

Dear school principal,

Thank you for participating in this study.

This questionnaire asks for information about:

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

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

The questionnaire should be completed by the principal or designate. It should take about 60 minutes to complete.

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

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

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

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

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

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

What is meant by "Grade 10 (or equivalent)"?

Throughout this questionnaire you will be asked about students in "Grade 10 (or equivalent)". If your school does not teach Grade 10, please answer with reference to grade 9 (or equivalent). If the highest grade level offered by your school is grade 8 (or equivalent), please answer with reference to grade 8.

The following grade levels are equivalent to Grade 10:

- *Newfoundland and Labrador : Level 1*
- *Quebec : Secondary 4*



School background information

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

(Please select one response.)

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

SC001Q01TA01

☐

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

SC001Q01TA02

☐

A town (15 000 to about 100 000 people)

SC001Q01TA03

☐

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

SC001Q01TA04

☐

A large city (with over 1 000 000 people)

SC001Q01TA05

☐

As of February 1, 2015, what was the total school enrolment (number of students)?

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

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

What is the average size of English (Language Arts) classes in Grade 10 (or equivalent) in your school?

(Please select one response.)

15 students or fewer

SC003Q01TA01

☐

16-20 students

SC003Q01TA02

☐

21-25 students

SC003Q01TA03

☐

26-30 students

SC003Q01TA04

☐

31-35 students

SC003Q01TA05

☐

36-40 students

SC003Q01TA06

☐

41-45 students

SC003Q01TA07

☐

46-50 students

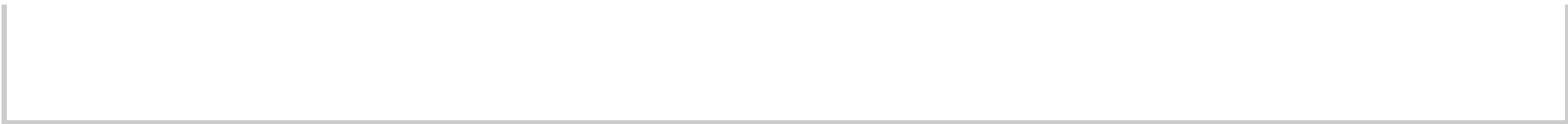
SC003Q01TA08

☐

More than 50 students

SC003Q01TA09

☐



The goal of the following set of questions is to gather information about the student-computer ratio for students in Grade 10 (or equivalent) at your school.

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

Number

At your school, what is the total number of students in Grade 10 (or equivalent)?

SC004Q01TA01

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

SC004Q02TA01

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

SC004Q03TA01

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

SC004Q04NA01

About how many interactive whiteboards are available in the school altogether?

SC004Q05NA01

About how many data projectors are available in the school altogether?

SC004Q06NA01

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

SC004Q07NA01



This academic year, which of the following activities does your school offer to students in Grade 10 (or equivalent)?

(Please select one response in each row.)

| | Yes | No |
|---|---------------------------------------|---------------------------------------|
| School band, orchestra or choir | SC053Q01TA01 <input type="radio"/> | SC053Q01TA02 <input type="radio"/> |
| School play, improvisational theatre (improv) or school musical | SC053Q02TA01 <input type="radio"/> | SC053Q02TA02 <input type="radio"/> |
| School yearbook, newspaper or magazine | SC053Q03TA01 <input type="radio"/> | SC053Q03TA02 <input type="radio"/> |
| Volunteering or service activities, e.g. unpaid coaching, refereeing or fundraising | SC053Q04TA01 <input type="radio"/> | SC053Q04TA02 <input type="radio"/> |
| Science club | SC053Q05NA01 <input type="radio"/> | SC053Q05NA02 <input type="radio"/> |
| Science competitions, science fairs | SC053Q06NA01 <input type="radio"/> | SC053Q06NA02 <input type="radio"/> |
| Chess club | SC053Q07TA01 <input type="radio"/> | SC053Q07TA02 <input type="radio"/> |
| Club with a focus on computers/ Information and Communication Technology | SC053Q08TA01 <input type="radio"/> | SC053Q08TA02 <input type="radio"/> |
| Art club or art activities | SC053Q09TA01 <input type="radio"/> | SC053Q09TA02 <input type="radio"/> |
| Sporting team or sporting activities | SC053Q10TA01 <input type="radio"/> | SC053Q10TA02 <input type="radio"/> |

School radio

SC053Q11TA01



SC053Q11TA02



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

(Please select one response in each row.)

