachelor's Degree, for example). For a detailed definition of ISCED levels, see the annotation to Q7.

The school's resources

Availability of computers

- | | | Number |
|------|--|--------|
| Q10a | At your school, what is the total number of students in the <national modal grade for 15-year-olds>? | _____ |
| Q10b | Approximately, how many computers are available for these students for educational purposes? | _____ |
| Q10c | Approximately, how many of these computers are connected to the Internet/World Wide Web? | _____ |

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

School resources (*e.g.* teacher shortage; quality of educational resources)

- Q11 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please tick one box in each row)

		Not at all	Very little	To some extent	A lot
a)	A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	A lack of qualified <test language> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	A lack of library staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	A lack of other support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Shortage or inadequacy of instructional materials (<i>e.g.</i> textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Shortage or inadequacy of audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

In administering the questionnaire, the term <test language> is adapted to the name of the language used in the reading literacy test in the participating country or economy.



School curriculum and assessment

Student grouping by ability

- Q12** *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 tick one box in each row.)*

		For all subjects	For some subjects	Not for any subject
a)	Students are grouped by ability into different classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Students are grouped by ability within their classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

Extra-curricular school activities

- Q13** *<This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year olds>? (Please tick one box in each row.)*

		Yes	No
a)	Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Volunteering or service activities, <i>e.g.</i> <national example>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Book club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Debating club or debating activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	School club or school competition for foreign language, math or science	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Academic club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j)	Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k)	Lectures and/or seminars (<i>e.g.</i> guest speakers such as writers or journalists)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	Collaboration with local libraries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m)	Collaboration with local newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n)	<Country: specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<This academic year> – This term refers to the year of schooling which is not necessarily the calendar year.
<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

Curricular options offered to immigrant students

- Q14** Does your school offer any of the following options to students in <national modal grade for 15-year olds> whose <first language> is not <the test language>?
(Please tick only one box in each row)

	Yes	No
a) These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Before transferring to regular classes, these students receive some instruction in school subjects through their <first language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) These students receive significant amounts of instruction in their <first language> aimed at developing proficiency in both languages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Class size is reduced to cater to the special needs of these students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

<first language> refers to the language first learnt by the student as a child – often referred to as the mother-tongue. In administering the questionnaire, <the test language> is replaced with the name of the language of the test.

General assessment practices

- Q15** Generally, in your school, how often are <national modal grade for 15-year-olds> students assessed using the following methods?
(Please tick only one box in each row)

	Never	12 times a year	35 times a year	Monthly	More than once a month
a) Standardised tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-developed tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' judgmental ratings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student <portfolios>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Student assignments/projects/homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

<first language> refers to the language first learnt by the student as a child – often referred to as the mother-tongue. In administering the questionnaire, <the test language> is replaced with the name of the language of the test.



Purposes of assessment

Q16 In your school, are assessments of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(Please tick only one box in each row)

		Yes	No
a)	To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	To compare the school to <district or national> performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

School climate

Student-related and teacher-related factors affecting school climate

Q17 In your school, to what extent is the learning of students hindered by the following phenomenon?

(Please tick one box in each row.)

		Not at all	Very little	To some extent	A lot
a)	Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Student absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Parental achievement pressure

Q18 Which statement below best characterises parental expectations towards your school?

(Please tick only one box)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents* ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent* ₃

School policies and practices

Student admission policies

Q19 How often are the following factors considered when students are admitted to your school?

(Please tick one box in each row.)

	Never	Sometimes	Always
a) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Student transferring policies

Q20 In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school because of the following reasons?

(Please tick one box in each row)

If students are never transferred, go to Q21

	Not likely	Likely	Very likely
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioural problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.



Accountability to parents

Q21 This set of questions explores aspects of the school's <accountability> to parents.
(Please tick one box in each row)

		Yes	No
a)	Does your school provide information to parents of students in <national modal grade for 15-year-olds> on their child's academic performance relative to other students in <national modal grade for 15-year-olds> in your school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Does your school provide information to parents of students in <national modal grade for 15-year-olds> on their child's academic performance relative to national or regional <benchmarks>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Does your school provide information to parents on the academic performance of students in <national modal grade for 15-year-olds> as a group relative to students in the same grade in other schools?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<national modal grade for 15-year-olds> - This is the actual name of the grade attended by most 15-year-olds in the participating country or economy.

Use of achievement data for accountability

Q22 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 tick one box in each row)

		Yes	No
a)	Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Achievement data are used in evaluation of the principal's performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Achievement data are used in evaluation of teachers' performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Achievement data are used in decisions about instructional resource allocation to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Teacher evaluation

Q23 During the last year, have any of the following methods been used to monitor the practice of <test language> teachers at your school?

(Please tick one box in each row.)

		Yes	No
a)	Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

In administering the questionnaire, <the test language> is replaced with the name of the language of the test in the participating country or economy.

