



TEACHER QUESTIONNAIRE (International Option)

Main Survey Versions

For PISA 2015, countries had the option to add a questionnaire for teachers. There is a version of this questionnaire for science teachers and a different version for teachers who teach other subjects. In both cases, the questionnaire takes about 30 minutes to complete.

For science teachers, the questionnaire covers:

- Background information
- Teacher's initial education and professional development
- Teacher's school
- Science teaching practices


For other teachers, the questionnaire covers:

- Background information
- Teacher's initial education and professional development
- Teacher's school
- Teaching practices

PART A SCIENCE TEACHER QUESTIONNAIRE

Background information

TC001 TC001Q01NA	Are you female or male? <i>(Please select one response.)</i>	
	Female	<input type="checkbox"/> ₁
	Male	<input type="checkbox"/> ₂

TC002 TC002Q01NA	How old are you? <i>(Please move the slider to the appropriate number of years.)</i>	
	Years:	
Slider bar: Parking position; range: "20 years or younger"- "70 years or older"; step=1.		

TC004 TC004Q01NA	What is your employment status as a teacher at <u>this school</u>? <i>(Please select one response.)</i>	
	Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	<input type="checkbox"/> ₁
	Fixed-term contract for a period of more than 1 school year	<input type="checkbox"/> ₂
	Fixed-term contract for a period of 1 school year or less	<input type="checkbox"/> ₃

TC005

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employments together.)
(Please select one response in each row.)

		Full-time (more than 90% of full- time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full- time hours)
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006

TC006Q01NA

In how many schools have you worked over the course of your teaching career?

(Include all schools, even if you worked at several schools at once.)
(Please move the slider to the appropriate number of schools.)

Schools:



Slider bar: Parking position; range: "1 school"- "20 schools or more"; step=1

TC007

How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option does not apply to you select "0" [zero].)

TC007Q01NA	Year(s) working as a teacher <u>at this school</u>	
TC007Q02NA	Year(s) working as a teacher <u>in total</u>	

Slider bar: Parking position; range: "0 years"- "50 years or more"; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

Teacher's initial education and professional development

TC012

TC012Q01NA

What is the highest level of formal education you have completed?

(Please select one response.)

<Below ISCED Level 5>	<input type="checkbox"/> ₁
<ISCED Level 5B>	<input type="checkbox"/> ₂
<ISCED Level 5A Bachelor degree>	<input type="checkbox"/> ₃
<ISCED Level 5A Master's degree>	<input type="checkbox"/> ₄
<ISCED Level 6>	<input type="checkbox"/> ₅

TC013

TC013Q01NA

After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?

(Please select one response.)

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

TC014

TC014Q01NA

Did you complete a teacher education or training programme?

(Please select one response.)

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



TC015
TC015Q01NA

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training programme at a <educational institute which is eligible to educate or train teachers>.	<input type="checkbox"/>
I attended an in-service teacher education or training programme.	<input type="checkbox"/>
I attended a work-based teacher education or training programme.	<input type="checkbox"/>
I attended training in another pedagogical profession.	<input type="checkbox"/>
Other	<input type="checkbox"/>

TC018

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

Please select all that apply.)

		Included in my teacher education or training programme or other professional qualification	I teach it to the <national modal grade for 15-year-olds> in the current school year
TC018Q01N	Reading, writing and literature	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q02N	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q03N	Science	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q04N	Technology	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q05N	Social studies	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q06N	Modern foreign languages	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q08N	Arts	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q09N	Physical education	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q10N	Religion and/or ethics	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q11N	Practical and vocational skills	<input type="checkbox"/>	<input type="checkbox"/>

Help button

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft.

Consistency check/soft reminder if any button remains unmarked.

TC029

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

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

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

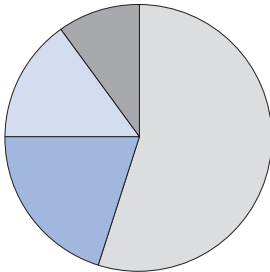
TC029Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC029Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC029Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC029Q04NA	Other topics	_____ %

Consistency check/soft reminder if sum is more or less than 100%.

