



ÉpStan 2025-2026

Administration of the student questionnaire

Stage 1 / P1 – 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.

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 12th and the 26th of November 2025. 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 five ("*What language do you usually speak with your father?*") 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, 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.

To help the students follow the different questions more easily, a symbol is placed next to each question.

In the following table, you will find the symbols along with their standardized expressions.

Symbol	English	German	French
	ball	Ball	ballon
	cat	Katze	chat
	bus	Bus	bus
	sun	Sonne	soleil
	fish	Fisch	poisson
	cake	Kuchen	gâteau
	apple	Apfel	pomme
	bone	Knochen	os
	button	Knopf	bouton
	crown	Krone	couronne

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 !



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

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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 symbols 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 symbols) a second time and ask the students to tick the answer that suits them best (e.g., "If you like vanilla ice cream the most, tick the box next to the balloon. If you like lemon ice cream the most, tick the box next to the cat.").

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 ?



„Ich mag am liebsten Vanilleeis.“



„Ich mag am liebsten Zitroneneis.“



„Ich mag am liebsten Schokoladeneis.“



„Ich mag am liebsten Erdbeereis.“

Quelle glace préfères-tu ?



« Je préfère la glace à la vanille. »



« Je préfère la glace au citron. »



« Je préfère la glace au chocolat. »



« Je préfère la glace à la fraise. »

Additional information

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

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

☐

Vanilla

☐

Lemon

☐

Chocolate

☐

Strawberry



„I like vanilla ice cream the most.“



„I like lemon ice cream the most.“



„I like chocolate ice cream the most.“



„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 symbols for navigation) in English. Then, read the question and the answer options (including the symbols) 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 "*précocé*" 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

Bist du ein Junge oder ein Mädchen?

Es-tu un garçon ou une fille ?

In welchen Jahrgangsstufen hast du luxemburgische Schulen besucht?

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

Additional information

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

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Are you a boy or a girl?

☐

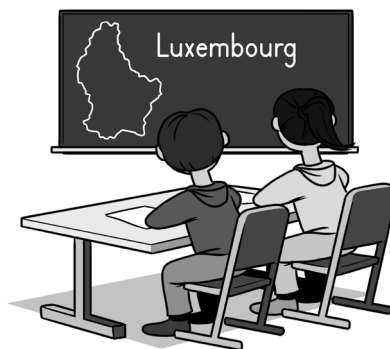
Boy

☐

Girl



Which school years did you attend in a Luxembourgish school?



	Luxembourgish school	No Luxembourgish school
Cycle 1		
 Précoce	☐	☐
 Cycle 1.1 (1st year of preschool)	☐	☐
 Cycle 1.2 (2nd year of preschool)	☐	☐

Attention! Put only one cross in each row.

Administration guidelines

Please read aloud the question and the answer options (including the symbols for navigation) in English. Then, read the question and the answer options (including the symbols) 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?



Attention! Choose only one box.



☐ Luxembourgish



☐ Portuguese



☐ French



☐ Italian



☐ Spanish



☐ German



☐ Bosnian/Croatian/Serbian/Montenegrin/Macedonian



☐ English



☐ Other language: _____



☐ Answer not possible

Administration guidelines

Please read aloud the question and the answer options (including the symbols for navigation) in English. Then, read the question and the answer options (including the symbols) 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.

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What language do you usually speak with your father?



Attention! Choose only one box.



☐ Luxembourgish



☐ Portuguese



☐ French



☐ Italian



☐ Spanish



☐ German



☐ Bosnian/Croatian/Serbian/Montenegrin/Macedonian



☐ English



☐ Other language: _____



☐ Answer not possible

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 (including the symbols for navigation) 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 symbols 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.

„NEIN ! Ich mag kein Eis!“

„JA ! Ich mag Eis!“



J'aime la glace.

« NON ! Je n'aime pas la glace ! »

« OUI ! J'aime la glace ! »

Additional information

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

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Example: Ice cream



I like ice cream.



"NO! I don't like ice cream!"



"YES! I like ice cream!"



I like ice cream.



I like ice cream.



I like ice cream.



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 symbols 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

 Ich bin gut im Fach Mathematik.

 Das Fach Mathematik macht mir Spaß.

 Ich habe Angst vor dem Fach Mathematik.

 Im Fach Mathematik lerne ich schnell.

 Je suis bon(ne) en mathématiques.

 Les mathématiques me plaisent.

 J'ai peur des mathématiques.

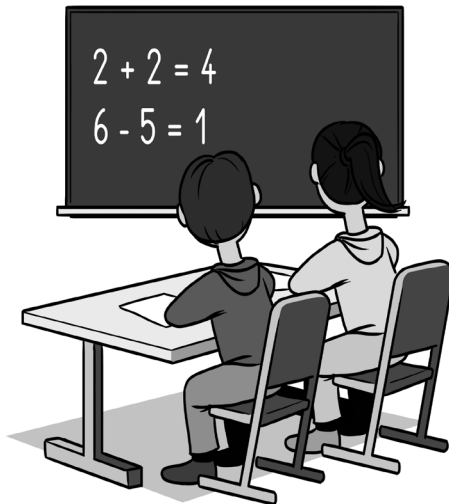
 En mathématiques, j'apprends vite.

Additional information

Statements 1 and 4 concern the self-concept in mathematics. Statement 2 refers to interest in mathematics, while statement 3 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



I am good at maths.

☐☐

I enjoy maths.

☐☐

I am afraid of maths.

☐☐

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 symbols 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

🕒 Ich bin gut im Fach Englisch.

🎧 Das Fach Englisch macht mir Spaß.

🚌 Ich habe Angst vor dem Fach Englisch.