School autonomy: responsibility for staffing, budgeting, curriculum and assessment

Q24 Regarding your school, who has a considerable responsibility for the following tasks?
(Please tick as many boxes as appropriate in each row)

		Principals	Teachers	<School governing board>	<Regional or local education authority>	National education authority
a)	Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Determining teachers' salaries increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h)	Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
i)	Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
j)	Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
k)	Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
l)	Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

School autonomy: external influences on staffing, budgeting, curriculum and assessment

Q25 Regarding your school, which of the following bodies exert a direct influence on decision-making about staffing, budgeting, instructional content and assessment practices?
(Please tick as many boxes as apply)

		Area of influence			
		Staffing	Budgeting	Instructional content	Assessment practices
a)	Regional or national education authorities (e.g. inspectorates)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The school's <governing board>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Parent groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Teacher groups (e.g. Staff Association, curriculum committees, trade union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Student groups (e.g. Student Association, youth organisation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Educational leadership

Q26 Below you can find statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the last school year.

(Please tick only one box in each row)

	Never	Seldom	Quite often	Very often
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I ensure that teachers work according to the school's educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I observe instruction in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I use student performance results to develop the school's educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I give teachers suggestions as to how they can improve their teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I monitor students' work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
When a teacher has problems in his/her classroom, I take the initiative to discuss matters	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I inform teachers about possibilities for updating their knowledge and skills	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I check to see whether classroom activities are in keeping with our educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I take exam results into account in decisions regarding curriculum development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I ensure that there is clarity concerning the responsibility for coordinating the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I pay attention to disruptive behaviour in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
I take over lessons from teachers who are unexpectedly absent	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

About you

Q27 Are you female or male?

Female	Male
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂



Gender

Q4 Are you female or male?

Female	Male
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Student's educational career

ISCED 0 attendance

Q5 Did you attend <ISCED 0>?

- No ₁
- Yes, for one year or less ₂
- Yes, for more than one year ₃

Note.

<ISCED 0> - This level refers to pre-primary education defined as the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment. Instruction is school-based or centre-based, typically for children between 3 and 6 years. For a detailed definition of ISCED levels, see the annotation to Q7 of the school questionnaire.

ISCED 1 starting age

Q6 How old were you when you started <ISCED 1>?

_____ Years

Note.

<ISCED 1> - This refers to primary education which begins between age 5 and 7 and generally lasts 4 years (*e.g.* Germany) to 6 years (mode of OECD countries). Primary education is designed to provide a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. For a detailed definition of ISCED levels, see the annotation to Q7 of the school questionnaire.

Grade repeating

Q7 Have you ever repeated a <grade>?

(Please <tick> only one box in each row.)

		No, never	Yes, once	Yes, twice or more
a)	At <ISCED 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	At <ISCED 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	At <ISCED 3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Note.

<Grade> - This term refers to the administrative level of the student in the school. In many countries, the number of years in schooling is the usual measure of grade. For a definition of the <ISCED level>, see the annotation to Q7 of the school questionnaire.

Family context and home resources

Family structure

Q8 Who usually lives at <home> with you?

(Please <tick> one box in each row.)

		Yes	No
a)	Mother (including stepmother or foster mother)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Father (including stepfather or foster father)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Brother(s) (including stepbrothers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Sister(s) (including stepsisters)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Others (e.g. cousin)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Mother's main job 1

Q9a What is your mother's main job? (e.g. school teacher, kitchen-hand, sales manager)

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

Please write in the job title. _____

Mother's main job 2

Q9b What does your mother do in her main job? (e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)

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

Mother's education

Q10 What is the <highest level of schooling> completed by your mother?

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

(Please tick only one box)

- | | |
|--------------------------------------|---------------------------------------|
| <ISCED level 3A> | <input type="checkbox"/> ₁ |
| <ISCED level 3B, 3C> | <input type="checkbox"/> ₂ |
| <ISCED level 2> | <input type="checkbox"/> ₃ |
| <ISCED level 1> | <input type="checkbox"/> ₄ |
| She did not complete <ISCED level 1> | <input type="checkbox"/> ₅ |

Mother's qualifications

Q11 Does your mother have any of the following qualifications?

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

(Please tick one box in each row)

		Yes	No
a)	<ISCED level 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<ISCED level 5A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<ISCED level 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<ISCED level 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

For a definition of <ISCED level>, see the annotation to Q7 of the school questionnaire.



Employment status mother

Q12 What is your mother currently doing?

(Please <tick> only one box.)

- a) Working full-time <for pay> ₁
- b) Working part-time <for pay> ₂
- c) Not working, but looking for a job ₃
- d) Other (e.g. home duties, retired) ₄

Father's main job 1

Q13a What is your father's main job?

(e.g. school teacher, kitchen-hand, sales manager)

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

Please write in the job title. _____

Father's main job 2

Q13b What does your father do in his main job?