What proportion of your teacher education or training programme or other professional qualification was dedicated to each of the following areas?

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

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

	Extent	
<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	55%	
Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	20%	
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	15%	
Other topics	10%	

The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC020

During the last 12 months, did you participate in any of the following activities?

(Please select one response in each row.)

		Yes	No
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂



TC030 **During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?**
(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for <broad science> and technology content matter.)
(Note that the percentages must add up to 100.)

TC030Q01NA	<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	_____ %
TC030Q02NA	Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	_____ %
TC030Q03NA	General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	_____ %
TC030Q04NA	Other topics	_____ %

Consistency check/soft reminder if sum is more or less than 100 %.

During the last 12 months, what proportion of your professional development activities was dedicated to each of the following areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for <broad science> and technology content matter.)
(Note that the percentages must add up to 100.)

	Extent	
<Broad science> and technology content matter: knowledge and skills in any <broad science> discipline	55%	
Teaching and learning <school science>: teaching methodology related to <school science>, instructional skills (e.g. use of experiments), student misconceptions	20%	
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	15%	
Other topics	10%	

The pie chart gives immediate interactive feedback and the respondent can change answers as often as desired.

TC021 **Are you required to take part in professional development activities?**
 TC021Q01NA *(Please select one response.)*

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

Teacher's school

TC028

Is your school's capacity to provide instruction hindered by any of the following issues?*(Please select one response in each row.)*

		Not at all	Very little	To some extent	A lot
TC028Q01NA	A lack of teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC039

TC039Q01NA

Is there any formal curriculum for <school science> in <national modal grade for 15-year-olds>?*(Please consider national, state, regional, or school policies.)**(Please select one response.)*

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

TC041

→ Only, if TC039 = 'yes'. Else proceed to TC031.

How much emphasis is given to the following approaches and processes in the intended <school science> curriculum for <the national modal grade of 15-year-olds>?*(Please select one response in each row.)*

		No emphasis	Very little emphasis	Some emphasis	A lot of emphasis
TC041Q01NA	Knowing basic science facts and principles	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q02NA	Observing natural phenomena and describing what is seen	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q03NA	Providing explanations of what is being studied	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q04NA	Designing and planning experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q05NA	Conducting experiments or investigations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q06NA	Integrating science with other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q07NA	Relating what students are learning to their daily lives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC041Q08NA	Incorporating the experiences of different ethnic/cultural groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TC043 TC043Q01NA	→ Only if TC039 = 'yes'. Else proceed to TC031.	
	Are parents informed about the availability and content of the <school science> curriculum (e.g. in a parent-teacher conference or a newsletter)? (Please select one response.)	
	Yes	<input type="checkbox"/> ₁
	No	<input type="checkbox"/> ₂

TC031	To what extent do you disagree or agree with the following statements about regular cooperation among your fellow <school science> teachers and yourself? (Please select one response in each row.)				
		Strongly disagree	Disagree	Agree	Strongly agree
TC031Q04NA	We discuss the achievement requirements for <school science> when setting tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q07NA	It is natural for us to cooperate on what homework to give to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q11NA	We discuss the criteria we use to grade written tests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q13NA	We exchange tasks for lessons and homework that cover a range of different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q14NA	I prepare a selection of teaching units with my fellow <school science> teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q15NA	We discuss ways to teach learning strategies and techniques to our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q18NA	My fellow <school science> teachers benefit from my specific skills and interests.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC031Q20NA	We discuss ways to better identify students' individual strengths and weaknesses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC026	We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements? (Please select one response in each row.)				
		Strongly disagree	Disagree	Agree	Strongly agree
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Science teaching practices

TC037

How often do these things happen in your <school science> lessons?

(Please select one response in each row.)

