

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 headteacher or another person appointed by the headteacher. 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 schools to calculate totals and averages in which no one school can be identified.

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

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

School background information

Please click **Forward** at the bottom of the screen to move to the first question in this section.

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 people or more)

SC001Q01TA04

☐

What was the total number of students enrolled at your school on 1 February 2015?

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

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

What is the average size of English classes in S4 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 S4 at your school.

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

	<i>Number</i>
At your school, what is the total number of students in S4?	SC004Q01TA01 <input type="text"/>
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately how many of these computers are connected to the internet?	SC004Q03TA01 <input type="text"/>
Approximately how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01 <input type="text"/>
Approximately how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately how many computers with internet connection are available for teachers <u>in your school</u> ?	SC004Q07NA01 <input type="text"/>



This academic year, which of the following activities does your school offer to students in S4?

(Please select one response in each row.)

	Yes	No
Band, orchestra, instrumental group or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play 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. a local community volunteering programme, Duke of Edinburgh's Award	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Science club	SC053Q05NA01 <input type="radio"/>	SC053Q05NA02 <input type="radio"/>
Science competitions, e.g. National Science + Engineering Competition, Technology Design and Innovation Challenge	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"/>
Sports teams or sports activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>

School club or school competitions for foreign languages

SC053Q11TA01 SC053Q11TA02



Which of the following are 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 which all classes can regularly use.	SC059Q06NA01 <input type="radio"/>	SC059Q06NA02 <input type="radio"/>
We have extra laboratory staff who help 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

Please click **Forward** at the bottom of the screen to move to the first question in this section.

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"/>
	SC009Q09TA01	SC009Q09TA02	SC009Q09TA03	SC009Q09TA04	SC009Q09TA05	SC009Q09TA06

I provide staff with opportunities to participate in 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 staff 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>Headteacher</i>	<i>Teachers</i>	<i>Parent council or board of governors</i>	<i>Local education authority</i>	<i>National education authority</i>
Selecting teachers to recruit	SC010Q01TA01 <input type="checkbox"/>	SC010Q01TB01 <input type="checkbox"/>	SC010Q01TC01 <input type="checkbox"/>	SC010Q01TD01 <input type="checkbox"/>	SC010Q01TE01 <input type="checkbox"/>
Dismissing 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 <input type="checkbox"/>	SC010Q10TB01 <input type="checkbox"/>	SC010Q10TC01 <input type="checkbox"/>	SC010Q10TD01 <input type="checkbox"/>	SC010Q10TE01 <input type="checkbox"/>
Determining course content	SC010Q11TA01 <input type="checkbox"/>	SC010Q11TB01 <input type="checkbox"/>	SC010Q11TC01 <input type="checkbox"/>	SC010Q11TD01 <input type="checkbox"/>	SC010Q11TE01 <input type="checkbox"/>
Deciding which courses are offered	SC010Q12TA01 <input type="checkbox"/>	SC010Q12TB01 <input type="checkbox"/>	SC010Q12TC01 <input type="checkbox"/>	SC010Q12TD01 <input type="checkbox"/>	SC010Q12TE01 <input type="checkbox"/>

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 entrance exams)	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 programme	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 state or an independent school?

(Please select one response.)

A state 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

☐

An independent school

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

SC013Q01TA02

☐

Branching rule

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

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation

SC014Q01NA01

☐

Another not-for-profit organisation

SC014Q01NA02

☐

A profit-making organisation

SC014Q01NA03

☐

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

(Please enter a percentage for each response. Enter "0" (zero) if no funding comes from that source.)

%

Government (includes departments, local and national)

SC016Q01TA01

Student fees or school charges paid by parents

SC016Q02TA01

Benefactors, donations, bequests, sponsorships, parent fundraising

SC016Q03TA01

Other

SC016Q04TA01

Consistency check rule

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

Please click **Forward** at the bottom of the screen to move to the first question in this section.

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.

When asked about qualifications, please answer referring to teachers' **highest level qualifications**.

(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 General Teaching Council for Scotland	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with first degrees (e.g. BA, BSc, BEd) or equivalent	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with postgraduate degrees (e.g. MSc, MA, MBA) or equivalent	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a doctorate or higher degree (e.g. MPhil, PhD)	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

How many of the following are science teachers at your school?