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



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

(Please select one response in each row.)

| | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| Room(s) where the students can do their homework | SC052Q01NA01 <input type="radio"/> | SC052Q01NA02 <input type="radio"/> |
| Staff help with homework | SC052Q02NA01 <input type="radio"/> | SC052Q02NA02 <input type="radio"/> |

School management

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

(Please select one response in each row.)

| | <i>Did not occur</i> | <i>1-2 times during the year</i> | <i>3-4 times during the year</i> | <i>Once a month</i> | <i>Once a week</i> | <i>More than once a week</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| I use student performance results to develop the school's educational goals. | SC009Q01TA01 <input type="radio"/> | SC009Q01TA02 <input type="radio"/> | SC009Q01TA03 <input type="radio"/> | SC009Q01TA04 <input type="radio"/> | SC009Q01TA05 <input type="radio"/> | SC009Q01TA06 <input type="radio"/> |
| I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. | SC009Q02TA01 <input type="radio"/> | SC009Q02TA02 <input type="radio"/> | SC009Q02TA03 <input type="radio"/> | SC009Q02TA04 <input type="radio"/> | SC009Q02TA05 <input type="radio"/> | SC009Q02TA06 <input type="radio"/> |
| I ensure that teachers work according to the school's educational goals. | SC009Q03TA01 <input type="radio"/> | SC009Q03TA02 <input type="radio"/> | SC009Q03TA03 <input type="radio"/> | SC009Q03TA04 <input type="radio"/> | SC009Q03TA05 <input type="radio"/> | SC009Q03TA06 <input type="radio"/> |
| I promote teaching practices based on recent educational research. | SC009Q04TA01 <input type="radio"/> | SC009Q04TA02 <input type="radio"/> | SC009Q04TA03 <input type="radio"/> | SC009Q04TA04 <input type="radio"/> | SC009Q04TA05 <input type="radio"/> | SC009Q04TA06 <input type="radio"/> |
| I praise teachers whose students are actively participating in learning. | SC009Q05TA01 <input type="radio"/> | SC009Q05TA02 <input type="radio"/> | SC009Q05TA03 <input type="radio"/> | SC009Q05TA04 <input type="radio"/> | SC009Q05TA05 <input type="radio"/> | SC009Q05TA06 <input type="radio"/> |
| When a teacher has problems in his/her classroom, I take the initiative to discuss matters. | SC009Q06TA01 <input type="radio"/> | SC009Q06TA02 <input type="radio"/> | SC009Q06TA03 <input type="radio"/> | SC009Q06TA04 <input type="radio"/> | SC009Q06TA05 <input type="radio"/> | SC009Q06TA06 <input type="radio"/> |
| I draw teachers' attention to the importance of pupils' development of critical and social capacities. | SC009Q07TA01 <input type="radio"/> | SC009Q07TA02 <input type="radio"/> | SC009Q07TA03 <input type="radio"/> | SC009Q07TA04 <input type="radio"/> | SC009Q07TA05 <input type="radio"/> | SC009Q07TA06 <input type="radio"/> |
| I pay attention to disruptive behaviour in classrooms. | SC009Q08TA01 <input type="radio"/> | SC009Q08TA02 <input type="radio"/> | SC009Q08TA03 <input type="radio"/> | SC009Q08TA04 <input type="radio"/> | SC009Q08TA05 <input type="radio"/> | SC009Q08TA06 <input type="radio"/> |
| I provide staff with opportunities to participate in | SC009Q09TA01 | SC009Q09TA02 | SC009Q09TA03 | SC009Q09TA04 | SC009Q09TA05 | SC009Q09TA06 |

| | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| school decision-making. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I engage teachers to help build a school culture of continuous improvement. | SC009Q10TA01 <input type="radio"/> | SC009Q10TA02 <input type="radio"/> | SC009Q10TA03 <input type="radio"/> | SC009Q10TA04 <input type="radio"/> | SC009Q10TA05 <input type="radio"/> | SC009Q10TA06 <input type="radio"/> |
| I ask teachers to participate in reviewing management practices. | SC009Q11TA01 <input type="radio"/> | SC009Q11TA02 <input type="radio"/> | SC009Q11TA03 <input type="radio"/> | SC009Q11TA04 <input type="radio"/> | SC009Q11TA05 <input type="radio"/> | SC009Q11TA06 <input type="radio"/> |
| When a teacher brings up a classroom problem, we solve the problem together. | SC009Q12TA01 <input type="radio"/> | SC009Q12TA02 <input type="radio"/> | SC009Q12TA03 <input type="radio"/> | SC009Q12TA04 <input type="radio"/> | SC009Q12TA05 <input type="radio"/> | SC009Q12TA06 <input type="radio"/> |
| I discuss the school's academic goals with teachers at faculty meetings. | SC009Q13TA01 <input type="radio"/> | SC009Q13TA02 <input type="radio"/> | SC009Q13TA03 <input type="radio"/> | SC009Q13TA04 <input type="radio"/> | SC009Q13TA05 <input type="radio"/> | SC009Q13TA06 <input type="radio"/> |

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

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

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

Choosing which textbooks are used

SC010Q10TA01
☐

SC010Q10TB01
☐

SC010Q10TC01
☐

SC010Q10TD01
☐

SC010Q10TE01
☐

Determining course content

SC010Q11TA01
☐

SC010Q11TB01
☐

SC010Q11TC01
☐

SC010Q11TD01
☐

SC010Q11TE01
☐

Deciding which courses are offered

SC010Q12TA01
☐

SC010Q12TB01
☐

SC010Q12TC01
☐

SC010Q12TD01
☐

SC010Q12TE01
☐

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

(Please select one response in each row.)

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

Is your school a public or a private school?

(Please select one response.)

A public school

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

SC013Q01TA01

☐

A private school

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

SC013Q01TA02

☐

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC016

What kind of organization runs your school?

(Please select one response.)

A church or other religious organization

SC014Q01NA01

☐

Another not-for-profit organization

SC014Q01NA02

☐

A for-profit organization

SC014Q01NA03

☐

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

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

| | % |
|--|-------------------------------------|
| Government (includes regional, provincial and federal) | <div>SC016Q01TA01</div> <div></div> |
| Student fees or school charges paid by parents | <div>SC016Q02TA01</div> <div></div> |
| Benefactors, donations, bequests, sponsorships, parent fundraising | <div>SC016Q03TA01</div> <div></div> |
| Other | <div>SC016Q04TA01</div> <div></div> |

Consistency check rule

Rule: If ($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) >100 OR
($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) < 100

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

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

(Please select one response in each row.)

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



Teaching staff

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

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

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

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

| | Full-time | Part-time |
|---|--------------------------------------|--------------------------------------|
| Teachers in TOTAL | SC018Q01TA01 <input type="text"/> | SC018Q01TA02 <input type="text"/> |
| Teachers fully certified by the province | SC018Q02TA01 <input type="text"/> | SC018Q02TA02 <input type="text"/> |
| Teachers with a Bachelor's degree qualification | SC018Q05NA01 <input type="text"/> | SC018Q05NA02 <input type="text"/> |
| Teachers with a Master's degree qualification | SC018Q06NA01 <input type="text"/> | SC018Q06NA02 <input type="text"/> |
| Teachers with a Doctorate degree qualification | SC018Q07NA01 <input type="text"/> | SC018Q07NA02 <input type="text"/> |

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

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

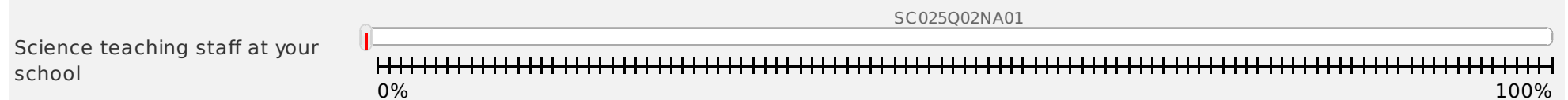
(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

| | <i>Full-time</i> | <i>Part-time</i> |
|---|--------------------------------------|--------------------------------------|
| Science teachers in TOTAL | SC019Q01NA01 <input type="text"/> | SC019Q01NA02 <input type="text"/> |
| Science teachers fully certified by the province | SC019Q02NA01 <input type="text"/> | SC019Q02NA02 <input type="text"/> |
| Science teachers with a Bachelor's, Master's or Doctorate qualification with a major in science | SC019Q03NA01 <input type="text"/> | SC019Q03NA02 <input type="text"/> |