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

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

Father's education

Q14 What is the <highest level of schooling> completed by your father?

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

(Please tick only one box)

- <ISCED level 3A> ₁
- <ISCED level 3B, 3C> ₂
- <ISCED level 2> ₃
- <ISCED level 1> ₄
- He did not complete <ISCED level 1> ₅

Father's qualifications

Q15 Does your father have any of the following qualifications?

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

(Please tick one box in each row)

		Yes	No
a)	<ISCED level 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<ISCED level 5A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	<ISCED level 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	<ISCED level 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

For a definition of <ISCED level>, see the annotation to Q7 of the school questionnaire.



Employment status father

Q16 What is your father currently doing?

(Please tick only one box.)

- a) Working full-time <for pay> ₁
- b) Working part-time <for pay> ₂
- c) Not working, but looking for a job ₃
- d) Other (e.g. home duties, retired) ₄

Country of birth

Q17 In what country were you and your parents born?

(Please tick one answer in each column)

	You	Mother	Father
<Country A>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₁
<Country B>	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₂
<Country C>	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₃
<Country D>	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₄	<input type="checkbox"/> ₀₄
<...etc.>	<input type="checkbox"/> _{<xx>}	<input type="checkbox"/> _{<xx>}	<input type="checkbox"/> _{<xx>}
Other country	<input type="checkbox"/> _{<xx>}	<input type="checkbox"/> _{<xx>}	<input type="checkbox"/> _{<xx>}

Age at time of arrival

Q18 If you were NOT born in <country of test>, how old were you when you arrived in <country of test>?

If you were less than 12 months old, please write zero (0)

If you were born in <country of test> please skip this question and go to Q19

_____ Years



Home language

Q19 What language do you speak at home most of the time?

(Please tick only one box)

- <Language 1> <xxx>
- <Language 2> <xxx>
- <Language 3> <xxx>
- < ...etc. > <xxx>
- Other language <xxx>

Home resources

Q20 Which of the following are in your home?

(Please tick one box in each row)

	Yes	No
a) A desk to study at	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) A room of your own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) A quiet place to study	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) A computer you can use for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Educational software	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) A link to the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Classic literature (e.g. < classical author in the country's language >)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Books of poetry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Works of art (e.g. paintings)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Books to help with your school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) <Technical reference books>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) A dictionary	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) A dishwasher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) A <DVD> player	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o) <Country-specific wealth item 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p) <Country-specific wealth item 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q) <Country-specific wealth item 3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Family wealth

Q21 How many of these are there at your home?

(Please tick only one box in each row)

	None	One	Two	Three or more
a) Cellular phones	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Televisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Cars	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Rooms with a bath or shower	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Books in the home**Q22 How many books are there in your home?**

There are usually about 40 books per metre of shelving. Do not include magazines, newspapers, or your schoolbooks.

(Please tick only one box)

- 0-10 books ₁
- 11-25 books ₂
- 26-100 books ₃
- 101-200 books ₄
- 201-500 books ₅
- More than 500 books ₆

Individual engagement in reading**Reading for enjoyment****Q23 About how much time do you usually spend reading for enjoyment?**

(Please tick only one box)

- I do not read for enjoyment ₁
- 30 minutes or less a day ₂
- More than 30 minutes to less than 60 minutes each day ₃
- 1 to 2 hours a day ₄
- More than 2 hours a day ₅

Reading attitude**Q24 How much do you disagree or agree with these statements about reading?**

(Please tick only one box in each row)

		Strongly disagree	Disagree	Agree	Strongly agree
a)	I read only if I have to	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Reading is one of my favourite hobbies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I like talking about books with other people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I find it hard to finish books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	I feel happy if I receive a book as a present	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	For me, reading is a waste of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	I enjoy going to a bookstore or a library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	I read only to get information that I need	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	I cannot sit still and read for more than a few minutes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	I like to express my opinions about books I have read	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	I like to exchange books with my friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Reading diversity

Q25 How often do you read these materials because you want to?

(Please tick only one box on each row)

		Never or almost never	A few times a year	About once a month	Several times a month	Several times a week
a)	Magazines	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	Comic books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Fiction (novels, narratives, stories)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Non-fiction books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Engagement in reading electronic text types

Q26 How often are you involved in the following reading activities?

(Please tick only one box on each row. If you don't know what the activity is tick "I don't know what it is")

		I don't know what it is	Never or almost never	Several times a month	Several times a week	Several times a day
a)	Reading emails	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b)	<Chat on line> (e.g. <MSN>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c)	Reading online news	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d)	Using an online dictionary or encyclopaedia (e.g. Wikipedia)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e)	Searching online information to learn about a particular topic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f)	Taking part in online group discussions or forums	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g)	Searching for practical information online (e.g. schedules, events, tips, recipes)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Learning by reading strategies

Learning by reading strategies (elaboration, memorisation and control)

Q27 When you are studying, how often do you do the following?

