



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse



UNIVERSITY OF LUXEMBOURG  
Luxembourg Centre for  
Educational Testing (LUCET)



**ÉpStan 2024-2025**

**Administration of the student questionnaire**

**Stage 5 / P5 – English section**

Please **do not make any copies** of this manual and **return all material and documents**.

This manual is to be used exclusively within the *Épreuves Standardisées*.

Dear teachers,

Thank you for your support during this year's *Épreuves Standardisées* (ÉpStan).

Before administering the questionnaire in your class, please carefully read this manual on the administration of the student questionnaire. On the right-hand page, you will find exactly the same information that is also provided to the students in their questionnaire. On the left-hand page, you will find detailed instructions for administering the questionnaire, standardized translations of the questions (in German and French), as well as additional useful information. The student questionnaires do, of course, not contain these instructions, translations, and additional information.

Please administer the questionnaire by following the instructions exactly in order to ensure the best possible standardization. If you have any questions about administering the questionnaires that are not covered in this document, please do not hesitate to contact us by phone at **46 66 44 9777** or by e-mail via [info@epstan.lu](mailto:info@epstan.lu).

Thank you again for your cooperation!

With best regards,

The ÉpStan team, University of Luxembourg

## General instructions for the questionnaire administration

Students can complete the questionnaire between the 6<sup>th</sup> and the 28<sup>th</sup> of November 2024. Based on our experience, administering the questionnaire takes about 50 minutes. You can also complete the questionnaire with your students immediately after they have taken an ÉpStan test. In this case, we recommend giving them a short break of 5 to 10 minutes before starting the questionnaire. It is also possible to spread the administration of the questionnaire over two days. If you choose this option, we suggest completing the questionnaire up to and including page six ("*Which school years did you attend in a Luxembourgish school?*") on the first day and finishing it the next day.

For the administration, you will need:

- The **final class list** that you received from your ÉpStan coordinator
- The **teacher's guide** (this manual)
- The **student questionnaires**

Please proceed as follows:

1. Instruct the students not to start until they are told to do so.
2. Distribute the student questionnaires. **Make sure each student receives the questionnaire intended for them, according to the code next to their name on the class list.** If you have **distributed** the student questionnaires **incorrectly**, the **administration must be repeated**, as incorrect assignment could distort the results. In this case, please contact the ÉpStan team ([info@epstan.lu](mailto:info@epstan.lu), 46 66 44 9777) to request new student questionnaires.
3. Ensure that each student has a pencil or (preferably) a dark-colored ballpoint pen.
4. Please read aloud all instructions and questions in **English**, following this guide, and clarify any comprehension difficulties. If you need a German or French translation of the questions, please refer to the translations provided in this guide.
5. Once all the students have finished, please collect the questionnaires. Unlike the test booklets, the questionnaires should not be scored or coded by you.

## Step-by-step administration guide

### Administration guidelines

Please read the introductory text out aloud in English.

### Standardized translations

Liebe Schülerin, lieber Schüler,

vielen Dank, dass du an diesem Fragebogen teilnimmst. Auf den folgenden Seiten findest du eine Reihe von Fragen, die dich, deine Schule und deine Familie betreffen.

Bei allen Fragen sind Antworten vorgegeben.

Du beantwortest die Frage, indem du einfach ein Kreuz in das entsprechende Kästchen setzt.

Benutze zum Ankreuzen einen Bleistift oder einen dunklen Kugelschreiber.

Bei fast allen Fragen in diesem Fragebogen gibt es keine richtigen oder falschen Antworten; vielmehr kommt es darauf an, was du denkst.

Lies die Fragen zusammen mit deiner Lehrerin oder deinem Lehrer sorgfältig durch.

Antworte dann bitte ehrlich und so wie es deiner Meinung entspricht.

Versuche bitte alle Fragen zu beantworten, auch wenn du findest, dass sich einige sehr ähneln.

Vielen Dank!