☀️ Im Fach Englisch lerne ich schnell.

📖 Ich lese gerne auf Englisch.

🕒 Je suis bon(ne) en anglais.

🎧 L'anglais me plaît.

🚌 J'ai peur de l'anglais.

☀️ En anglais, j'apprends vite.

📖 J'aime lire en anglais.

Additional information

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



I am good at English.

☐
☐


I enjoy English.

☐
☐


I am afraid of English.

☐
☐


I learn things quickly in English.

☐
☐


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 symbols 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

 Ich bin gut in den meisten Schulfächern.

 Die meisten Schulfächer machen mir Spaß.

 Ich habe Angst vor den meisten Schulfächern.

 In den meisten Schulfächern lerne ich schnell.

 Je suis bon(ne) dans la plupart des branches scolaires.

 La plupart des branches scolaires me plaisent.

 J'ai peur de la plupart des branches scolaires.

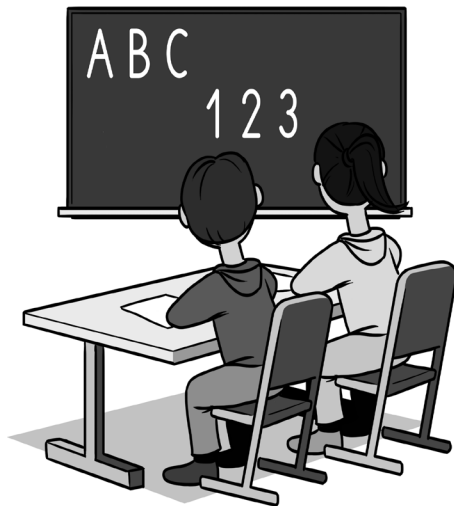
 Dans la plupart des branches scolaires,
j'apprends vite.

Additional information

Statements 1 and 4 concern the general academic self-concept. Statement 2 refers to general interest in school, while statement 3 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



I am good at most school subjects.

☐☐

I enjoy most school subjects.

☐☐

I am afraid of most school subjects.

☐☐

I learn quickly in most school subjects.

☐☐

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

 Ich gehe gerne zur Schule.

 Schule macht Spaß.

 Ich bin fröhlich, wenn ich in der Schule bin.

 In meiner Klasse helfen wir uns gegenseitig.

 In meiner Klasse verstehen wir uns gut.

 In meiner Klasse bekomme ich zusätzliche Hilfe von meinen Lehrern, wenn ich sie brauche.

 In meiner Klasse stören wir manchmal absichtlich den Unterricht.

 J'aime bien aller à l'école.

 L'école est amusante.

 Je suis joyeux(se) lorsque je suis à l'école.

 Dans ma classe, nous nous entraïdons.

 Dans ma classe, tout le monde s'entend bien.

 Dans ma classe, les enseignant(e)s me donnent une aide supplémentaire lorsque j'en ai besoin.

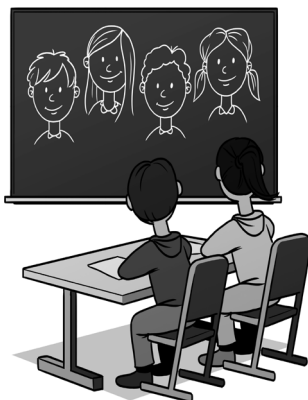
 Dans ma classe, nous perturbons parfois intentionnellement le cours.

Additional information

Statements 1, 2 and 3 refer to student attitudes towards school and to school satisfaction. Statements 4 and 5 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



I like going to school.

☐
☐


School is fun.

☐
☐


I am happy when I am at school.

☐
☐


In my class, we help each other.

☐
☐


In my class, we get along well.

☐
☐


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

☐
☐


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

☐
☐


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

 Nachdenken macht mir Spaß.

 Ich bin neugierig.

 Ich bin fleißig.

 Ich denke sehr gerne nach.

 Ich arbeite ordentlich.

 Ich erlebe gerne Neues.

 Ich erledige alle meine Aufgaben.

 Wenn ich in der Schule Aufgaben zum Nachdenken bekomme, dann freue ich mich.

 Réfléchir m'amuse.

 Je suis curieux(se).

 Je suis appliqué(e).

 J'adore réfléchir.

 Je travaille de manière soignée.

 J'aime faire de nouvelles expériences.

 Je fais tous mes devoirs.

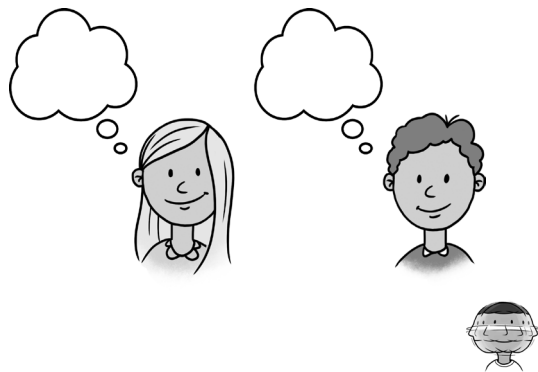
 À l'école, je suis content(e) quand je dois faire des exercices qui me demandent de réfléchir beaucoup.

Additional information

Statements 1, 4, and 8 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



	Thinking is fun for me.	☐	☐
	I am curious.	☐	☐
	I am hard-working.	☐	☐
	I like thinking a lot.	☐	☐
	I work in a tidy way.	☐	☐
	I like to experience new things.	☐	☐
	I always finish my work.	☐	☐
	At school, when I get problems that require me to think, I am glad.	☐	☐

Thank you for your support!



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



UNIVERSITY OF LUXEMBOURG
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