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

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

	Full-time	Part-time
Science teachers in TOTAL	SC019Q01NA01 <input type="text"/>	SC019Q01NA02 <input type="text"/>
Science teachers fully certified by the General Teaching Council for Scotland	SC019Q02NA01 <input type="text"/>	SC019Q02NA02 <input type="text"/>
Science teachers with a first degree or higher (e.g. BA, BEd, MA, PhD) in a science subject	SC019Q03NA01 <input type="text"/>	SC019Q03NA02 <input type="text"/>

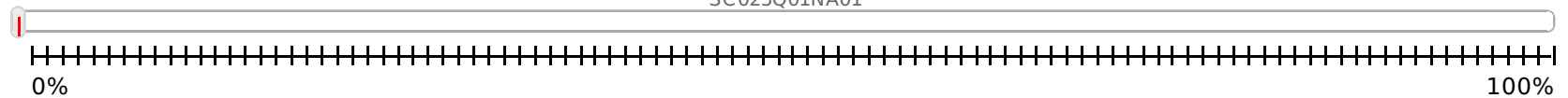
During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

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

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

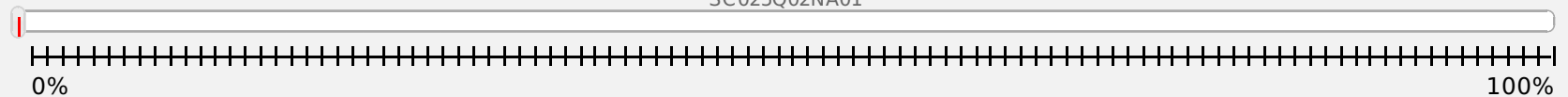
SC025Q01NA01

All teaching staff at
your school



SC025Q02NA01

Science teaching
staff at your school



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 organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 <input type="radio"/>	SC027Q03NA02 <input type="radio"/>
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 <input type="radio"/>	SC027Q04NA02 <input type="radio"/>

Assessment and evaluation

Please click **Forward** at the bottom of the screen to move to the first question in this section.

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

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
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"/>
Headteacher 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 S4 assessed using the following methods?

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

(Please select one response in each row.)

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

	<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 standardised tests, e.g. National Qualifications	SC034Q01NA01 <input type="radio"/>	SC034Q01NA02 <input type="radio"/>	SC034Q01NA03 <input type="radio"/>	SC034Q01NA04 <input type="radio"/>	SC034Q01NA05 <input type="radio"/>
Non-mandatory standardised tests (e.g. publicly or commercially available standardised test material like CAT tests)	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' judgemental 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 standardised tests and/or teacher-developed tests of students in S4 used for any of the following purposes?

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

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

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

	Standardised 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

SC 035Q03TA01

SC 035Q03TB01

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

SC 035Q04TA01

SC 035Q04TB01

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

SC 035Q05TA01

SC 035Q05TB01

To compare the school to local or national performance

Select...

Select...

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

- To compare the school to local 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 reporting procedures?

Achievement data include **aggregated** school or year group test scores or grades, or rates of school completion.

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g. in the media)	SC036Q01TA01 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data are tracked over time by an administrative authority	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data are provided directly to parents	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

Do the following arrangements aimed at quality assurance and improvements exist in your school? If so, on what basis?

(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 local or national government 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 rates of school completion	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>

Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 <input type="radio"/>	SC037Q10NA02 <input type="radio"/>	SC037Q10NA03 <input type="radio"/>

Branching rule

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

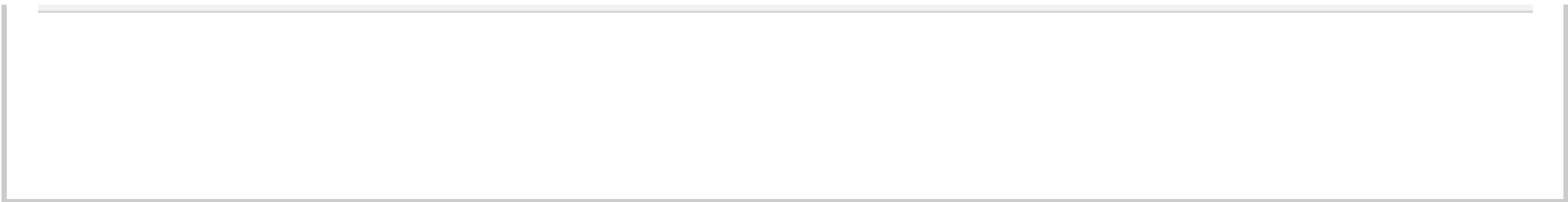
Based on your last internal school evaluation results, did your school implement any measures in the following areas?

(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.

	Yes	No, because results were satisfactory	No, for other reasons
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 at 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

Please click **Forward** at the bottom of the screen to move to the first question in this section.

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in S4?

(Please select one response in each row.)