Chère élève, cher élève,

Merci de participer à ce questionnaire. Sur les pages suivantes, tu trouveras un certain nombre de questions qui te concernent toi, ton école et ta famille.

Des choix de réponses sont donnés pour chaque question. Pour répondre à la question, il te suffit de cocher la case correspondante.

Utilise un crayon ou un stylo foncé pour cocher les cases.

Pour la plupart des questions de ce questionnaire, il n'y a pas de bonnes ou de mauvaises réponses ; c'est plutôt ton opinion qui nous intéresse.

Lis attentivement les questions avec ton enseignant(e) avant d'y répondre honnêtement et selon ton opinion.

Essaie de répondre à toutes les questions, même si tu penses que certaines sont très similaires.

Merci beaucoup !

1208238161

*ATTENTION: Please make sure that each student uses the booklet with their identification code (as provided in the class list).*

99999

Dear student,

Thank you very much for participating in this questionnaire. On the following pages, you are going to find several questions concerning yourself, your school and your family.

Answer options are given for all questions. To answer the question, you just have to put a cross in the corresponding box.

Use a pencil or a dark pen to tick the boxes.

For almost all the questions in this questionnaire, there is no right or wrong answer; they rather focus on your opinion.

Read the questions carefully with your teacher. Then answer them honestly and according to your opinion.

Please try to answer all the questions, even if you think that some are very similar.

Thank you very much!

### Administration guidelines

Please explain to the students that this page is intended to show them, by using an example, how to answer the questions on the following pages.

Please read aloud the example question and the answer options (including the numbering for navigation) in English. State each answer option (as in the framed text box) out aloud (together with the class) to explain their meaning. Then, read the example question and answer options (including the numbering) a second time and ask the students to tick the answer that suits them best.

Explain to the students that they should **tick only one answer for questions of this type**. If there is an error or if more than one box has been ticked, it is essential to circle the final answer to clearly highlight it.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

Welches Eis magst du am liebsten?

1. „Ich mag am liebsten Vanilleeis.“
2. „Ich mag am liebsten Zitroneneis.“
3. „Ich mag am liebsten Schokoladeneis.“
4. „Ich mag am liebsten Erdbeereis.“

Quelle glace préfères-tu ?

1. « Je préfère la glace à la vanille. »
2. « Je préfère la glace au citron. »
3. « Je préfère la glace au chocolat. »
4. « Je préfère la glace à la fraise. »

### Additional information

Since this is an example, the question will not be evaluated.

Example: Which ice cream flavour do you like the most?



1.  Vanilla
2.  Lemon
3.  Chocolate
4.  Strawberry

1. „I like vanilla ice cream the most.“
2. „I like lemon ice cream the most.“
3. „I like chocolate ice cream the most.“
4. „I like strawberry ice cream the most.“

Put a cross in the box that matches your opinion.

Attention! The cross should look like this  and not like this .

Attention! Choose only one box.

Attention! If you make a mistake and mark more than one box, then circle the correct box like this:

### Administration guidelines

Please read aloud the question and the answer options (including the numbering for navigation) in English. Then, read the question and the answer options (including the numbering) a second time and ask the students to tick the answer that suits them best.

Explain to the students that they should **tick only one answer**.

If at the time of testing a student cannot use the dominant hand for writing due to an **injury**, please ask the student to mark the dominant hand, nevertheless. For example, if a right-handed student has broken the right hand at the time of the ÉpStan and is currently writing with the left hand, the student should still mark the right hand in the questionnaire.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

Bist du ein Junge oder ein Mädchen?

Es-tu un garçon ou une fille ?

Mit welcher Hand schreibst du meistens?  
(linke Hand, rechte Hand, mit beiden Händen  
abwechselnd)

Avec quelle main écris-tu normalement ?  
(main gauche, main droite, avec les 2 mains en  
alternance)

### Additional information

Students may leave the question about their **gender** unanswered, if they do not identify as a boy or a girl.



Are you a boy or a girl?