(Please tick only one box in each row)

		Almost never	Sometimes	Often	Almost always
a)	When I study, I try to memorize everything that is covered in the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	When I study, I start by figuring out what exactly I need to learn.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	When I study, I try to memorize as many details as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	When I study, I try to relate new information to prior knowledge acquired in other subjects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	When I study, I read the text so many times that I can recite it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	When I study, I check if I understand what I have read.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	When I study, I read the text over and over again.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	When I study, I figure out how the information might be useful outside school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	When I study, I try to figure out which concepts I still haven't really understood.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	When I study, I try to understand the material better by relating it to my own experiences.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	When I study, I make sure that I remember the most important points in the text.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	When I study, I figure out how the text information fits in with what happens in real life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	When I study and I don't understand something, I look for additional information to clarify this.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Instructional time, learning and assessment

Length of class period

Q28 How many minutes, on average, are there in a <class period> for the following subjects?

Number of minutes in a <class period> in <test language> _____ Minutes

Number of minutes in a <class period> in <mathematics> _____ Minutes

Number of minutes in a <class period> in <science> _____ Minutes

Note.

<class period> - This term refers to the length of time each lesson runs for in a normal school week.

<test language> - This refers to the language of instruction in which the PISA reading assessment is administered. In some countries <test language> may be taught in different school subjects, *e.g.* English language and English literature. If this is the case, <test language> has been adapted accordingly.

<mathematics> - This consists of all mathematics subjects and courses.

<science> - This term refers only to the core science subjects of physics, chemistry, Earth science and biology either taught in the country's curriculum as separate science subjects, or taught within a single "integrated-science" subject. The term does not include related subjects such as engineering, technology, mathematics, psychology, economics, nor possible Earth science topics included in geography courses. In many countries this term has been adapted to the national context.



Number of class periods

- Q29** How many <class periods> per week do you typically have for the following subjects
- Number of class periods per week in <test language> _____ <class periods>
- Number of class periods per week in <mathematics> _____ <class periods>
- Number of class periods per week in <science> _____ <class periods>

Note.

See annotations to Q28 of the student questionnaire.

Total number of class periods

- Q30** In a normal, full week at school, how many <class periods> do you have <in total>?
- Number of ALL <class periods> _____ <class periods>

Note.

See annotations to Q28 of the student questionnaire.

Attendance out-of-school-time lessons

- Q31** What type of out-of-school-time lessons do you attend currently?

These are only lessons in subjects that you are also learning at school, that you spend learning extra time outside of normal school hours. The lessons may be given at your school, at your home or somewhere else.

(Please tick only one box in each row)

	Yes	No
a) <Enrichment lessons> in <test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <Enrichment lessons> in <mathematics>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <Enrichment lessons> in <science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <Enrichment lessons> in other school subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <Remedial lessons> in <test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) <Remedial lessons> in <mathematics>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) <Remedial lessons> in <science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) <Remedial lessons> in other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Lessons to improve your <study skills>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<Out-of-school-time lessons> - This term refers to any lessons in the student's school subjects, that he or she spends extra time learning outside of normal school hours. The lessons might be held at school, at home, or elsewhere.

<Remedial lessons > - This refers to any lessons in addition to regular lessons designed to help students with learning difficulties.

<Enrichment lessons> - This refers to any lessons in addition to regular lessons designed to extend abilities of more able students.

<Study skills> - Study skills are strategies and methods of purposeful learning, usually centred around reading and writing, time management, doing homework and/or preparing for tests or exams.

For the definition of **<test language>**, **<mathematics>**, and **<science>** see the annotations to Q28 in the student questionnaire.

Time spent on out-of-school-time lessons

Q32 How many hours do you typically spend per week attending out-of-school-time lessons in the following subjects?

These are only lessons in subjects that you are also learning at school, that you spend learning extra time outside of normal school hours. The lessons may be given at your school, at your home or somewhere else.

(Please tick one box in each column)

	<test language>	<mathematics>	<science>	Other subjects
I do not attend out-of-school time lessons in these subject	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Less than 2 hours a week	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
2 or more but less than 4 hours a week	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
4 or more but less than 6 hours a week	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
6 or more hours a week	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅

Note.

<Out-of-school-time lessons> are any lessons in the student's school subjects, that he or she spends extra time learning outside of normal school hours. The lessons might be held at school, at home, or elsewhere. For the definition of <test language>, <mathematics>, and <science> see the annotations to Q28 in the student questionnaire.

Classroom and school climate

Attitude towards school

Q33 Thinking about what you have learned in school: to what extent do you agree or disagree with the following statements?

(Please tick only one box in each row)

	Strongly disagree	Disagree	Agree	Strongly agree
a) School has done little to prepare me for adult life when I leave school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) School has been a waste of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) School has helped give me confidence to make decisions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) School has taught me things which could be useful in a job	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Teacher's interest in student performance

Q34 How much do you disagree or agree with each of the following statements about teachers at your school?