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

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

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



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

(Please select one response in each row.)

| | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons. | SC027Q01NA01 <input type="radio"/> | SC027Q01NA02 <input type="radio"/> |
| Our school invites specialists to conduct in-service training for teachers. | SC027Q02NA01 <input type="radio"/> | SC027Q02NA02 <input type="radio"/> |
| Our school organizes in-service workshops which deal with specific issues that our school faces. | SC027Q03NA01 <input type="radio"/> | SC027Q03NA02 <input type="radio"/> |
| Our school organizes in-service workshops for specific groups of teachers (e.g. newly appointed teachers). | SC027Q04NA01 <input type="radio"/> | SC027Q04NA02 <input type="radio"/> |

Assessment and evaluation

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

(Please select one response in each row.)

| | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| Tests or assessments of student achievement | SC032Q01TA01 <input type="radio"/> | SC032Q01TA02 <input type="radio"/> |
| Teacher peer review (of lesson plans, assessment instruments, lessons) | SC032Q02TA01 <input type="radio"/> | SC032Q02TA02 <input type="radio"/> |
| Principal or senior staff observations of lessons | SC032Q03TA01 <input type="radio"/> | SC032Q03TA02 <input type="radio"/> |
| Observation of classes by inspectors or other persons external to the school | SC032Q04TA01 <input type="radio"/> | SC032Q04TA02 <input type="radio"/> |

Generally, in your school, how often are students in Grade 10 (or equivalent) assessed using the following methods?

(If you need further explanation of the term "standardized tests", please use the help button.)

(Please select one response in each row.)

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

| | <i>Never</i> | <i>1-2 times a year</i> | <i>3-5 times a year</i> | <i>Monthly</i> | <i>More than once a month</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Mandatory standardized tests, e.g. provincial assessments | SC034Q01NA01 <input type="radio"/> | SC034Q01NA02 <input type="radio"/> | SC034Q01NA03 <input type="radio"/> | SC034Q01NA04 <input type="radio"/> | SC034Q01NA05 <input type="radio"/> |
| Non-mandatory standardized tests (e.g. publicly or commercial available standardized test material like the Canadian Test of Basic Skills©) | SC034Q02NA01 <input type="radio"/> | SC034Q02NA02 <input type="radio"/> | SC034Q02NA03 <input type="radio"/> | SC034Q02NA04 <input type="radio"/> | SC034Q02NA05 <input type="radio"/> |
| Teacher-developed tests | SC034Q03TA01 <input type="radio"/> | SC034Q03TA02 <input type="radio"/> | SC034Q03TA03 <input type="radio"/> | SC034Q03TA04 <input type="radio"/> | SC034Q03TA05 <input type="radio"/> |
| Teachers' total impression ratings | SC034Q04TA01 <input type="radio"/> | SC034Q04TA02 <input type="radio"/> | SC034Q04TA03 <input type="radio"/> | SC034Q04TA04 <input type="radio"/> | SC034Q04TA05 <input type="radio"/> |

Branching rule

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

In your school, are standardized tests and/or teacher-developed tests of students in Grade 10 (or equivalent) used for any of the following purposes?

(If you need further explanation of the term "standardized tests", please use the help button.)

(Please select either "yes" or "no" to indicate the use of standardized tests and teacher-developed tests for each of the specified purposes.)

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

| | Standardized tests | Teacher-developed tests |
|--|-----------------------------|-----------------------------|
| To guide students' learning | SC035Q01NA01 Select... ▾ | SC035Q01NB01 Select... ▾ |
| <ul style="list-style-type: none">To guide students' learning (SC035Q01NB01) Select... Yes No | | |
| <ul style="list-style-type: none">To guide students' learning (SC035Q01NA01) Select... Yes No | | |
| To inform parents about their child's progress | SC035Q02TA01 Select... ▾ | SC035Q02TB01 Select... ▾ |
| <ul style="list-style-type: none">To inform parents about their child's progress (SC035Q02TB01) Select... Yes No | | |
| <ul style="list-style-type: none">To inform parents about their child's progress (SC035Q02TA01) Select... | | |

Yes
No

SC035Q03TA01

SC035Q03TB01

To make decisions about students' retention or promotion

Select...