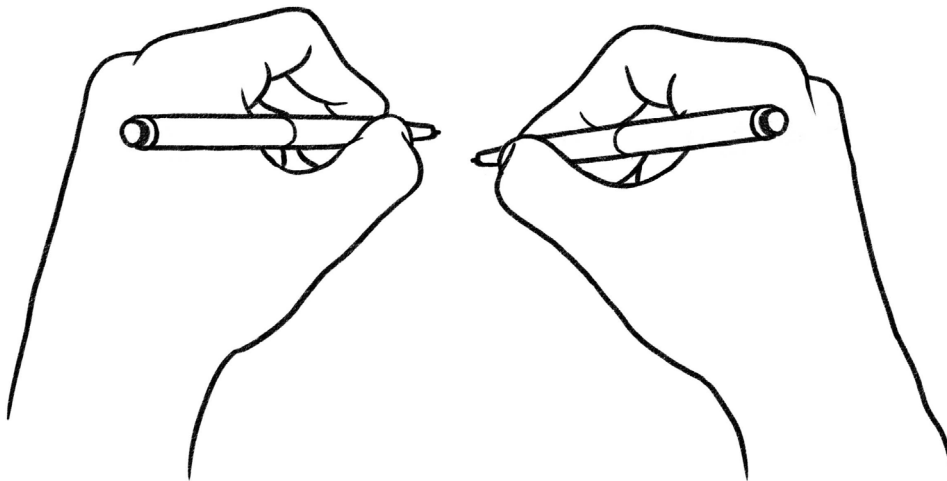
1.  Boy



2.  Girl



Which hand do you usually write with?



Left hand

Right hand

I use both hands

### Administration guidelines

Please read aloud the question and the answer options (including the numbering for navigation) in English. Then, read the question and the answer options (including the numbering) a second time and ask the students to tick the answer that suits them best.

Explain to the students that they should **tick only one answer**.

If a student selects "*Other language*" as response option, please help them, if necessary, to add the language they usually speak with their mother on the line provided for that purpose.

If a student does **not have a mother or a father**, the questions refer to the individuals who are like mother or father for the student (e.g., a guardian, stepparent, or foster parent), if such a person exists.

If a student lives in **more than one household**, the questions refer to the people (e.g., parents, foster parents, guardians) with whom they spend the most time.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

Welche Sprache sprichst du am häufigsten mit deiner Mutter?

Dans quelle langue parles-tu le plus souvent à ta mère ?

### Additional information

The choice of response options should in no way be interpreted as a political stance or a form of value judgment. To keep the questionnaire concise, the options provided represent the languages (or language families) most commonly spoken within the school population in Luxembourg. South Slavic languages have been grouped together because each one of them represents only a very small portion of the school population. By grouping them as a language family, it becomes possible to draw statistically significant conclusions.

What language do you usually speak with your mother?



1.  Luxembourgish
2.  Portuguese
3.  French
4.  Italian
5.  Spanish
6.  German
7.  Bosnian/Croatian/Serbian/Montenegrin/Macedonian
8.  English
9.  Other language: \_\_\_\_\_
10.  Answer not possible

Attention! Choose only one box.

### Administration guidelines

Please read aloud the question and the answer options (including the numbering for navigation) in English. Then, read the question and the answer options (including the numbering) a second time and ask the students to tick the answer that suits them best.

Explain to the students that they should **tick only one answer**.

If a student selects "*Other language*" as response option, please help them, if necessary, to add the language they usually speak with their father on the line provided for that purpose.

If a student does **not have a mother or a father**, the questions refer to the individuals who are like mother or father for the student (e.g., a guardian, stepparent, or foster parent), if such a person exists.

If a student lives in **more than one household**, the questions refer to the people (e.g., parents, foster parents, guardians) with whom they spend the most time.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

Welche Sprache sprichst du am häufigsten mit deinem Vater?

Dans quelle langue parles-tu le plus souvent à ton père ?