(Please tick only one box in each row)

		Strongly disagree	Disagree	Agree	Strongly agree
a)	I get along well with most of my teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Most of my teachers are interested in my well-being	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Most of my teachers really listen to what I have to say	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	If I need extra help, I will receive it from my teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Most of my teachers treat me fairly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Class size

Q35 On average, about how many students attend your <test language> class?

_____ students

Note.

For the definition of <test language> see the annotation to Q28 in the student questionnaire.

Classroom climate

Q36 How often do these things happen in your <test language> lessons?

(Please tick only one box in each row)

		Never or hardly ever	In some lessons	In most lessons	In all lessons
a)	Students don't listen to what the teacher says	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	There is noise and disorder	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher has to wait a long time for the students to <quieten down>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Students cannot work well	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Students don't start working for a long time after the lesson begins	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

For the definition of <test language> see the annotation to Q28 in the student questionnaire.

Teacher's reading literacy teaching strategies

Q37 In your <test language> lessons, how often does the following occur?
(Please tick only one box in each row)

		Never or hardly ever	In some lessons	In most lessons	In all lessons
a)	The teacher asks students to explain the meaning of a text	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The teacher asks questions that challenge students to get a better understanding of a text	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher gives students enough time to think about their answers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher recommends a book or author to read	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher encourages students to express their opinion about a text	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	The teacher helps students relate the stories they read to their lives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	The teacher shows students how the information in texts builds on what they already know	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

For the definition of <test language> see the annotation to Q28 in the student questionnaire.

Teacher's instructional strategies in relation to assignments

Q38 In your <test language> lessons, how often does the following occur?
(Please tick only one box in each row)

		Never or hardly never	In some lessons	In most lessons	In all lessons
a)	The teacher explains beforehand what is expected of the students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The teacher checks that students are concentrating while working on the <reading assignment>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The teacher discusses students' work, after they have finished the <reading assignment>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The teacher tells students in advance how their work is going to be judged	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The teacher asks whether every student has understood how to complete the <reading assignment>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	The teacher marks students' work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	The teacher gives students the chance to ask questions about the <reading assignment>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	The teacher poses questions that motivate students to participate actively	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	The teacher tells students how well they did on the <reading assignment> immediately after	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

For the definition of <test language>, see the annotation to Q28 in the student questionnaire.



Libraries

Access to and use of a library

Q39 How often do you visit a library for the following activities?

(Please tick only one box in each row)

	Never	A few times a year	About once a month	Several times a month	Several times a week
a) Borrow books to read for pleasure	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Borrow books for school work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Work on homework, course assignments or research papers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Read magazines or newspapers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Read books for fun	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) Learn about things that are not course-related, such as sports, hobbies, people or music	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g) Use the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Availability of a school library

Q40 Does your school have a <school library>?

No	Yes
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

INTERNATIONAL OPTIONS

As in previous surveys, additional questionnaire materials were developed and offered as international options to the participating countries and economies. In PISA 2009, these are the Educational Career Questionnaire and the ICT familiarity questionnaire for students, as well as the parent questionnaire.

Educational Career Questionnaire

The Educational Career Questionnaire consists of six questions on the student's interruptions of schooling or change of schools, educational aspirations and grade marks, as well as lessons taken out of school.

The questions refer to ISCED levels, which are explained in the annotation to Q7 of the school questionnaire.

Interruptions during <ISCED 1>

Q1 Did you ever miss two or more consecutive months of <ISCED 1>?

(Please tick only one box)

- No, never ₁
 Yes, once ₂
 Yes, twice or more ₃

Interruptions during <ISCED 2>

Q2 Did you ever miss two or more consecutive months of <ISCED 2>?

(Please tick only one box)

- No, never ₁
 Yes, once ₂
 Yes, twice or more ₃

Change schools during <ISCED 1>

Q3 Did you change schools when you were attending <ISCED 1>?

(Please tick only one box)

- No, I attended all of <ISCED 1> at the same school ₁
 Yes, I changed schools once ₂
 Yes, I changed schools twice or more ₃

Change schools during <ISCED 2>

Q4 Did you change schools when you were attending <ISCED 2>?

(Please tick only one box)

- No, I attended all of <ISCED 2> at the same school ₁
 Yes, I changed schools once ₂
 Yes, I changed schools twice or more ₃



Educational aspirations

Q5 Which of the following do you expect to complete?

(Please tick as many as apply)

- a) <ISCED level 2> ₁
- b) <ISCED level 3B or C> ₂
- c) <ISCED level 3A> ₃
- d) <ISCED level 4> ₄
- e) <ISCED level 5B> ₅
- f) <ISCED level 5A or 6> ₆

Out-of-school-time lessons during <ISCED 1>

Q6 Have you attended the following out-of-school-time lessons during <ISCED 1>?