Select...

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

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

SC035Q04TA01

SC035Q04TB01

To group students for instructional purposes

Select...

Select...

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

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

SC035Q05TA01

SC035Q05TB01

To compare the school to district, provincial or national performance

Select...

Select...

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

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

SC035Q06TA01

SC035Q06TB01

To monitor the school's progress from year to year

Select...

Select...

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

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

SC035Q07TA01

SC035Q07TB01

To make judgements about teachers' effectiveness

Select...

Select...

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

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

SC035Q08TA01

SC035Q08TB01

To identify aspects of instruction or the curriculum that could be improved

Select...

Select...

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

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

SC035Q09NA01

SC035Q09NB01

To adapt teaching to the students' needs

Select...

Select...

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

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

To compare the school with other schools

SC035Q10TA01

Select...



SC035Q10TB01

Select...



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

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

To award certificates to students

SC035Q11NA01

Select...



SC035Q11NB01

Select...



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

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

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

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

(Please select one response in each row.)

Yes

No

Achievement data are posted publicly (e.g. in the media)

SC036Q01TA01

☐

SC036Q01TA02

☐

Achievement data are tracked over time by an administrative authority

SC036Q02TA01

☐

SC036Q02TA02

☐

Achievement data are provided directly to parents

SC036Q03NA01

☐

SC036Q03NA02

☐

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

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

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

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

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

lessons, teachers or resources)



Teacher mentoring

SC037Q08TA01

SC037Q08TA02

SC037Q08TA03

Regular consultation aimed at school improvement with one or more experts over a period of at least six months

SC037Q09TA01

SC037Q09TA02

SC037Q09TA03

Implementation of a standardized policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)

SC037Q10NA01

SC037Q10NA02

SC037Q10NA03

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC040 ELSE GOTO ^SC040R01

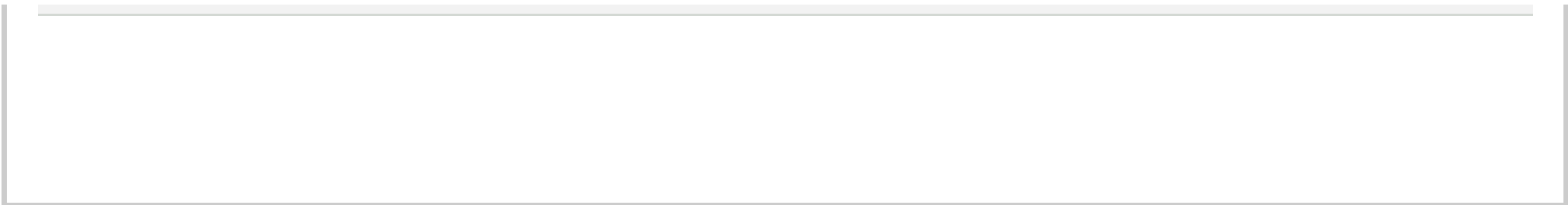
Based on your last internal school evaluation results, did your school implement any measures in the following areas?

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

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

| | <i>Yes</i> | <i>No, because results were satisfactory</i> | <i>No for other reasons</i> |
|--|---------------------------------------|--|---------------------------------------|
| Educational staff (e.g. workload, personal requirements, qualifications) | SC040Q02NA01 <input type="radio"/> | SC040Q02NA02 <input type="radio"/> | SC040Q02NA03 <input type="radio"/> |
| Implementation of the curriculum | SC040Q03NA01 <input type="radio"/> | SC040Q03NA02 <input type="radio"/> | SC040Q03NA03 <input type="radio"/> |
| Quality of teaching and learning | SC040Q05NA01 <input type="radio"/> | SC040Q05NA02 <input type="radio"/> | SC040Q05NA03 <input type="radio"/> |
| Parental engagement in school | SC040Q11NA01 <input type="radio"/> | SC040Q11NA02 <input type="radio"/> | SC040Q11NA03 <input type="radio"/> |
| Teacher professional development | SC040Q12NA01 <input type="radio"/> | SC040Q12NA02 <input type="radio"/> | SC040Q12NA03 <input type="radio"/> |
| Student achievement | SC040Q15NA01 <input type="radio"/> | SC040Q15NA02 <input type="radio"/> | SC040Q15NA03 <input type="radio"/> |
| Students' cross-curricular competencies | SC040Q16NA01 <input type="radio"/> | SC040Q16NA02 <input type="radio"/> | SC040Q16NA03 <input type="radio"/> |
| Equity in school | SC040Q17NA01 <input type="radio"/> | SC040Q17NA02 <input type="radio"/> | SC040Q17NA03 <input type="radio"/> |