### Additional information

The choice of response options should in no way be interpreted as a political stance or a form of value judgment. To keep the questionnaire concise, the options provided represent the languages (or language families) most commonly spoken within the school population in Luxembourg. South Slavic languages have been grouped together because each one of them represents only a very small portion of the school population. By grouping them as a language family, it becomes possible to draw statistically significant conclusions.

What language do you usually speak with your father?



- 1.  Luxembourgish
- 2.  Portuguese
- 3.  French
- 4.  Italian
- 5.  Spanish
- 6.  German
- 7.  Bosnian/Croatian/Serbian/Montenegrin/Macedonian
- 8.  English
- 9.  Other language: \_\_\_\_\_
- 10.  Answer not possible

Attention! Choose only one box.

### Administration guidelines

Please read aloud the question and the answer options (including the numbering for navigation) in English. Then, read the question and the answer options (including the numbering) a second time and ask the students to tick the answer that suits them best.

Explain to the students that they should **tick only one answer**.

The term "*Luxembourgish school*" refers to **all public and all state-subsidized private schools that follow the Luxembourgish curriculum** as defined by the Ministry of Education. International Public Schools that follow an international curriculum (e.g., the European curriculum) are not considered as Luxembourgish schools.

If a student has not attended "*précoce*" neither in Luxembourg nor abroad, this line should be left blank.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

In welchen Jahrgangsstufen hast du luxemburgische Schulen besucht?

Quelle(s) classe(s) as-tu fréquentée(s) à l'école luxembourgeoise ?

### Additional information

/

Which school years did you attend in a Luxembourgish school?



	Luxembourgish school	No Luxembourgish school
<b>Cycle 1</b>		
1. Précoce	<input type="checkbox"/>	<input type="checkbox"/>
2. Cycle 1.1 (1st year of preschool)	<input type="checkbox"/>	<input type="checkbox"/>
3. Cycle 1.2 (2nd year of preschool)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cycle 2</b>		
4. Cycle 2.1 (1st year of Primary)	<input type="checkbox"/>	<input type="checkbox"/>
5. Cycle 2.2 (2nd year of Primary)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cycle 3</b>		
6. Cycle 3.1 (3rd year of Primary)	<input type="checkbox"/>	<input type="checkbox"/>
7. Cycle 3.2 (4th year of Primary)	<input type="checkbox"/>	<input type="checkbox"/>

Attention! Put only one cross in each row.

### Administration guidelines

Please explain to the students that this page is intended to show them, by using an example, how to answer the questions on the following pages.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

Please read the example aloud in English. Explicitly articulate (together with the class) the meaning of the different "shaking heads" (as shown in the framed text box). Imitating the different head nods/shakes may contribute to a better understanding. Then, read the example aloud again and ask the students to answer the question by ticking the answer that suits them best.

Explain to the students that they should **tick only one response per line/statement**. In case of an error or if more than one box is ticked, it is essential to circle the final answer to clearly highlight it.

After this explanation, please read each statement out aloud (including the numbering for better orientation). For **statement 1**, explain that the student's response means "YES! I like ice cream!" and that this response is correct because the line contains only one ticked box. For **statement 2**, explain that the student's response also means "YES! I like ice cream!" and that the response is also correct, even though the line contains more than one ticked box (the student made a mistake when ticking the box), because the final answer was clearly highlighted by circling it. For **statement 3**, explain that this response is unclear and that the question was not answered correctly because there is more than one ticked box, and none was clearly highlighted by circling it. Then, ensure that all students understand that they must not answer as shown in statement 3.

In case of comprehension difficulties, please refer to the German and/or French translation.

### Standardized translations

Ich mag Eis.

1. „NEIN! Ich mag kein Eis!“
2. „Nein, ich mag nur manchmal Eis.“  
„Nein, ich glaube ich mag kein Eis.“
3. „Ja, ich mag meistens Eis.“  
„Ja, ich glaube ich mag Eis.“
4. „JA! Ich mag Eis!“

J'aime la glace.