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
TC037Q01NA	Students are asked to draw conclusions from an experiment they have conducted.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q02NA	Students are given opportunities to explain their ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q03NA	I explain scientific ideas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q04NA	A small group discussion between students takes place.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q05NA	A whole class discussion takes place in which I participate.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q06NA	Current scientific issues are discussed.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q07NA	Students make calculations using scientific formulas.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q08NA	I use an interactive whiteboard.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q09NA	Students do their own scientific study and related research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q10NA	I discuss questions that students ask.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q11NA	Students carry out practical work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q12NA	Students write up laboratory reports.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q13NA	I demonstrate an idea.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q14NA	I discuss questions of practical relevance.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q15NA	Students read materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q16NA	Students take notes from the board.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q17NA	Students discuss materials from a textbook.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q18NA	Students watch videos.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q19NA	Students use the internet.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q20NA	The class corrects homework or a test.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q21NA	Students fill out worksheets.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC037Q22NA	Students present something to the rest of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC033

To what extent can (or could) you do the following?

(Please select one response in each row.)

		Not at all	Very little	To some extent	To a large extent
TC033Q04NA	Design experiments and hands-on activities for <inquiry-based learning>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q05NA	Assign tailored tasks to the weakest as well as to the best students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q06NA	Use a variety of assessment strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC033Q08NA	Facilitate a discussion among students on how to interpret experimental findings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TC034

To what extent can (or could) you do the following?*(If you need further explanation of the term my “scientific discipline”, please use the help button.)**(Please select one response in each row.)*

		Not at all	Very little	To some extent	To a large extent
TC034Q01NA	Explain a complex scientific concept to a fellow teacher	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q02NA	State and defend an informed position on ethical problems relating to <broad science>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q04NA	Read state-of-the art papers in my scientific discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC034Q06NA	Explain the links between biology, physics and chemistry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Help button	Your <scientific discipline> refers to one specific <broad science> discipline your main <school science> subject belongs to. If you teach the same number of hours for several <school science> subjects, you should choose only one and relate your answer to it.				

PART B GENERAL TEACHER QUESTIONNAIRE**Background information**

TC001

Are you female or male?

TC001Q01NA

(Please select one response.)


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

TC002

How old are you?

TC002Q01NA

(Please move the slider to the appropriate number of years.)

Years:	
Slider bar: Parking position; range: “20 years or younger”-“70 years or older”; step=1.	

TC004

What is your employment status as a teacher at this school?

TC004Q01NA

(Please select one response.)

Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)	<input type="checkbox"/> ₁
Fixed-term contract for a period of more than 1 school year	<input type="checkbox"/> ₂
Fixed-term contract for a period of 1 school year or less	<input type="checkbox"/> ₃

TC005

What is your current employment status as a teacher?*(Please consider your employment status at this school and for all your teaching employments together.)**(Please select one response in each row.)*

		Full-time (more than 90% of full- time hours)	Part-time (71-90% of full-time hours)	Part-time (50-70% of full-time hours)	Part-time (less than 50% of full- time hours)
TC005Q01NA	My employment status at this school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC005Q02NA	All my teaching employments together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC006
TC006Q01NA**In how many schools have you worked over the course of your teaching career?***(Include all schools, even if you worked at several schools at once.)**(Please move the slider to the appropriate number of schools.)*

Schools:



Slider bar: Parking position; range: "1 school"-"20 schools or more"; step=1

TC007

How many years of work experience do you have?*(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option does not apply to you select "0" [zero].)*

TC007Q01NA

Year(s) working as a teacher at this school

TC007Q02NA

Year(s) working as a teacher in total

Slider bar: Parking position; range: "0 years"-"50 years or more"; step=1.

Consistency check/soft reminder if the response to item TC007Q01NA is bigger than to item TC007Q02NA.

Teacher's initial education and professional developmentTC012
TC012Q01NA**What is the highest level of formal education you have completed?***(Please select one response.)*

<Below ISCED Level 5>

₁

<ISCED Level 5B>

₂

<ISCED Level 5A Bachelor degree>

₃

<ISCED Level 5A Master's degree>

₄

<ISCED Level 6>

₅TC013
TC013Q01NA**After completing <ISCED level 3 or below>, was your goal to pursue a career in the teaching profession?***(Please select one response.)*

Yes

₁

No

₂TC014
TC014Q01NA**Did you complete a teacher education or training programme?***(Please select one response.)*

Yes

₁

No

₂TC015
TC015Q01NA**How did you receive your teaching qualifications?***(Please select one response.)*

I attended a standard teacher education or training programme at an <educational institute which is eligible to educate or train teachers>.