Branching rule

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

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

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

(Please select one response in each row.)

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

| | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| The results of external evaluations led to changes in school policies. | SC041Q01NA01 <input type="radio"/> | SC041Q01NA02 <input type="radio"/> |
| We used the data to plan specific action for school development. | SC041Q03NA01 <input type="radio"/> | SC041Q03NA02 <input type="radio"/> |
| We used the data to plan specific action for the improvement of teaching. | SC041Q04NA01 <input type="radio"/> | SC041Q04NA02 <input type="radio"/> |
| We put measures derived from the results of external evaluations into practice promptly. | SC041Q05NA01 <input type="radio"/> | SC041Q05NA02 <input type="radio"/> |
| The impetus triggered by the external evaluation "disappeared" very quickly at our school. | SC041Q06NA01 <input type="radio"/> | SC041Q06NA02 <input type="radio"/> |

Targeted groups

Some schools organize instruction differently for students with different abilities.

What is your school's policy about this for students in grade 10 or equivalent?

(Please select one response in each row.)

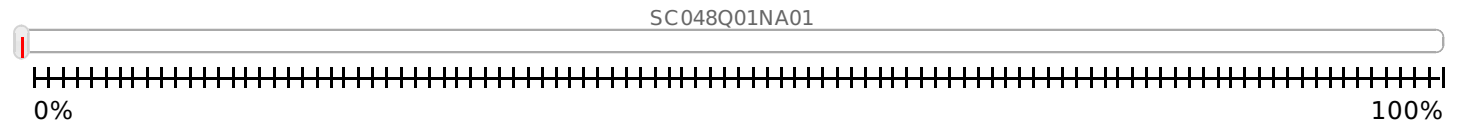
| | <i>For all subjects</i> | <i>For some subjects</i> | <i>Not for any subjects</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| Students are grouped by ability into different classes. | SC042Q01TA01 <input type="radio"/> | SC042Q01TA02 <input type="radio"/> | SC042Q01TA03 <input type="radio"/> |
| Students are grouped by ability within their classes. | SC042Q02TA01 <input type="radio"/> | SC042Q02TA02 <input type="radio"/> | SC042Q02TA03 <input type="radio"/> |

Please estimate the percentage of students at Grade 10 (or equivalent) in your school who have the following characteristics.

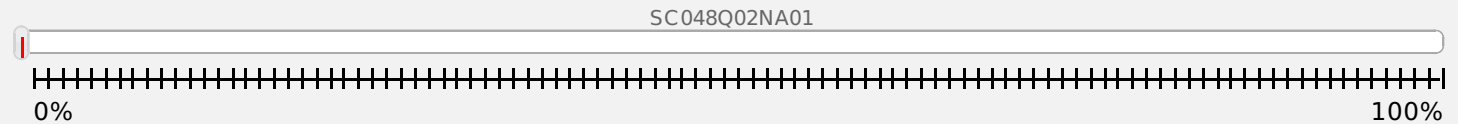
(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

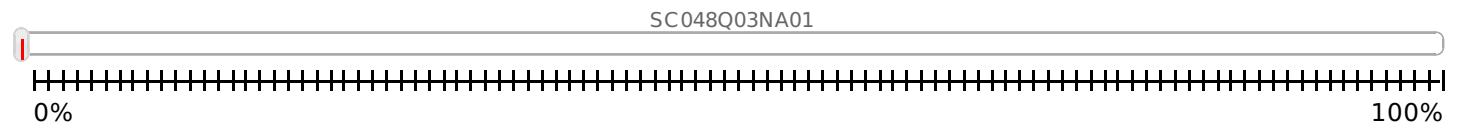
Students whose mother tongue (or heritage language) is different from English