1. « NON ! Je n'aime pas la glace ! »
2. « Non, la glace, je ne l'aime que parfois. »  
« Non, je crois que je n'aime pas la glace. »
3. « Oui, la plupart du temps, j'aime la glace. »  
« Oui, je crois que j'aime la glace. »
4. « OUI ! J'aime la glace ! »

### Additional information

Since this is an example, the question will not be evaluated.



Example: Ice cream



I like ice cream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------	--------------------------	--------------------------	--------------------------	--------------------------

- |    |  |  |
|----|--|--|
| 1. |  | „NO! I don't like ice cream!“  |
| 2. |  | „No, I don't usually like ice cream.“<br>„No, I don't think I like ice cream.“ |
| 3. |  | „Yes, I usually like ice cream.“<br>„Yes, I think I like ice cream.“           |
| 4. |  | „YES! I like ice cream!“   |



1. I like ice cream.	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. I like ice cream.	✓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. I like ice cream.	✗	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **the subject of mathematics**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

Please read each statement (including the numbering for navigation) aloud in English. Then, read each statement aloud again and ask the students to answer the question by ticking the answer that suits them best.

Explain to the students that they should **tick only one response per line/statement**.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

### Standardized translations

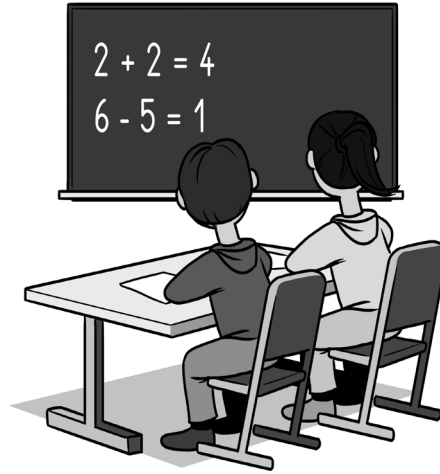
- |   |                                       |
|---|---------------------------------------|
| 1. Ich bin gut im Fach Mathematik.                | 1. Je suis bon(ne) en mathématiques.  |
| 2. Ich interessiere mich für das Fach Mathematik. | 2. Je m'intéresse aux mathématiques.  |
| 3. Das Fach Mathematik macht mir Spaß.            | 3. Les mathématiques me plaisent.     |
| 4. Ich habe Angst vor dem Fach Mathematik.        | 4. J'ai peur des mathématiques.       |
| 5. Im Fach Mathematik lerne ich schnell.          | 5. En mathématiques, j'apprends vite. |

### Additional information

Statements 1 and 5 concern the self-concept in mathematics. Statements 2 and 3 refer to interest in mathematics, while statement 4 addresses math anxiety.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.

Maths



1. I am good at maths.

2. I am interested in maths.

3. I enjoy maths.

4. I am afraid of maths.

5. I learn things quickly in maths.



### Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **English as a subject**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

Please read each statement (including the numbering for navigation) aloud in English. Then, read each statement aloud again and ask the students to answer the question by ticking the answer that suits them best.

Explain to the students that they should **tick only one response per line/statement**.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

### Standardized translations

1. Ich bin gut im Fach Englisch.

2. Ich interessiere mich für das Fach Englisch.

3. Das Fach Englisch macht mir Spaß.

4. Ich habe Angst vor dem Fach Englisch.

5. Im Fach Englisch lerne ich schnell.

6. Ich lese gerne auf Englisch.

1. Je suis bon(ne) en anglais.

2. Je m'intéresse à l'anglais.

3. L'anglais me plaît.

4. J'ai peur de l'anglais.

5. En anglais, j'apprends vite

6. J'aime lire en anglais.

### Additional information

Statements 1 and 5 concern the self-concept in English. Statements 2 and 3 refer to interest in English, while statement 4 addresses anxiety related to the subject of English. Statement 6 evaluates the interest in reading in English.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.

English



1. I am good at English.

2. I am interested in English.

3. I enjoy English.

4. I am afraid of English.

5. I learn things quickly in English.

6. I like to read in English.



## Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **all school subjects in general**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

Please read each statement (including the numbering for navigation) aloud in English. Then, read each statement aloud again and ask the students to answer the question by ticking the answer that suits them best.