₁

I attended an in-service teacher education or training programme.

₂

I attended a work-based teacher education or training programme.

₃

I attended training in another pedagogical profession.

₄

Other

₅



TC018

Were any of the following included in your teacher education or training programme or other professional qualification and do you teach them to the <national modal grade for 15-year-olds> in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

		Included in my teacher education or training programme or other professional qualification	I teach it to the <national modal grade for 15-year-olds> in the current school year
TC018Q01N	Reading, writing and literature	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q02N	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q03N	Science	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q04N	Technology	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q05N	Social studies	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q06N	Modern foreign languages	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q07N	Ancient languages (e.g. Latin)	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q08N	Arts	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q09N	Physical education	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q10N	Religion and/or ethics	<input type="checkbox"/>	<input type="checkbox"/>
TC018Q11N	Practical and vocational skills	<input type="checkbox"/>	<input type="checkbox"/>

Help button

Reading, writing and literature: reading and writing (and literature) in the mother tongue, in the language of instruction, or in the tongue of the country (region) as a second language (for non-natives); language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: languages different from the language of instruction

Ancient languages (e.g. Latin)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft

Consistency check/soft reminder if any button remains unmarked.

TC020

During the last 12 months, did you participate in any of the following activities?*(Please select one response in each row.)*

		Yes	No
TC020Q01NA	Qualification programme (e.g. a <degree programme>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q02NA	Participation in a network of teachers formed specifically for the professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q03NA	Individual or collaborative research on a topic of interest to you professionally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q04NA	Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q05NA	Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
TC020Q06NA	Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

TC021

TC021Q01NA

Are you required to take part in professional development activities?*(Please select one response.)*

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

TC045

Were any of the topics listed below included in your teacher education or training programme or other professional qualification and your professional development activities?*(Please select all that apply.)*

		Included in my teacher education or training programme or other professional qualification	Included in my professional development activities during the last 12 months
TC045Q01N	Knowledge and understanding of my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q02N	Pedagogical competencies in teaching my subject field(s)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q03N	Knowledge of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q04N	Student assessment practices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q05N	ICT (information and communication technology) skills for teaching	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q06N	Student behaviour and classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q07N	School management and administration	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q08N	Approaches to individualised learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q09N	Teaching students with special needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q10N	Teaching in a multicultural or multilingual setting	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q11N	Teaching cross-curricular skills (e.g. problem solving, learning-to-learn)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q12N	Student career guidance and counselling	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q13N	Internal evaluation or self-evaluation of schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q14N	Use of evaluation results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
TC045Q15N	Teacher-parent cooperation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Consistency check/soft reminder if not a single button is marked.



Teacher's school

TC028
Is your school's capacity to provide instruction hindered by any of the following issues?
(Please select one response in each row.)

		Not at all	Very little	To some extent	A lot
TC028Q01NA	A lack of teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q02NA	Inadequate or poorly qualified teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q03NA	A lack of assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q04NA	Inadequate or poorly qualified assisting staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC028Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC060
To what extent do you disagree or agree with the following statements regarding your school?
(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
TC060Q02NA	The principal tries to achieve consensus with all staff when defining priorities and goals in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q04NA	The principal is aware of my needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q06NA	The principal inspires new ideas for my professional learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q07NA	The principal treats teaching staff as professionals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC060Q09NA	The principal ensures our involvement in decision making.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC046
On average, how often do you do the following in this school?
(Please select one response in each row.)