Students with special needs



Students from socioeconomically disadvantaged homes

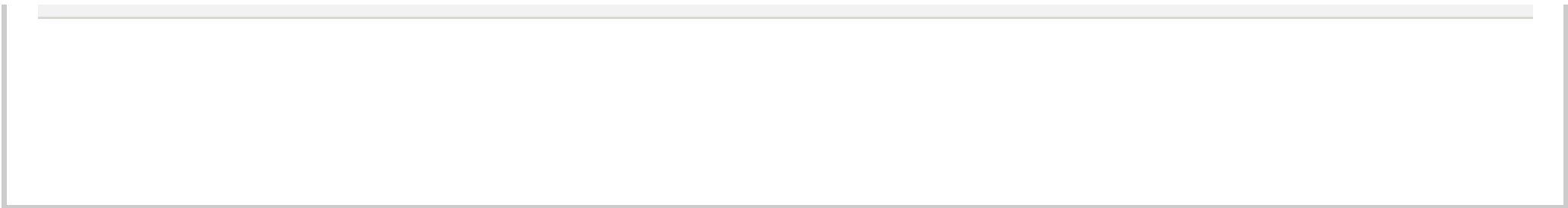


School climate

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

(Please select one response in each row.)

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



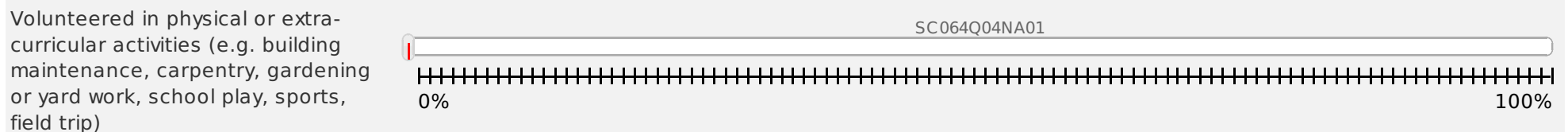
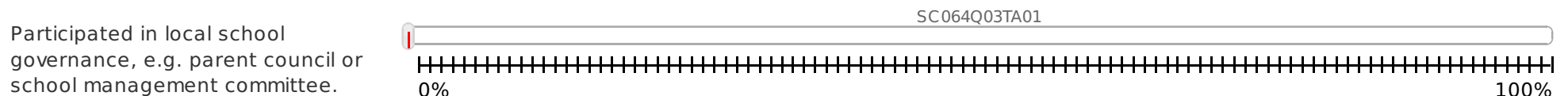
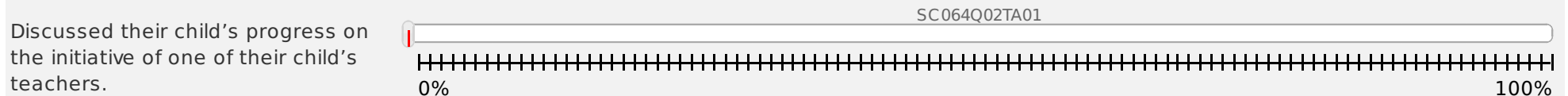
Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

| | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| Our school provides a welcoming and accepting atmosphere for parents to get involved. | SC063Q02NA01 <input type="radio"/> | SC063Q02NA02 <input type="radio"/> |
| Our school designs effective forms of school-to-home and home-to-school communications about school programs and children's progress. | SC063Q03NA01 <input type="radio"/> | SC063Q03NA02 <input type="radio"/> |
| Our school includes parents in school decisions. | SC063Q04NA01 <input type="radio"/> | SC063Q04NA02 <input type="radio"/> |
| Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. | SC063Q06NA01 <input type="radio"/> | SC063Q06NA02 <input type="radio"/> |
| Our school identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development. | SC063Q07NA01 <input type="radio"/> | SC063Q07NA02 <input type="radio"/> |
| There is a provincial, or district legislation on including parents in school activities. | SC063Q09NA01 <input type="radio"/> | SC063Q09NA02 <input type="radio"/> |

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

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





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