Explain to the students that they should **tick only one response per line/statement**.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

## Standardized translations

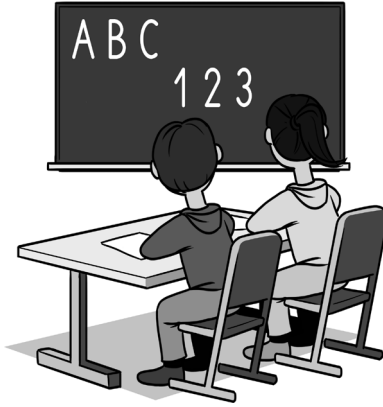
1. Ich bin gut in den meisten Schulfächern.	1. Je suis bon(ne) dans la plupart des branches scolaires.
2. Ich interessiere mich für die meisten Schulfächer.	2. Je m'intéresse à la plupart des branches scolaires.
3. Die meisten Schulfächer machen mir Spaß.	3. La plupart des branches scolaires me plaisent.
4. Ich habe Angst vor den meisten Schulfächern.	4. J'ai peur de la plupart des branches scolaires.
5. In den meisten Schulfächern lerne ich schnell.	5. Dans la plupart des branches scolaires, j'apprends vite.
6. Ich kann auch sehr schwierige Aufgaben lösen.	6. J'arrive à faire des exercices très difficiles.
7. Ich bin ein guter Schüler / eine gute Schülerin.	7. Je suis un(e) bon(ne) élève.
8. In der Schule ist mir vieles zu schwierig.	8. A l'école, beaucoup de choses sont trop difficiles pour moi.

## Additional information

Statements 1, 5, 6, 7 and 8 concern the general academic self-concept. Statements 2 and 3 refer to general interest in school, while statement 4 addresses general school-related anxiety.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.

All school subjects



- 1. I am good at most school subjects.
- 2. I am interested in most school subjects.
- 3. I enjoy most school subjects.
- 4. I am afraid of most school subjects.
- 5. I learn quickly in most school subjects.
- 6. I can solve very difficult tasks.
- 7. I am a good student.

- 8. At school, I find a lot of things too difficult for me.



### Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **their school and class**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

### Standardized translations

1. Ich gehe gerne zur Schule.	1. J'aime bien aller à l'école.
2. Schule macht Spaß.	2. L'école est amusante.
3. Ich bin fröhlich, wenn ich in der Schule bin.	3. Je suis joyeux(se) lorsque je suis à l'école.
4. In meiner Klasse helfen wir uns gegenseitig.	4. Dans ma classe, nous nous entraïdons.
5. In meiner Klasse verstehen wir uns gut.	5. Dans ma classe, tout le monde s'entend bien.
6. In meiner Klasse bekomme ich zusätzliche Hilfe von meinen Lehrern, wenn ich sie brauche.	6. Dans ma classe, les enseignant(e)s me donnent une aide supplémentaire lorsque j'en ai besoin.
7. In meiner Klasse stören wir manchmal absichtlich den Unterricht.	7. Dans ma classe, nous perturbons parfois intentionnellement le cours.
8. In meiner Klasse halten wir alle zusammen.	8. Dans ma classe, tout le monde est solidaire.

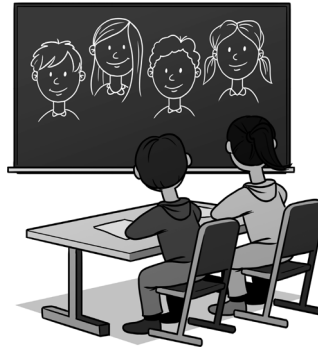
### Additional information

Statements 1, 2 and 3 refer to student attitudes towards school and to school satisfaction. Statements 4, 5 and 8 target classroom climate, while statement 6 targets the teacher-student relationship. Statement 7 records the potential for disruption in the class.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.