		Never	Once a year or less	2-4 times a year	5-10 times a year	1-3 times a month	Once a week or more
TC046Q01NA	Teach jointly as a team in the same class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q02NA	Observe other teachers' classes and provide feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q03NA	Engage in joint activities across different classes and age groups (e.g. projects)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q04NA	Exchange teaching materials with colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q05NA	Engage in discussions about the learning development of specific students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q06NA	Work with other teachers in my school to ensure common standards in evaluations for assessing student progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q07NA	Attend team conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC046Q08NA	Take part in collaborative professional learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC026

We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
TC026Q01NA	The advantages of being a teacher clearly outweigh the disadvantages.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q02NA	If I could decide again, I would still choose to work as a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q04NA	I regret that I decided to become a teacher.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q05NA	I enjoy working at this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q06NA	I wonder whether it would have been better to choose another profession.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q07NA	I would recommend my school as a good place to work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q09NA	I am satisfied with my performance in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC026Q10NA	All in all, I am satisfied with my job.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Teaching practices

TC048

How often do you assign the following activities to your students?

(Please select one response in each row.)

		Never or almost never	Once a year or less	2-4 times a year	5-9 times a year	1-3 times a month	Once a week or more
TC048Q01NA	Doing some short task (10 minutes to 2 hours) in teams such as exercises or problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q02NA	Conducting a longer project (over several weeks) in teams such as writing a document, inventing something, etc.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
TC048Q03NA	Preparing and giving a talk/presentation together	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

TC051

How often do you use the following appreciations during students' team collaboration activities?

(Please select one response in each row.)

		Never or almost never	Sometimes	Often	Always or almost always
TC051Q01NA	No appreciations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q02NA	Individual appreciations for individual performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q03NA	Collective appreciations for a group product	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q04NA	Collective appreciations for individual contributions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC051Q05NA	Individual appreciations for a group product	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



TC052

How often do you use the following types of collaboration during students' team collaboration activities?

(Please select one response in each row.)

		Never or almost never	Sometimes	Often	Always or almost always
TC052Q01NA	Members of groups work according to specialisation of each member	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q02NA	Members of groups work on a collective outcome	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q03NA	Group members receive different information (resource interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC052Q04NA	Group members are assigned different roles (role interdependence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC053

How often do you use the following grouping practices during students' team collaboration activities?

(Please select one response in each row.)

		Never or almost never	Sometimes	Often	Always or almost always
TC053Q01NA	Groups with a mix of abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q02NA	Groups of students with similar abilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC053Q03NA	Groups as the students choose them	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TC054

How often do you use the following methods of assessing student learning?

(If you need further explanation of the term "<standardised tests>", please use the help button.)
(Please select one response in each row.)

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
TC054Q01NA	I develop and administer my own assessment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q02NA	I administer a <standardised test>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q03NA	I have individual students answer questions in front of the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q04NA	I provide written feedback on student work in addition to a <mark, i.e. numeric score or letter grade>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q05NA	I let students judge their own progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q06NA	I observe students when working on particular tasks and provide immediate feedback.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC054Q07NA	I collect data from classroom assignments or home work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Help button

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

TC055

To what extent do you use the following approaches to assign final <semester> grades to students in <national modal grade for 15-year-olds>.

*(If you need further explanation of the term “<standardised tests>”, please use the help button.)
(Please select one response in each row.)*

		Not at all	Very little	To some extent	To a large extent
TC055Q01NA	I consider students' individual improvement of performance since the beginning of the <semester>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q02NA	I consider students' problem solving ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q03NA	I consider students' critical thinking ability.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q04NA	I consider students' performance in collaborative problem solving activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q05NA	I recognise students' effort; even if performance does not improve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q06NA	I compare student performance in the current course to that of students from the previous course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q07NA	I compare a student's performance to that of other students in the course.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q08NA	I compare students' performance to written <national or regional performance standards>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q11NA	I consider the degree to which the student participates in the class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q13NA	I base grades on <standardised tests> mandated by national, state or district authorities, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
TC055Q14NA	I base grades on non-mandatory, publicly or commercially available <standardised tests>, e.g. <country specific example>.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Help button	<Standardised tests> are consistent in design, content, administration and scoring. Results can be compared across students and schools. This excludes teacher-developed tests!				