These are lessons in subjects that you learned at school during <ISCED 1>, on which you spend extra time learning outside of normal school hours. The lessons might have been held at your <ISCED 1> school, at your home or somewhere else.

(Please tick only one box in each row)

	Yes	No
a) <Enrichment lessons> in <test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <Remedial lessons> in <test language>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <Private tutoring> on a <one-to-one> basis in <test language> and/or other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

For the definition of <out-of-school-time lessons>, <enrichment lessons>, and <remedial lessons> see the annotations to question Q31 in the student questionnaire.

For the definition of <test language>, see the annotation to question Q28 in the student questionnaire.

Mark for test language

Q7 In your last school report, what was your mark in <test language>?

Note.

For the definition of <test language>, see the annotation to question Q28 in the student questionnaire.

ICT FAMILIARITY QUESTIONNAIRE

The Information Communication Technology (ICT) familiarity questionnaire consists of questions regarding the availability of ICT, and the student's use of, and attitudes towards, computers. It is administered to students after the international student questionnaire and takes about five minutes to complete.

Availability of ICT

Availability of ICT at home

Q1 Is there any of these devices available for you to use *at home*?

(Please tick one box in each row)

		Yes	Yes, but I don't use it	No
a)	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Portable laptop or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	<Video games console>, e.g. (Sony PlayStation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	Cell phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f)	Mp3/Mp4 reader, iPod or similar	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g)	Printer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h)	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Availability of ICT at school

Q2 Is there any of these devices available for you to use *at school*?

(Please tick one box in each row)

		Yes	Yes, but I don't use it	No
a)	Desktop computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Portable laptop or notebook	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Printer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e)	USB (memory) stick	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

General use of computers

Filter question

Q3 Have you ever used a computer?

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

If you answered Yes to the above question, please continue.

If you answered No, please stop here.



Use of ICT at home

Use of the computer at home

Q4 How often do you use a computer for following activities *at home*?

(Please tick one box in each row)

		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a)	Play one-player games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Play collaborative online games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Doing homework on the computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Use e-mail	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	<Chat online> (e.g. <MSN®>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Browse the Internet for fun (such as watching videos, e.g. <YouTube™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Download music, films, games or software from the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Publish and maintain a personal website, weblog or blog	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Participate in online forums, virtual communities or spaces (e.g. <Second Life® or MySpace™>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Home use of internet and e-mail for school-related tasks

Q5 How often do you do the following *at home*?

(Please tick one box in each row)

		Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a)	Browse the Internet for schoolwork (e.g. preparing an essay or presentation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Use e-mail for communication with other pupils about schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Use e-mail for communication with teachers and submissions of homework or other schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Download, upload or browse material from your school's website (e.g. time table or course materials)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Check the school's website for announcements, e.g. absence of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Use of ICT at school

Use of ICT at school

Q6 How often do you use a computer for following activities at school?

(Please tick one box in each row)

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day
a) <Chat on line> at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Use e-mail at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Browse the Internet for schoolwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Download, upload or browse material from the school's website (e.g. <intranet>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Post your work on the school's website	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Play simulations at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Practice and drilling, such as for foreign language learning or mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Doing individual homework on a school computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Use school computers for group work and communication with other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Use of computers at school in classroom lessons

Q7 In a typical school week, how much time do you spend using the computer during classroom lessons?

(Please tick one box in each row)

	No time	0–30 minutes a week	31–60 minutes a week	More than 60 minutes a week
a) Computer use in <test language> lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Computer use in <mathematics> lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Computer use in <science> lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Computer use in foreign language lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

For the definition of <test language>, <mathematics> and <science> see the annotation to question Q28 in the student questionnaire.



Q8 To what extent are you able to do each of these tasks on a computer?

(Please tick one box in each row)

		I can do this very well by myself	I can do this with help from someone	I know what this means but I cannot do it	I don't know what it means
a)	Edit digital photographs or other graphic images	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Create a database (e.g. using <Microsoft Access®>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Use a spreadsheet to plot a graph	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Create a presentation (e.g. using <Microsoft PowerPoint®>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Create a multi-media presentation (with sound, pictures, video)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Use of computers at school outside classroom lessons

Q9 In a typical school week, how much time do you spend using the computer at school outside classroom lessons, e.g. in a <school library> or computer room?

(Please tick only one box)

- I never use the computer at school outside classroom lessons ₁
- About half an hour a week ₂
- About an hour a week ₃
- About two hours a week ₄
- About three hours a week ₅
- About four or more hours a week ₆

Attitude toward computers

Attitude toward computers

Q10 Thinking about your experience with computers: To what extent do you agree with the following statements?