## My school and my class - page 1



1. I like going to school.





2. School is fun.





3. I am happy when I am at school.





4. In my class, we help each other.





5. In my class, we get along well.





6. In my class, I get extra support from my teacher when I need it.





7. In my class, we sometimes disrupt the class on purpose.





8. In my class, we all stick together.






### Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **their school and class**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

### Standardized translations

1. Ich habe sehr viele Freundinnen und Freunde in meiner Klasse.
2. Ich habe keine Lust, in die Schule zu gehen.
3. Ich komme mit meinen Mitschülerinnen und Mitschülern sehr gut aus.
4. Mir gefällt es in der Schule.
5. In meiner Klasse fühle ich mich alleine.
6. Mit meinen Mitschülerinnen und Mitschülern vertrage ich mich sehr gut.

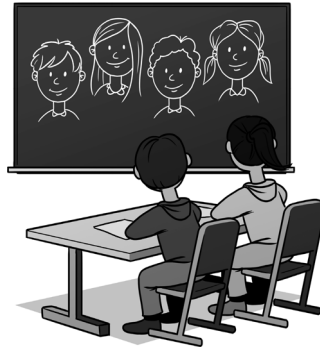
1. J'ai beaucoup d'ami(e)s dans ma classe.
2. Je n'ai pas envie d'aller à l'école.
3. Je m'entends très bien avec les autres élèves de ma classe.
4. L'école me plaît.
5. Je me sens seul(e) dans ma classe.
6. J'ai de très bonnes relations avec les autres élèves.

### Additional information

Statements 1, 3, 5 and 6 target classroom climate. Statements 2 and 4 record attitudes towards school and school satisfaction.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.

My school and my class - page 2



1. I have a lot of friends in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have no desire to go to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get along very well with my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like it in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel alone in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have very good relationships with my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Administration guidelines

Please explain to the students that the purpose of this page is to evaluate statements concerning **thinking and working**.

Explain that there are **no right or wrong answers** to this type of question. Each student is expected to answer honestly based on what they think or feel.

In case of comprehension difficulties, please refer to the German and/or French translation or explicitly articulate the meaning of the different "shaking heads" (as with the example of the preferred ice cream). Under no circumstances should you answer on behalf of the students.

### Standardized translations

1. Nachdenken macht mir Spaß.	1. Réfléchir m'amuse.
2. Ich bin neugierig.	2. Je suis curieux(se).
3. Ich bin fleißig.	3. Je suis appliqué(e).
4. Ich denke sehr gerne nach.	4. J'adore réfléchir.
5. Ich arbeite ordentlich.	5. Je travaille de manière soignée.
6. Ich erlebe gerne Neues.	6. J'aime faire de nouvelles expériences.
7. Ich erledige alle meine Aufgaben.	7. Je fais tous mes devoirs.
8. Wenn ich in der Schule Aufgaben zum Nachdenken bekomme, dann freue ich mich.	8. À l'école, je suis content(e) quand je dois faire des exercices qui me demandent de beaucoup réfléchir.
9. Ich löse gerne Aufgaben, bei denen man richtig nachdenken muss.	9. J'aime résoudre des problèmes qui me demandent de beaucoup réfléchir.
10. Ich mag Situationen, in denen ich richtig nachdenken muss.	10. J'aime les situations dans lesquelles il faut réfléchir beaucoup.

### Additional information

Statements 1, 4, 8, 9 and 10 assess the construct *Need for Cognition*. Statements 2 and 6 focus on the personality dimension of *Openness to Experience*, while Statements 3, 5, and 7 concentrate on the personality dimension of *Conscientiousness*.

All statements/scales come from internationally validated instruments (or are adaptations of these instruments). The students' responses are not reported individually and are used only in an aggregated form.

Thinking and working



1. Thinking is fun for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am curious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am hard-working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I love thinking about things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I work in a neat way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to experience new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I always finish my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. At school, when I get problems that require me to think, I am glad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I like to work on problems that require a lot of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I like situations in which I have to think a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







**Thank you for your support!**



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