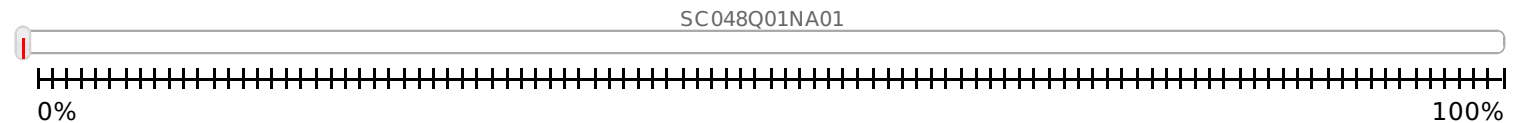
	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subjects</i>
Students are grouped by ability into different classes	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes	SC042Q02TA01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

Please estimate the percentage of students in S4 at your school who have the following characteristics.

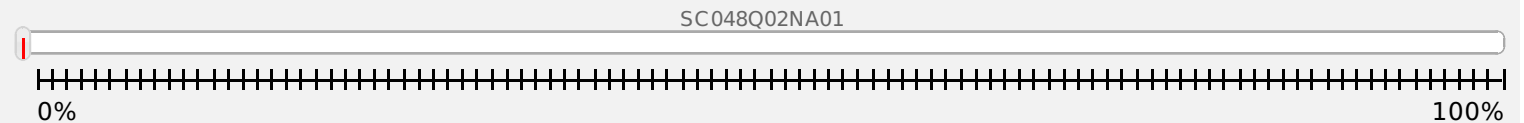
(Students may fall in to more than one category.)

(Please move the slider to the appropriate percentage.)

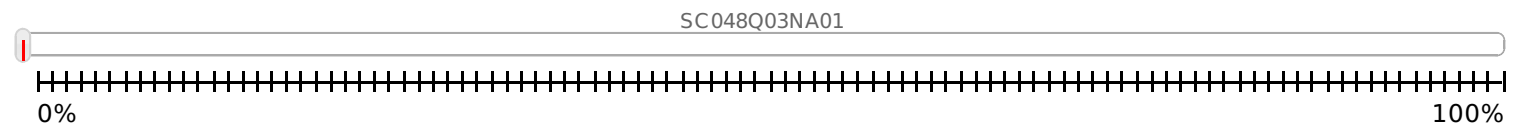
Students whose heritage language is not English ('heritage language' is the language learnt at home that a student acquired as a mother tongue before learning English, or alongside English)



Students with additional support needs



Students from socioeconomically disadvantaged homes



School climate

Please click **Forward** at the bottom of the screen to move to the first question in this section.

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

(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"/>



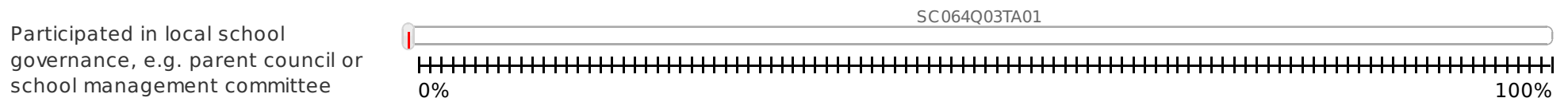
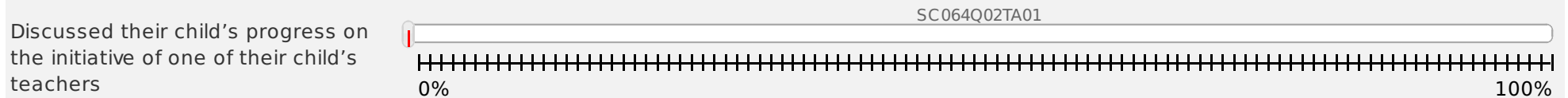
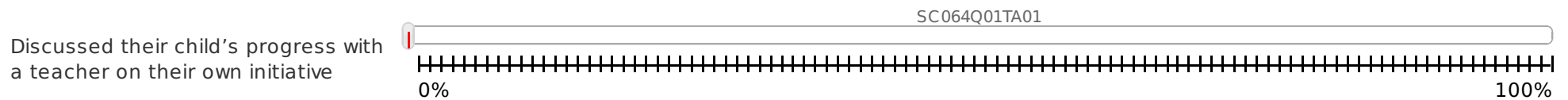
Do the following statements about parental involvement apply to your school?

(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 programmes 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 for 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 programmes, family practices, and student learning and development.	SC063Q07NA01 <input type="radio"/>	SC063Q07NA02 <input type="radio"/>
There is a legal obligation to include parents in school activities (e.g. national law or local regulation).	SC063Q09NA01 <input type="radio"/>	SC063Q09NA02 <input type="radio"/>

During the last academic year, what proportion of students' parents (or guardians) have 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!