(Please tick one box in each row)

		Strongly disagree	Disagree	Agree	Strongly agree
a)	It is very important to me to work with a computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I think playing or working with a computer is really fun	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I use a computer because I am very interested	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I lose track of time when I am working with the computer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



PARENT QUESTIONNAIRE

One questionnaire is administered per student. The parent questionnaire takes about 20 minutes to complete. The parent questionnaire covers parental reports related to several aspects:

- basic parent characteristics
- child's past reading engagement
- parents' own reading engagement
- home reading resources and support
- parents' background
- parents' perception of and involvement in school
- school choice

Basic parent characteristics

Respondent

Q1 Who will complete this questionnaire?

(Please tick all that apply)

- | | |
|------------------------------------|---------------------------------------|
| a) Mother or other female guardian | <input type="checkbox"/> ₁ |
| b) Father or other male guardian | <input type="checkbox"/> ₂ |
| c) Other | <input type="checkbox"/> ₃ |

(If other, please specify) _____

Child's early reading engagement before <ISCED 1>

Childcare before <ISCED 0>

Q2 Did your child participate in < child care > before <ISCED 0>?

(Please tick only one box)

Yes	No
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<ISCED 0> - This term refers to programs at the pre-primary, or initial stage of organised instruction. Students typically enter ISCED Level 0 programs between age 3 and 5. For an explanation of ISCED levels, see the annotation to Q7 of the school questionnaire.



Child's reading engagement during <ISCED 1>

Home reading literacy support beginning <ISCED 1>

- Q3** When your child attended the first year of <ISCED 1>, how often did you or someone else in your home undertake the following activities with her or him?
(Please tick only one box in each row)

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Read books	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Tell stories	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Sing songs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Play with alphabet toys (for example: blocks with letters of the alphabet)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Talk about things you had done	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Talk about what you had read	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Play word games	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Write letters or words	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Read aloud signs and labels	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Note.

<ISCED 1> - This refers to primary education which begins between age 5 and 7 and generally lasts four years (e.g. Germany) to six years (most OECD countries). Primary education is designed to provide a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. For a detailed definition of ISCED levels, see the annotation to Q7 of the school questionnaire.

Home language beginning <ISCED 1>

- Q4** In what language did most of the activities in Question 3 take place?
(Please tick only one box)

<test language> ₁
Another language ₂

Note.

For the definition of <test language> see the annotation to Q28 in the student questionnaire.

Time spent on reading for enjoyment

- Q5** When you are home, how much time do you spend reading for your own enjoyment (e.g. magazines, comics, novels, fiction, non-fiction)?
(Please tick only one box)

a) More than 10 hours a week ₁
b) 6-10 hours a week ₂
c) 1-5 hours a week ₃
d) Less than one hour a week ₄

Parent's attitude to reading

Q6 How much do you disagree or agree with these statements about reading?
(Please tick only one box in each row.)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Reading is one of my favourite hobbies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	I feel happy if I receive a book as a present	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	For me, reading is a waste of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I enjoy going to a bookstore or a library	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Home reading resources and support

Home reading resources

Q7 Which of the following are available to your child in your home?
(Please tick one box in each row)

		Yes	No
a)	Email	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	<Chat on line> / <MSN >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Internet connection	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Daily newspaper	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	A subscription to a journal or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Books of his/her very own (do not count school books)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Home reading literacy support at age 15

Q8 How often do you or someone else in your home do the following things with your child?
(Please tick only one box on each row)

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day
a)	Discuss political or social issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Discuss books, films or television programmes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Discuss how well your child is doing at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Eat <the main meal> with your child around a table	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Spend time just talking to your child	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Go to a bookstore or library with your child	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Talk with your child about what he/she is reading on his/her own	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Help your child with his/her homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Parent's educational status

Father's education

Q9 Does the child's father have any of the following qualifications?

(Please tick one box in each row)

	Yes	No
a) <ISCED level 5A, 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <ISCED level 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <ISCED level 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <ISCED level 3A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

For a definition of ISCED levels, see the annotation to Q7 of the school questionnaire.

Mother's education

Q10 Does the child's mother have any of the following qualifications?

(Please tick one box in each row)

	Yes	No
a) <ISCED level 5A, 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <ISCED level 5B>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <ISCED level 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <ISCED level 3A>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

For a definition of ISCED levels, see the annotation to Q7 of the school questionnaire.

Parents' economical status

Annual household income

Q11 What is your annual household income?

Please add together the total income, before tax, from all members of your household. Please remember we ask you to answer questions only if you feel comfortable doing so, and that all responses are kept strictly confidential.

(Please tick only one box.)

- Less than <\$A> ₁
- <\$A> or more but less than <\$B> ₂
- <\$B> or more but less than <\$C> ₃
- <\$C> or more but less than <\$D> ₄
- <\$D> or more but less than <\$E> ₅
- <\$E> or more ₆

Note.

<\$> - This symbol denotes the national currency of the participating country or economy.

<\$C> is a suitably rounded value for the national median household income. For all households in the country, the median income is the amount for which half of the households have an income above this amount, and half, below.

<\$A> is a suitably rounded value equal to about half of the median household income, <\$B> is a value at about three quarters of the median household income, <\$D> is a value at about five quarters of the median household income, and <\$E> is a value at about one-and-a-half times the median household income.

As an example, a country where the median household income is \$40 500 would have the following brackets:

- Less than \$20 000;
- \$20 000 or more but less than \$30 000;
- \$30 000 or more but less than \$40 000;
- \$40 000 or more but less than \$50 000;
- \$50 000 or more but less than \$60 000;
- \$60 000 or more

Costs of educational services

Q12 Please answer the following question thinking just of expenses related to <the student who brought this questionnaire home>.

In the last twelve months, about how much would you have paid to educational providers for services?

In determining this, please include any tuition fees you pay to your child's school, any other fees paid to individual teachers in the school or to other teachers for any tutoring your child receives, as well as any fees for cram school.

Do not include the costs of goods like sports equipment, school uniforms, computers or textbooks if they are not included in a general fee (that is, if you have to buy these things separately).

(Please tick only one box)

- | | |
|-------------------------------------|---------------------------------------|
| Nothing | <input type="checkbox"/> ₁ |
| More than \$0 but less than < \$W > | <input type="checkbox"/> ₂ |
| < \$W or more but less than \$X> | <input type="checkbox"/> ₃ |
| < \$X or more but less than \$Y> | <input type="checkbox"/> ₄ |
| < \$Y or more but less than \$Z > | <input type="checkbox"/> ₅ |
| < \$Z > or more | <input type="checkbox"/> ₆ |

Note.

<\$> - This symbol denotes the national currency.

<\$Z> is a suitably rounded value representing an amount of money that could be spent on an expensive education, including tutoring etc. About 5% of parents should choose this option in a national sample.

<\$W> is a suitably rounded value for a public education without any extra tutoring. Where public education is absolutely free, this would be set at a low nominal value but above zero (*e.g.* 50 or 100 Euro) to take account of incidental fees that might be paid.

After determining <\$Z> and <\$W>, equal categories are created between these figures to determine values for <\$X> and <\$Y>.

Number of children in the household

Q13 How many children are there in your household (including <the student who brought this questionnaire home>?)

(Please tick only one box)

	Yes	No
On (<i>i.e.</i> <the student who brought this questionnaire home>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Two	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Three	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Four	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Five	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Six or more	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂



Parents' perception of and involvement in school

Parents' perception of school quality

Q14 How much do you agree or disagree with the following statements?

(Please tick only one box in each row)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Most of my child's school teachers seem competent and dedicated	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Standards of achievement are high in my child's school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	I am happy with the content taught and the instructional methods used in my child's school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	I am satisfied with the disciplinary atmosphere in my child's school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	My child's progress is carefully monitored by the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	My child's school provides regular and useful information on my child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	My child's school does a good job in educating students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Parents' involvement in their child's school

Q15 The last <academic year>, have you participated in any of the following school-related activities?

(Please tick one box in each row)

		Yes	No
a)	Discuss your child's behaviour or progress with a teacher on your own initiative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Discuss your child's behaviour or progress on the initiative of one of your child's teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Volunteer in extra-curricular activities, e.g. book club, school play, sports, field trip	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Volunteer in the school library or media centre	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	<Assist a teacher in the school>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Appear as a guest speaker	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Participate in local school <government>, e.g. parent counsel or school management committee	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Note.

<Last academic year> - refers to the previous year of schooling, which is not necessarily the last calendar year.

School choice

Choice between competing schools

Q16 We are interested in the options parents had when choosing the school your child is currently attending.

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

(Please tick only one box)

There are two or more other schools in this area that compete with the school my child is currently attending ₁

There is one other school in this area that competes with the school my child is currently attending ₂

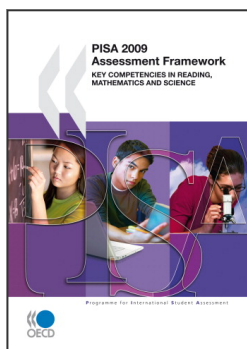
There are no other schools in this area that compete with the school my child is currently attending ₃

Reasons for school choice

Q17 How important are each of the following reasons for choosing a school for your child?

(Please tick only one box in each row)

		Not important	Somewhat important	Important	Very important
a)	The school is at a short distance to home	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	The school has a good reputation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	The school offers particular courses or school subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	The school adheres to a particular <religious philosophy>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	The school has a particular pedagogical-didactical approach, e.g. < example >	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Other family members attended the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	<Expenses are low> (e.g. tuition, books, room and board)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	The school has financial aid available, such as a school loan, scholarship, or grant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	The school has an active and pleasant school climate	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	The academic achievements of students in the school are high	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



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